

Curriculum Vitae Europass

Personal information

Name(s) / Surname(s) **Filippo Marinoni**

Address(es)

Telephone(s)

Mobile:

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Citizenship

Date of birth

Sex

Education and training

Dates From 01/09/2019 to 08/09/2021

Title of qualification awarded Master's degree in Inter-Mediterranean Migration (MIM)

Main subjects / occupational skills covered Relevant subjects covered: Mediterranean studies, Migratory fluxes, asylum seekers and political refugees; Cooperation and development in the Mediterranean; political and historical studies of Mediterranean countries; Arabic literature and Arabic language.

Organisation providing education and training Université Paul Valéry of Montpellier (France); Ca' Foscari University of Venice (Italy)

Level in EQF or national classification Level 7 - Laurea Magistrale - grade: 110 cum laude / 110

Dates From 01/09/2016 to 07/07/2019

Title of qualification awarded Bachelor's degree in Human science of the Environment, Territory and Landscape (Human Geography)

Main subjects / occupational skills covered Relevant subjects covered: Human geography, demography, regional geography, urban geography, cultural anthropology.

Organisation providing education and training University of Milan (Italy)

Level in EQF or national classification Level 6 - Laurea Triennale (Bachelor's) - grade: 110 cum laude / 110

Dates From 01/09/2012 to 09/07/2016

Title of qualification awarded Bachelor's degree in Science of Legal Services (Law)

Main subjects / occupational skills covered Relevant subjects covered: European Law, International Public and Private Law, National and Comparative Private and Public Law, Law philosophy, Political economy .

Organisation providing education and training University of Milan (Italy)

Level in EQF or national classification Level 6 - Laurea Triennale (Bachelor's) - grade: 92 / 110

Personal skills

Mother tongue(s) **Italian**

Foreign language(s)

Self-assessment <i>European level (*)</i>	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C1	C1	C1
French	C2	C2	C1	C1	C1
Spanish	B2	B2	B1	B1	B1
Arabic	A1	A2	A1	A2	A1

(*) [Common European Framework of Reference for Languages](#)

Certificates obtained:

English certificate - IELTS 7 - 2019

French certificate - DALF C1 - 2020

Communication skills	Team working - acquired in my last two jobs at two different NGOs (Action Against Hunger and United Network Europe). Management of external relations (I was responsible for the institutional relations for United Network Europe). Intercultural dialogue (acquired during my research stay in Morocco, where I dealt with international migrations)
Organisational / managerial skills	Autonomy and time management (acquired through the engagement I have with online journals and think tanks; for them, I have to decide a topic, complete the article and submit it within the deadline).
Job-related skills	Public speaking (acquired during my jobs at Action against hunger, where I dealt with the outreach in schools, as well as at United Network Europe, where I presented the projects of the association in front of deans, professors and students).
Other skills	Research skills (mostly qualitative, acquired during my stay in Morocco, where I conducted interviews, focus groups, observations; literature review in foreign languages, acquired during the redaction of three thesis (I gained 2 bachelor's and 1 master's degree)
Driving licence	Yes - B
Study and research interests	My study and research interests focus on: political geography, Arab countries (society and (geo)politics), migration in the Mediterranean Sea, EU enlargement process in the Balkans, international public Law.
Work, study, and research experiences gained in the sectors covered by the Ph.D. programme	
Dates	From 01/04/2021 to 31/07/2021
Occupation or position held	Research Intern at Université Hassan II, Casablanca (Morocco)
Main activities and responsibilities	Relevant tasks: Framed within the Department of Sociology, I assisted the activities of the team and helped drafting reports, doing on-field interviews and observations. I was also assistant of a PhD candidate
Skills acquired	On-field research, scientific and informative writing, team working, intercultural dialogue
Dates	From 01/03/2021 to now
Occupation or position held	Contributor for think tanks and online journals (Italy)
Main activities and responsibilities	Relevant tasks: Redaction of scientific and informative articles about the Mediterranean region, for what concerns economics, politics, society and migrations.
Skills acquired	research and literature review, time management, team and individual working
Dates	From 01/09/2022 to 31/05/2023
Occupation or position held	Responsible of institutional relations at United Network Europe (Rome)

