

جامعة الأخوين

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AL AKHAWAYN

UNIVERSITY

# ANNUAL REPORT 2021-2022

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# ABBREVIATIONS

AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
ACUHO-I	The Association of College and University Housing Officers – International
ACM	Association of Computer Machinery
ACPC	Arab Collegiate Programming Contest
AMMC	Autorité Marocaine des Marchés des Capitaux (Moroccan Capital Market Au-thority)
CBHE	Capacity Building in Higher Education
CCSO	Communicating Care and Safety Office
CEA	Center for English Accreditation
CHEW	Council for Health and Wellbeing
CIP	Community Involvement Program
CRLA	College Reading and Learning Association
DIDH	Délégation Interministérielle aux Droits de l'Homme
DSA	Dean of Student Affairs
DT	Downtown Residence
EEC	Executive Education Center
FYE	First Year Experience
MGCY	Major Group for Children and Youth
M6L	Mohammed VI Library
NECHE	New England Commission of Higher Education
OFPPT	Office de la Formation Professionnelle et de la Promotion du Travail (Vocatio-nal Training and Labor Promotion Board)
RA	Resident Assistant
SAC	Student Athletic Council
SBA	School of Business Administration
SGA	Student Government Association
SLA	Service Level Agreement
SLC	Student Leadership Council
SSE	School of Science and Engineering
VPAA	Vice President for Academic Affairs

# EXECUTIVE SUMMARY

The 2021-2022 academic year was characterized by significant achievements within the framework of the University's 2020-2025 Strategic Plan, particularly in terms of growth in student enrollment, the extension of the University's facilities, and the launch of structuring projects. Thus, the student population has increased by 46% over two years from 2022 in Fall 2019, to 2489 in 2020, then to 2956 in Fall 2021 thanks to targeted campaigns aimed at Generation Z. At the same time, the buildings supporting this growth are in the completion phase. The first deliveries are scheduled for December 2022 and will meet the demand for accommodation for new students.

The University has launched several structuring projects aimed at improving its management. These include the review of its processes and procedures with Deloitte, the implementation of a job classification and remuneration grid with KornFerry, and a digital transformation project with IFC, a branch of the World Bank.

A new Vice-President for Academic Affairs joined the University and reorganized the division to meet the requirements of the Strategic Plan. The strategy of the academic division is based on six pillars. Academic success, with improved retention, progression and graduation rates, and career success remain key performance indicators (KPIs). The new employability office helped final year students in their job search and thus allowed 43% of the spring class of 2022 to have at least one job offer upon leaving university. The University has also implemented programs to enhance the student experience in both campus life and extra-curricular activities, and set up academic support mechanisms for students, especially those in difficulty. The faculty is not left behind with the recruitment of 20 new professors to meet the demand, the development of the Mohammed VI Library and technology as essential academic resources in learning. Finally, the quality of the students admitted remains an essential element in the success of any strategy.

The quality of the University is certified by NECHE's institutional accreditation. A commission visited the campus and met with officials as part of the accreditation renewal process. The Business Program (BBA) has been reaccredited by EPAS for five years and the SBA intends to launch another prestigious accreditation with AACSB. The SSE will receive a team to renew its ABET accreditation in October 2022.

An effective marketing campaign used social media and the website to get its messages across. The number of visitors on Facebook increased by 8% and on Instagram by 80%. Thus, at the start of the 2021 academic year, the University admitted 910 new students with good academic profiles, since 93% of "Baccalauréat" holders had a distinction (69% of distinctions are "Good" or "Very Good"). The total number of students has thus reached 2956 of which, in line with the social policy of the University, 52% benefit from merit scholarships and / or financial aid for a total amount of 57 MMAD for the year 2021-2022. The number of teachers has reached 142 permanent staff and 62 adjunct or fixed-term teachers, which gives a student-faculty ratio of 16 students per full-time equivalent faculty, and an average of 22 students per class for undergraduates and 13 for the graduates.

Research activities and publications resulted in the publication of seven books, 18 book chapters, 63 articles in scientific journals, as well as externally funded projects worth 2.8 MMAD. The Executive and Continuous Training Center, meanwhile, achieved a turnover of about 7 MMAD in events, continuing education in Ifrane and Executive Master in Casablanca. This center plans to offer on-line certificates, business English courses, and sign new training contracts with the regions and with companies in both Casablanca and Ifrane.

The Human Capital Department, which manages the University's 568 permanent employees, has continued its efforts to support staff through internal training, the implementation of a more transparent evaluation system, the development of a value charter, and the negotiation of benefits with commercial establishments. This division has also recruited around forty employees and redeployed 12 employees to replace staff who went on retirement or simply career changes. As part of its social and environmental responsibility, the University has implemented an exten-

sive reforestation plan and conversion of diesel to biomass, which currently constitutes 36% of the energy mix, thus reducing the amount of CO2 emitted by 737 tons compared to last year, while energy demand has increased by 9%. Service to the community continues to occupy an important place both through the mandatory social service carried out by 316 students this year who have given 6,800 hours of community service to charitable associations, and through student associations which organize medical campaigns, blood donation, or food distribution. The Azrou Center for Community Development continues its partnerships with the Ministry of National Education (40 participants in the literacy program), the Pistorio Foundation, ST Microelectronics (63 students in non-formal education), the OFPPT for vocational training, the ALCS for the fight against AIDS (153 screening tests and awareness campaigns), as well as several medical associations for medical campaigns.

### **Finance**

The University's finances were marked this year by the consolidation of the institution's financial performance, bringing EBITDA to 47 MMAD, +40% compared to last year (33.5 MMAD) and +35% compared to the budget (42 MMAD).

In addition, and in accordance with the objectives set out in the Strategic Plan, overall revenue increased by 23% compared to the 2020-2021 financial year. As a result, the operating result improved to +22 MMAD from -1 MMAD in the previous year. Net income consolidated to 44 MMAD compared to 40 MMAD last year.

## PROGRESS OF THE STRATEGIC PLAN

The University is making steady progress in its five-year Strategic Plan, meeting and sometimes exceeding its objectives.

### **Campus Extension**

Despite some delays beyond the University's control, mostly due to the international conjuncture, the new buildings are progressing at a steady pace with a partial delivery date estimated for end of Fall 2022. To palliate the gap in housing capacity, the university was able, in addition to the renewal of the contract with Farah Inn, to secure other options in the city of Ifrane (Farah Inn, Résidence des FAR) while maintaining similar living standards.

### **Enrollment numbers**

For the Fall 2021 semester, and thanks to a focused and effective campaign, the planned target for new enrollment was exceeded, and reached a record 914 new students. As for the Fall 2022 semester, the university is on the final stretch of its recruitment campaign and pushing full steam to meet its objectives.

### **Financial sustainability**

The University was able to improve its finances thanks to increased enrollments. It balanced its budget and is investing in university expansion.

### **Drafting and digitizing all manuals of procedures.**

In its efforts to create a more efficient and structured framework for operations, the university has embarked on a digitization of all its manual of procedures and Service Level Agreements (SLA) and the process is now completed. Digital approved copies of all manuals were uploaded on the university's intranet to ensure transparency and accountability for all departments.

### **Renovation of student spaces**

As part of its wellbeing strategy, and as the student population grows, the university seeks to provide students with more socializing spaces as well as more welcoming offices for front office services (Housing, Activities etc...). Over the past year, the university renovated the student activities office space and added benches, chairs, and tables around campus. Furthermore, more couches, tables and chairs were added to building 4 and 8 halls to allow students to relax and prepare between class sessions.

### **BPR Project: First phase out of 3 completed.**

The university is currently working with the world-renowned partner "Deloitte" on Business Process Reengineering. The project is divided into three phases. The month of April saw the completion of the first phase. The first phase consisted of Deloitte conducting workshops with all departments and then delivering a mapping of all processes as well as their level of formalization, criticality and obsolescence.

### **Value Charter Project**

The university enlisted the services of an external partner (Convergence) to help the university stakeholders draft a new value charter for the institution. The process was done in a collaborative way and included all stakeholders (students, staff, and faculty) in the process to ensure the final deliverable is representative of all members of the community. The new values were defined and agreed upon and now the next step is drafting a communication plan to promote the values within the university and its daily operations.





## ACADEMICS

As AUI continued its historic growth and transformation in Academic Year 2021-22, the Division of Academic Affairs itself underwent significant change and evolution designed to ensure that the University's unprecedented growth in size would be matched by an equally important enhancement in academic rigor and quality. Achieving significant qualitative improvement in the context of a doubling in institutional size is no small feat in and of itself, even under the most optimal circumstances; but when further complicated by both a worldwide pandemic of truly epic proportions and profound seismic shifts in higher education globally of equally historic significance distinguishes the project underway at AUI as genuinely audacious.

The year began as AUI's new President continued to shape his leadership team with the addition of a new Vice President for Academic Affairs, who arrived in August. Over the course of the Fall semester, the President and the new VPAA collaborated closely in designing a major restructuring of the Office of Academic Affairs to ensure that this key office would be able to deliver on the promise of significantly greater academic quality. By January, qualified, committed and supportive interim leadership was in-place to guide each of our four academic units of the University; and several qualified Associate Vice Presidents had been designated to support the new VPAA as he worked to make good on the promise of academic excellence and support the academic pillars of the current strategic plan. Specifically, new Associate Vice President (AVPs) were appointed:

- AVP for Academic Systems & Operations,
- AVP for 21st Century Liberal Arts & Faculty Development, and
- AVP for Assessment & Accreditation and Academic Research.

In addition, a new Dean of Continuing Education and Public Sector Partnerships was designated to capitalize on important new revenue streams in these areas. Finally, a new Office of Academic Support was established to maximize the opportunities for student academic success, retention, timely progression and graduation.

To complement these major structural and personnel changes in the Office of Academic Affairs, two additional initiatives were launched.

The first involved the building of a close working alliance between Student Affairs and Academic Affairs, represented by the establishment of a new Council for Student Success, which is co-chaired by both the DSA and the VPAA. Recognizing that the student experience is comprehensive and not defined by distinct curricular and co-curricular compartments, and furthermore that the co-curricular aspects of the student experience are as critical to the development of essential 21st Century transferable skills as is the classroom, the new Council for Student Success meets weekly to map out a thoroughly integrated student experience designed to ensure student success both at AUI and after graduation.