Main activities and responsibilities	Relevant tasks: Management of the external relations of the Association. Daily, I entered in contact with of all the stakeholders that need to interact with the Association (schools, journalists, institutions...)
Skills acquired	Communication skills, public speaking, time management, team and individual working
Additional information	
Publications	<p><i>The EU's Externalisation of Borders in Libya: Historical Path and Main Consequences</i>, in <i>TheSquare</i>, DOSSIER: Geography of the externalisation of the European Union's borders. Who are the border guards of the EU and what are the risks that this practice brings with it?, May 2023, available at: http://www.thesquarecentre.org/2023/05/31/the-eus-externalisation-of-borders-in-libya-historical-path-and-main-consequences/ - (written with Dr. Giulia D'Aleo)</p>
	<p><i>The EU's Externalisation of Borders in Morocco: Historical Path and Main Consequences</i>, in <i>TheSquare</i>, DOSSIER: Geography of the externalisation of the European Union's borders. Who are the border guards of the EU and what are the risks that this practice brings with it?, February 2023, available at: http://www.thesquarecentre.org/2023/02/03/the-eus-externalisation-of-borders-in-morocco-historical-path-and-main-consequences/</p>
	<p><i>Syrian Environmental-Related Migrations as a Direct Cause of 2011 Uprisings: Reliable Assessment or Determinism?</i>, in <i>TheSquare</i>, insight #15, December 2021, available at: http://www.thesquarecentre.org/2021/12/22/syrian-environmental-related-migrations-as-a-direct-cause-of-2011-uprisings-reliable-assessment-or-determinism/</p>
	<p><i>Sub-Saharan students in Moroccan Private Higher Education (PHE): which migratory patterns?</i>, in <i>EcoMig - Economies migratoires et circulations transnationales</i>, 22/11/2021, https://eco-mig.hypotheses.org/290</p>
	<p><i>Il ruolo dell'arte nel pre & post rivoluzione: I calli-graffiti di El Seed</i>, in <i>CeSEM-Centro Studi Eurasia-Mediterraneo</i>, 21/04/2021, http://www.cese-m.eu/cesem/2021/04/il-ruolo-dellarte-nel-pre-post-rivoluzione/</p>
	<p><i>Whats behind the Line? Luci e ombre del rivoluzionario progetto urbano saudita</i>, in <i>Geopolitics of Saudi Arabia: foreign policy, energy market, and Vision 2030</i>, Geopolitical Report Vol. 2/2021, ASRIE Analytica, (written with Dr. Luisa Marinoni)</p>
Attachments	<i>Next page (Master's thesis' abstract)</i>

Sub-Saharan students in Moroccan Private Higher Education (PHE): which migratory patterns?

When I wrote my thesis in Morocco in spring 2021, I focused on a particular type of South-South migration, which is the student migration of young sub-Saharanans towards Moroccan private higher education (PHE), thus including private universities and private professional schools.

In studying this phenomenon, I wondered about the migratory patterns to which sub-Saharanans students aspired - starting from the idea that Morocco could be for them a stepping stone towards richer countries (USA, Canada and the European Union). And, by noticing the number of sub-Saharanans students enrolled in Moroccan higher education institutions, I asked myself about the interest that the Kingdom might have in attracting students from the rest of Africa.

I found out that Morocco can gain from the attraction of sub-Saharanans students both economically and politically speaking.

Economically, Moroccan (private) universities can benefit from the tuition fees paid by sub-Saharanans. These students rarely benefit from scholarships, so their contribution is very remunerative for the institution. Moreover, all the students spend their money for their everyday life in the country, and must pay for an accommodation and for all the services they might be pushed to exploit. As Altbach and Knight (2007) remark about the fact that universities tend to promote student migration, "*earning money is a key motive for all internationalization projects in the for-profit sector and for some traditional non-profit universities with financial problems*" (p. 292)

Secondly, as mentioned, Morocco exercises a political power through culture and education over other African countries. It is the so-called "soft power", theorised by Nye (1990), that permits to Morocco to legitimise itself in African countries' eyes as a regional power, where to send students for having an excellent education, thus attracting the élite of those countries, who in turn will probably remain somehow bound to Morocco. Through this technique, Morocco is aiming at becoming a regional pole of excellence in the tertiary education field, as well as influent political actor in the region.

For these reasons Morocco is trying to become what Hawawini (2016) labels as "Importers", which means being attractive for foreign students, researchers and professors. The Kingdom has historically been an "Exporter" for what concerns tertiary education (Laouali-Meyer, 2012).

Generally, it is important to remark that all the sub-Saharan students enrolled in Moroccan PHE come from a privileged part of their country's urban society, even if it is very likely that still nowadays "*the richer you are the further you go*" (Mary, 2020), so the richest among the sub-Saharanans still prefer European and American universities. For what concerns the choice of Morocco as country of destination, they are of course pushed by the possibility to have access to a better quality of education compared to the one available in their countries.