The second major complementary initiative was the establishment of a new Office of Employability and Entrepreneurship, which also works closely with the Council for Student Success. The ambitious goal of this remarkable new office is to ensure that by 2025 every AUI



Figure 2.1: Le chemin vers 2025 ; de la croissance avec de la qualité

graduate seeking a career in the private sector has at least three job offers in-hand by the time of graduation. Achieving this bold objective obviously requires both a holistic and sustained approach to the comprehensive curricular and co-curricular learning experience at AUI. Therefore, the new Chief Employability and Entrepreneurship Officer also works closely with the DSA and the VPAA, and designated faculty partners in each school, to design experiences that will develop in our students both the crucial soft and transferrable skills as well as the emotional intelligence needed to succeed in the increasingly competitive global job market of the 21st Century. The early results of this new initiative are impressive. After only one semester, 42% of graduating students had at least one job offer by the time of graduation. The impressive expansion of AUI's network of internships and co-op opportunities offers further evidence of real progress in guaranteeing a rapid return on investment for our graduates in the form of good job offers. Yet another leading indicator of the success of this new strategy is the number of major employers indicating a clear preference for AUI graduates.



## Employability

**40% Of 2022 graduates have at least 1 offer before Graduation**

**5 Alternance Programs** started in 2022 and 5 more in pipe (expected for Q4 22)

**1 Hybrid Work** “remote” work for all

10 Screening /Placement services

**10 Partnerships with Major Employer**

## Entrepreneurship

**Agreement to incubate 10 projects per year with EuraTechnologies in Lille**

Europe’s oldest, most successful incubator  
**6 Months to go from concept to Market**  
All-expenses paid

**Over 10 mentors** for student projects Screening  
**5 investors gave over 600 K MAD in awards**

**8 custom classes offered** remotely by Maroc Numeric Cluster on how to launch and grow a Moroccan tech companies

Figure 2. 2 Employability

Figure 2. 3 Entrepreneurship

The 2021-22 academic year was also marked by a significant revalidation of AUI’s excellence by external accreditors. In November, the SBA hosted a visiting reaccreditation team from EFMD (the European Foundation for Management Development) and in February, we were informed that our BBA program has been reaccredited for an additional five years. In late-March, AUI hosted a visiting reaccreditation team from the New England Commission of Higher Education (NECHE). Both the exit report and the draft final report of the visiting evaluation team were unambiguous and enthusiastic in their positive evaluation of AUI. In the spring semester, the SSE finalized its self-study in preparation for its upcoming ABET reaccreditation visit in October and the Language Center received notice from CEA (Commission of English Accreditation) that it should proceed with its own self-study in advance of its own reaccreditation visit scheduled for 2024. In May, the SBA also filed its eligibility application to AACSB (the Association to Advance Collegiate Schools of Business), the widely recognized global leader in business school accreditation. Our new AVP for Assessment and Accreditation has ably represented the Division of Academic Affairs in these efforts as he has helped to ensure that our reports and applications meet the rigorous standards demanded. In addition, he has launched a major effort to ensure institutional consistency in our assessment regime and the centralization of our assessment record-keeping mechanisms. In May, NECHE invited a joint team from Academic Affairs and Student Affairs to make a presentation at NECHE’s annual meeting in Boston next December, yet further international recognition of AUI’s excellence.

The spring semester was also marked by two major international recruitment campaigns, the first to hire more faculty to meet the demands of a rapidly expanding student body, and the second to identify permanent academic leadership of our three schools and the Language Center. The deans’ searches attracted scores of excellent candidates, and we have now hired three outstanding new deans for SSE, SBA and SHSS as well as a new Director of the LC. We received over 900 applications in connection with our faculty searches and we are on-track to hire at least 30 new faculty colleagues, a 25% growth in the size of our full-time faculty. The quality of these applicants was most impressive, with graduates from some of the world’s top universities (e.g., Harvard, Stanford, the University of Chicago, Emory, Northwestern, the University of Virginia and Cornell) represented among them.

Table 2. 1 Faculty Distribution by Gender, Citizenship, Degree and Status

École	Gender		Citizenship			Degree			Status	
	Male	Female	Morocco	Bi-national	Inter-national	PhD or equivalent	Graduate	Bachelor	Full-time	part-time
SHSS	41	22	27	7	29	47	15	1	44	19
SSE	46	12	37	16	5	44	13	1	46	12
SBA	35	11	27	6	13	32	14	0	28	18
LC	22	15	25	4	8	15	21	1	24	13
Total	144	60	116	33	55	138	63	3	142	62

As Table 2.1 shows, AUI had a total of 142 permanent and 62 adjunct faculty for 2956 students. The ratio of students to faculty FTE is 16.17 while the overall average class size is 22.08, with a lower figure of 13.35 for graduate courses.

The 2021-22 academic year also witnessed important developments in faculty engagement and participation in shared governance – a critical indicator of excellence among the world’s top academic institutions. Most notably, the Academic Council, the body recognized in AUI’s founding charter as the central institution of faculty participation in shared governance, became increasingly active in developing and passing critical new policies. Most notably among these was a comprehensive new Faculty Performance and Promotion Review Policy. The product of more than a year of intensive study and debate, the final policy offers transparency regarding both expectations of faculty and the corresponding rewards they earn for each level of performance they achieve. In addition, the new faculty performance and promotion policy establishes independent layers of review to enhance confidence in the objectivity and impartiality of the entire review process. This new policy will play a crucial role in aligning faculty efforts and encouraging them to focus their efforts in supporting the University’s current strategic plan.

The streamlining of academic systems and operations is yielding important benefits in terms of both greater user satisfaction among students and faculty as well as affording us important insights from enhanced data collection and analysis. The integration of Canvas, our new LMS (Learning Management System) is proceeding well, and we are beginning to see tremendous added potential in this system, which is widely acclaimed as the best in the world. The opportunity it will provide us to expand online learning is tremendous, as is the possibility of creating e-Portfolios, which will allow our graduates to share samples of their best work with potential employers and graduate school admissions committees.

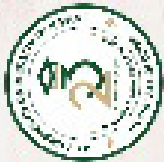
Finally, our new Associate Vice President for 21st Century Learning and Faculty Development has revamped and significantly expanded our faculty development offerings. The new faculty performance and promotion review policy now makes explicit our expectation that faculty dedicate at least 24-hours per year to enhancing their skill sets, and Canvas offers them virtually unlimited horizons to demonstrate new and improved pedagogical approaches in their teaching.

## Examples of professional development workshops organized in Spring 2022

Advanced Features on MS Teams	Data Cleaning: basics, file formats, Open Refine
Canvas Fundamentals	Text Analysis Fundamentals - AntConc
Canvas Studio	Text Analysis Fundamentals - Voyant Tools
Getting Tech Giants to Work for You	StoryMaps
Transitioning your F2F Syllabus	Zotero & VosViewer
Assessments and Grading on Canvas	Network Fundamentals with Cytoscape
Internationalization and 21st Century Liberal Arts	Tableau & Data Visualization
Coursera Digital Resources	Best Practices for Asynchronous Learning
ILO Oriented Assessments	Design Thinking
Creating Module Videos on Canvas	Interactions for Active Learning
Increasing Interaction and Engagement	How to Improve Student Academic Writing Research Skills
Introduction to Perlego	How to Gamify your Course
Building Canvas from the User Perspective	Hyflex Course Design
Beyond File Sharing: Delivering a Blended Learning Experience	Smart Canvas Features
"What is Data in Humanities?" Discussion	

During the 2021-2022 academic year, 466 students graduated, 355 at Bachelor level and 111 at graduate level. The graduates of three classes (2020, 2021 and 2022) were finally able to celebrate their graduation by attending a joint ceremony on June 1, 2022. This ceremony had been suspended because of the health crisis in 2020 and 2021.





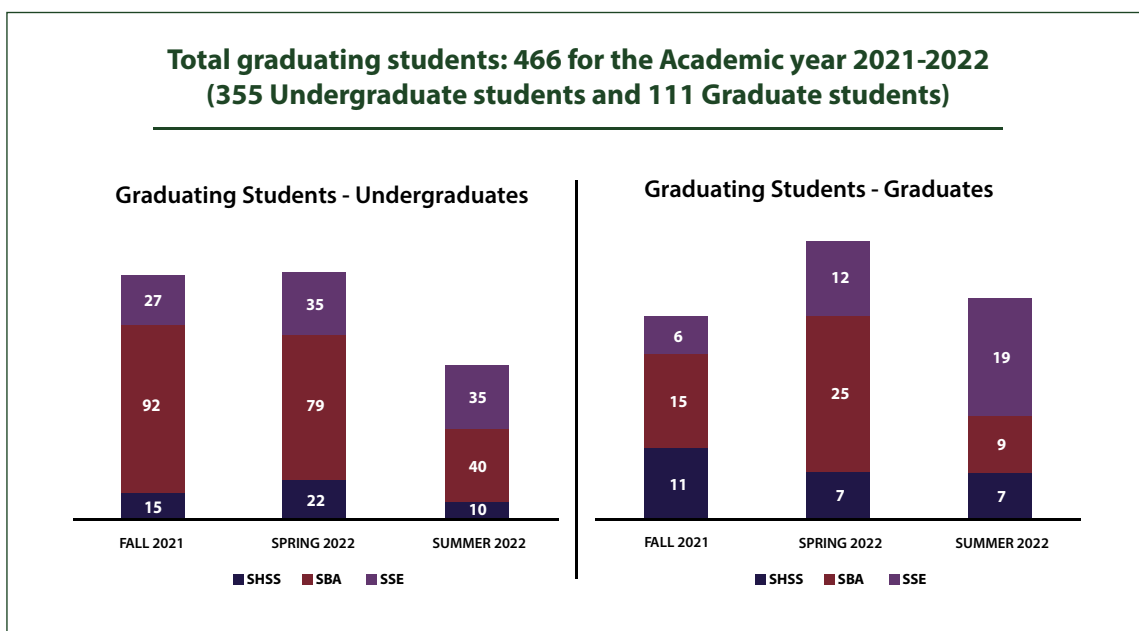
Class of 2021





Class of 2022





**Figure 2. 4 Total graduating student for the academic years of 2021-2022**

The past academic year has thus witnessed tremendous change in Academic Affairs at AUJ and these changes have placed the University in an excellent position to realize the promise of “growth with quality,” which is envisioned in our current strategic plan. The team now assembled in Academic Affairs is of the highest caliber, and their demonstrated capacity for teamwork and collaboration in achieving their objectives is most impressive.