Particularly, I tried to understand if sub-Saharan students use Morocco as a stepping stone towards richer countries, or if there was more to discover.

Definitely, I could identify four migratory patterns, that are schematised in Figure 1.

The first kind of migration was explained to me by a Senegalese student of the Université Internationale de Rabat (UIR). Her plan was to get a worthy degree, in order to go back to the country and be preferable in the eyes of the employers.

The second kind of migration was reported to me by an Ivorian girl, who found out that living in Morocco was good: she found a good accommodation in a sub-Saharan neighbourhood and, as she graduated, she began an internship. She told me "*for this reason, after my first*

three-year degree, I do not exclude to do also my master's degree here in Rabat and to remain here even after. I leave all the doors opened!"

A third kind migration is related to the use of Morocco as a stepping stone, as supposed at the beginning. An Ivorian girl, enrolled in a private professional school of Rabat, told that she opted for a school based in Rabat, that will give her the possibility to leave for Canada as soon as she can. Her intention is to settle there and not going back to Ivory Coast.

The fourth pattern of migration was displayed to me by a Congolese (DRC) girl, who told me that she was interested in going to the USA, but she preferred to gradually get closer to that world, which is so different from the one she was used to in DRC. For this reason, she decided to enrol at the Univeristé International de Rabat (UIR), and then, try to reach American's universities. Contrarily to the Ivorian girl of the "third pattern", she would like to go back to her country of origin when she will have acquired a satisfying knowledge in a Western country, in order to "help [her] country to improve and develop".

Conclusions

Definitely, Morocco is striving to become an "importer" of sub-Saharan students in the Kingdom's universities for both economic and political reasons. For what concerns the students themselves, they aim at graduating in Moroccan PHE, because the quality of education is far higher than in their countries and because Morocco is a good environment for them, since it is cheaper than Western countries and closer to their countries of origin.

However, the student migration to Morocco is more than a simple use of the Kingdom's universities as stepping stones toward richer countries. It can happen that students are interested in going back to the country of origin just after obtaining the degree, thus being more qualified than the fellow citizens who did not travel. Even, they can be also attracted by Morocco itself. Eventually, they can be pushed to use Moroccan good PHE, in order to get to the European Union or to North America, but once there, they can decide either to settle down - not envisaging to go back to the country -, or the enhance their skills in order to go back the country of origin and be part of the future leaders.

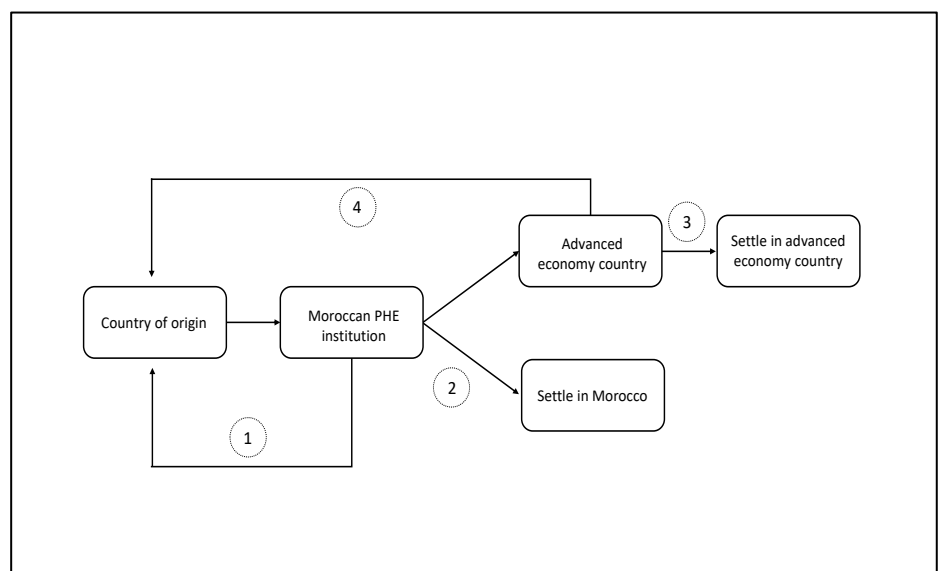


Figure 1 - Migratory patterns of Sub-Saharan students enrolled in Moroccan PHE
source: elaboration of the author

(1.016 words)

Bibliography

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