### • Support for Academic Quality

In Fall 2021, the Mohammed VI Library (M6L) team created a new strategic plan, with the vision that the M6L will support the AUJ Strategic Plan (2020-2025) of creating a beacon for 21st-century liberal arts education in the Middle East & Africa by repositioning itself as a campus hub for learning, research, and collaboration. The new leadership of the Mohammed VI Library has also embarked on a major effort to redefine and revitalize the library as the central learning space on campus. These changes are aligned with global best practice and bring the library in line with our peer institutions in Europe and North America. Most notably, the major expansion in our e-book holdings have increased over the past year from 230,000 volumes to over 1 million volumes, an impressive increase of nearly five-fold in a single year. In addition, the creative redesign of multiple spaces in the library has, once again, returned the library to its rightful place as the hub of intellectual life on-campus. The aim is to transform the M6L to meet the expectations of Gen-Z learners and offer an extensive digital collection, available to the AUJ community from anywhere.

#### **M6L seeks to realize its vision by taking four strategic choices:**

- Revitalize the M6L website as a resource for learning, research, & discovery.
- Optimize the physical space of the library based on input from library stakeholders & evidence-based research.
- Enhance the skill sets of M6L Librarians through professional development opportunities to allow them to become better instructors and facilitators of learning, teaching, & research.
- Establish meaningful and measurable collaborative relationships on campus, nationally, and internationally.

**The strategy to support these choices comprises four pillars:**



**Figure 2. 5 The 4 strategic pillars supporting academic quality**

In the pursuit of technological innovations, the University set up other innovative ways, Canvas, to tie its students to campus and praise their accomplishments as it offers virtually unlimited horizons for them as well as to their professors to demonstrate and be susceptible to new and improved pedagogical approaches in their learning and teaching.

During this academic year, there have been 53 faculty development workshops in total, including 12 training sessions for faculty for a better use of Canvas. The topics revolved around the pandemic, how to improve the student experience, and how to increase their engagement. New methods explored included flipped learning, blended experience, and gamification, among many others. The workshops also helped faculty members familiarize themselves with different platforms: MS Teams, Canvas, Perlego, StoryMaps, Voyant Tools, to mention but a few. In total, there were 1,155 participants, with an average of 22 participants per workshop. 18 presenters dedicated 90 hours in total to help their colleagues with faculty development workshops. These presenters include internal and external people to Al Akhawayn University, with 10 faculty members certified. Some of these certifications include the Advanced Online Training Certificate and the Professional Certificate in Online Education. 175 AUI faculty members have attended, and each faculty member has taken around 5 workshops. Faculty members have invested roughly 9.6 hours on average to their personal and professional development, in order to complete the requirement of 25 hours of documented participation in faculty development workshops and continuing education.


**Information systems**

The Information Technology Department (ITS) has configured and is managing the Canvas system which is an LMS (Learning Management System) to replace the Jenzabar LMS system. Canvas is a mobile application, which manages active collaborative learning through several teaching modalities, and offers several features (homework, discussions, knowledge check, collaborative learning, evaluation grids, instant correction, calendars, analytical reports, etc.). It encourages teachers to be more innovative and students to be more engaged.

The Downtown Residence, which houses students, has been equipped with fiber optics (500Mbps) and 172 Wi-Fi access points. The city campus, a new residential extension for students, has been equipped with fiber (500 Mbps) and 172 wireless access points. Using Aruba wireless solutions, ITS has also installed new access points in all classrooms to enhance connectivity and improve the learning experience and provide greater capacity, performance, and efficiency in high-density environments.

**• Academic Activity**

Academic activity is always a distinctive feature of any university and serves to nurture excellence. This academic year was fruitful in terms of research and publications as our



professors published 7 books, 63 articles and 18 book chapters and presented or participated in scientific conferences. In addition to volumes of quality research publications and other impressive research outputs, Al Akhawayn university engaged the community in various public lectures and events with world-leading researchers discussing their work, either in collaboration with M6L or participation in external events, and how it benefits society and the environment.

Externally funded research projects are also the mark of faculty excellence at AUI. Examples of these projects include “Implementation of Intelligent Bricks of a ChatBot in Moroccan Darija”, “Preventing Violent Extremism in the Balkans and the MENA”, “Entrepreneurial Management for Fostering Innovation and Talents”, “CBHE project on Mediterranean Countries – Towards Internationalization at Home”, “Future of Global Issues” and “Documenting Private Ibadi Muslim Libraries in the Jebel Nafusa”. These projects brought a total amount of 2.8 MMAD. Also, it is worth highlighting that AUI academic staff either organized or attended and made presentations at conferences and similar events. One such example is the first international conference organized by the school of Business Administration in December 2021. The theme of the conference was “Business and Organizations on the Path to Recovery: Challenges & Opportunities”.



# INSTITUTIONAL COMMUNICATION AND MARKETING

The Marketing and communication Office, in line with the new University Strategic Plan, strived towards a more effective and enhanced communication and marketing approaches to meet the needs of a new generation of learners. It did this through unique relationships with media and technology with a special focus on information and its timely communication with stakeholders. This year, the decision was taken to merge communication and marketing, thus realigning the mission of the department from pure institutional branding to actual marketing of academic program. The new unit made extensive use of communication tools used by the new generation of applicants.

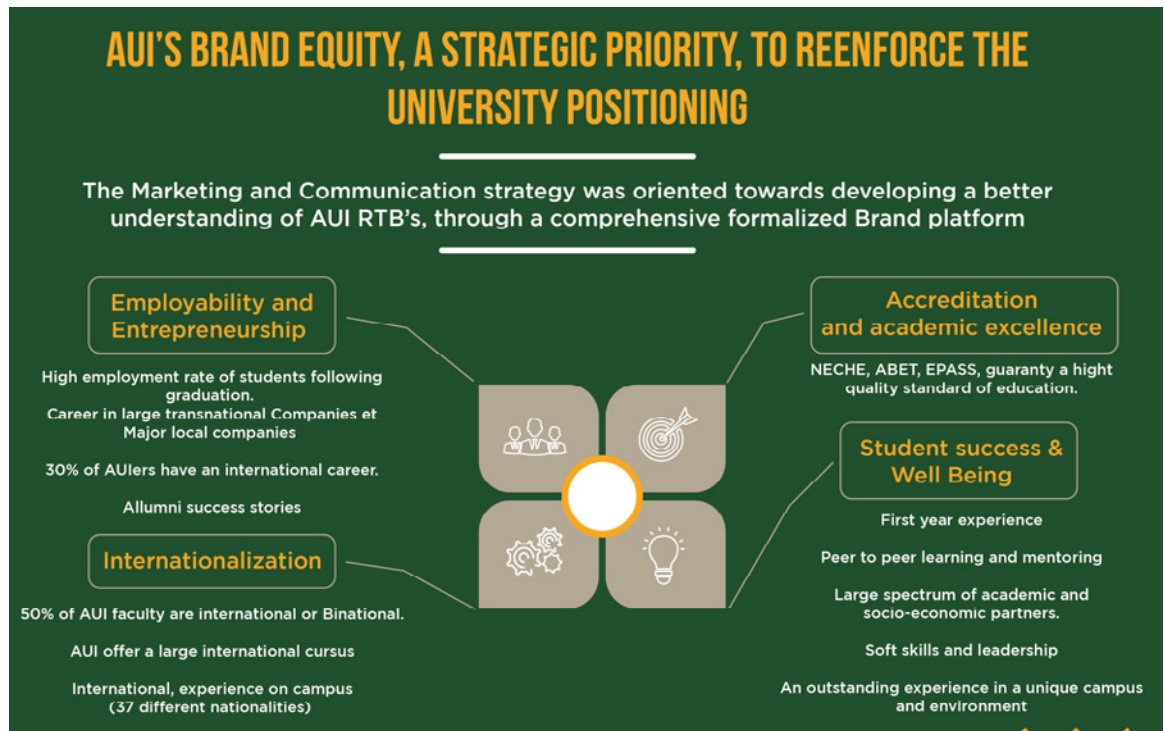














Figure 3. 1 AUI's brand equity

Work continues on a new website project, aimed to further enhance student recruitment and the student experience. Nonetheless, the current AUI website continues to be more visible, attracting over 288,000 page views in 2021-2022. To make this tool still more appealing and efficient to engage with prospective students, the University is launching a new website to facilitate the effective and engaging presentation of AUI's identity (Inspire, Transform, Impact.), activities and achievements to the community. The new website should be operational in early Fall 2022 after the completion of the structure validation, wireframes, and design phases with an international agency service provider. During the first phases, several meetings were held with the steering committees that involve all major stakeholders, mainly Academic Affairs, Student Affairs, ITS, and Finance & Administration.

2021 – 2022, A year marked by a **strong increase** in the University's presence at all its touch points

 <b>2819</b> <small>MENTIONS</small>	 <b>757</b> <small>SOCIAL MEDIA MENTIONS</small>	 <b>2062</b> <small>NON-SOCIAL MENTIONS</small>	 <b>3.9 M</b> <small>SOCIAL MEDIA REACH</small>
 <b>17 M</b> <small>NON SOCIAL MEDIA REACH</small>	 <b>175 K</b> <small>INTERACTIONS</small>	 <b>783</b> <small>USER GENERATED CONTENT</small>	 <b>170 K</b> <small>LIKES</small>
 <b>369</b> <b>94%</b> <small>POSITIVE MENTIONS</small>	 <b>24</b> <b>6%</b> <small>NEGATIVE MENTIONS</small>	 <b>\$ 1.4 M</b> <small>AVE</small>	 <b>245</b> <small>MENTIONS FROM TWITTER</small>

**The Average Equivalent advertisement budget (AVE) of all AUI's Marketing & Communication ( PR non included) is of 14 Millions MAD!**

Source: Brand24.com

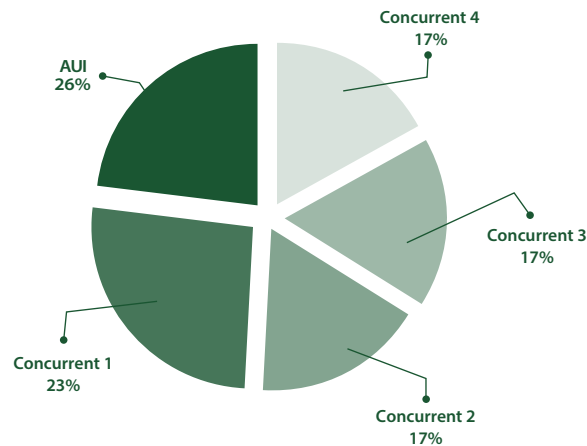
**Figure 3. 2 AUI's presence at all touch points**

In order maintain its integrated approach to marketing and recruitment of students for 2021/2022, Al Akhawayn university held its open doors to candidates and their parents on March 26th and June 2nd, with the aim of presenting, face to face, AUI's academic programs, services, and facilities, informing and convincing parents and prospective student to commit to AUI for Fall 2022. In this regard, a set up was prepared with the various types of promotional materials that raise awareness and increase the visibility of AUI brand.

The University has focused on social media channels. These channels serve to support the university's marketing strategy, to raise awareness of AUI and enhance its relationship with its various audiences (current and prospective students, alumni, parents, and others).

The organic content on the AUI social media also aims at raising awareness of the university and enhancing its reputation, turning followers into advocates and boosting retention through creating a more engaging content and strengthening the connection of AUI with its audience. Aware of the importance of social media and its impact on the decision-making of the target audience, the MarCom Department focused its efforts on the creation of content for social media, in accordance with the Communication strategic pillars to maximize impact and increase the engagement rate of our target audience and to boost the AUI digital presence and enhance its social media exposure compared to its top four competitors.

## Présence sur les Réseaux Sociaux



**Figure 3.3 Presence in social media: AUI vs. Four main competitors**

This strategy has resulted in an increase in the number of followers on our official channels to reach in June 2022: 232,926 on Facebook, 30,324 on Instagram, 26,515 on LinkedIn and 10,800 on YouTube. Lately, the University started its TikTok page as it is becoming one of the most popular apps among our prospective students and it's an excellent way to share content that highlights the AUI-experience. Currently the university TikTok account has over 14,200 followers in less than 4 months.

**Table 3.1 Social Media Platform Reach**

Social Media Platform	2020-2021	2021-2022	Change from last year
Facebook	215,506	232,926	8%
Instagram	16,800	30,324	80.5%
LinkedIn	-	26,515	
TikTok	-	14,200	*
Youtube	5800	10,800	86.2%
Website users	285,232	288,046	1%

The University places the success of students at the center of its concerns and provides them with several services and support units since their first day in AUI. Thus, Al Akhawayn University ran 4 Webinars with a total of 242 attendees to prospective students to help them make a successful transition to college life and succeed within AUI and beyond, including stress management while preparing for the "Baccalauréat" (High School Diploma) exams. They were issued guidelines on how to access the Language Center and improve their English, students meeting AUI deans, AUI professors, and directors as well as AUI alumni for their insights and to answer specific questions related to academic programs, campus life, residential experience.

The integrated approach adopted by AUI, has led to a considerable growth in new student enrollments. Despite the challenges created by the pandemic, we enrolled a record number of 910 new students in Fall 2021 in comparison with 881 in the previous Fall 2020 (+11%) and 440 new students in Fall 2019 (+107%). Spring 2022 also witnessed an increase of 21% compared to Spring 2021.



In addition to the increase in numbers, the Fall 2021 and Spring 2022 recruitment campaigns were characterized by a substantial improvement in the academic quality of the students recruited. It is important to highlight that 93% of new undergraduate students with Moroccan or French “Baccalauréat” have a distinction. 69% (against 63% for Fall 2020), of new undergraduate students with Moroccan or French Bac have a distinction of Très Bien (top distinction) or Bien (Good), which is another important objective of the recruitment campaign, taking into consideration that the University receives 4 times more applications than available seats.



## STUDENTS

The pattern of Enrollment growth at the University continues to reflect AUI's reputation as leader in higher education in MENA in the region. Despite the challenges created by the pandemic, we enrolled a record number of new students this year – 910 students, this is 1.02 per cent growth on last year, in total across all programs and levels, setting an enrollment record for the new students for the 3rd consecutive year (Fall 19: 440, Fall 20:881, Fall 21: 910). It is worth mentioning that : (1) the new students enrolled for Fall 2021 represent 32% from the total students enrolled for the Fall semester. (2) the total number of new graduate students increased by 56% from the last Fall 20 (Fall 21: 151 and Fall 20: 97).

The distribution of new enrollments across the three degree-granting academic units reflects the consolidation of the position of science programs which started recently with the launch of new attractive programs. As to Language Center enrollment, 43.59% of the newly enrolled students follow their program with no language courses needed while around 5.71% of new graduate students were registered in at least one English Language course.

**Table 4.1 New degree seeking students - 2020-21 vs. 2021-22**

	2020-2021			2021-2022		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
SBA	307	47	354	309	73	382
SHSS	82	49	131	73	59	132
SSE	395	11	406	377	19	396
<b>Total général</b>	<b>784</b>	<b>107</b>	<b>891</b>	<b>759</b>	<b>151</b>	<b>910</b>

The growth in the total student population reached 19% this Fall 2021 compared to Fall 2020 (from 2489 to 2956 students). Gender balance is achieved in practically all majors. There were 48 new international students for a total international student population of 76, half of whom are from Africa, 32% from Asia, 10% from Europe, and 9% from North America. With the effects of the pandemic slowly receding, a further 25 international students took part in our visiting student program.

**Table 4.2 Enrolled Students - Fall 2020 vs. Fall 2021 (Females in brackets)**

	Fall 2020		Fall 2021	
	Undergraduate	Graduate	Undergraduate	Graduate
SBA	1116 (F=593)	98 (F=58)	1237 (F=670)	148 (F=85)
SHSS	290 (F=209)	83 (F=50)	326 (F=218)	118 (F=79)
SSE	879 (F=383)	23 (F=8)	1089 (F=481)	38 (F=14)
Sous-total	2285 (F=1185)	204 (F=116)	2652 (F=1386)	304 (F=179)
<b>Total général</b>	<b>2489 (F=1301)</b>		<b>2956 (F=1565)</b>	

The University has taken a strategic decision to attract quality students and provide financial assistance to deserving students. The percentage of scholarship holders and financial aid beneficiaries continues to grow in parallel with the quality of students. The

scholarship and financial aid program enable students who would not otherwise be able to attend AUI to do so. Thus 58% of new students receive financial assistance from the University, with 119 of them receiving scholarships through external partners. 52% of all enrolled students benefit from scholarships or financial aid, compared to 47% last year. To promote graduate programs, the University made special efforts to attract the best graduates of public universities as well as some of its own graduates through special packages to outstanding students.

**Table 4.3 Financial Aid: graduate students**

Graduate students	Fall 2020	Fall 2021
Total Beneficiaries	84	147
Total Enrolled	204	304
%	41%	48%

In 2021-2022, AUI had the biggest scholarship and financial aid package of any other academic year. The total financial aid budget allocated for the academic year 2020-2021 reached MAD 57,074,765. Compared with last academic year's 42 121 600, an increase of 35 % is realized.

## • Student life

The division of Student Affairs is at the core of the transformation that AUI promises to offer its students. The University's newly adopted vision is to partner with students to co-create a transformative experience for success in a safe & supportive environment. From this vision, it extracted two major projects that all units will be part of to fulfil the department's mission. The two projects are: 360° Wellbeing Strategy and scaling up the partnership with our students.

Worldwide, research has shown that student mental health issues have multiplied ten-fold over the last 15 years. More worryingly, the number of students who have dropped out of university with mental health issues has more than tripled in recent years, according to data from the UK's Higher Education Statistics Agency (<https://www.hesa.ac.uk>). AUI is implementing a multi-pillar approach in order to provide students with an environment that promotes wellbeing. According to wellbeing professionals, three new areas of concern arose:

- Financial worry: "Additional challenges for students today include the rising cost of studying at University and anxiety about student and family financial situation debt", says Wayne Campbell, the Director of Student Services at the University of Kent.
- Employment insecurity: "There is a lot more pressure on students to be successful and a more competitive environment for them to deal with in terms of employability," says Julie Spencer, the Head of Student Wellbeing at the University of Lincoln.
- Social media and peer pressure: Research has found that popular social media such as Instagram and Facebook can increase feelings of inadequacy in 14 – 24-year-olds and it's been highlighted as an area of concern within higher education institutes too.

### Our 360° wellbeing strategy is built on 6 pillars:

- Catering & Immunity Boosting Measures
- Activities and Alternative Socializing
- Fitness and Exercising

- Health and Wellbeing
- Substance Abuse prevention
- Social Media, Peer Pressure, Bullying and Harassment

One pre-requisite to the success of the wellbeing strategy is students' full engagement. This is sought through the second main project of the Student Affairs Division which is scaling up partnership with our students. Over the last years, AUI has clearly been dealing with several challenges related to overall satisfaction, engagement, and cohesion among the various components of the community.

Over the last few semesters, some progress has been made. This was mainly reflected through the improvement of overall student satisfaction with Academic Affairs, Student Support Services, and Student Life. This was also reflected through improving relations with student representative bodies (the SGA and SLC), as well as through an increase in overall student engagement and participation. However, more structural work still needs to be done in order to successfully scale up relationships with students. This holistic strategy will hinge on several pillars that aim at boosting trust, quality service, communication, and joined efforts of the various stakeholders, namely:

- Boosting communication and increasing proximity actions towards students;
- Providing good service, incentives, and activities to the student community;
- Improving partnership with student representatives (SGA, SLC, SAC, Clubs, Student Leaders, etc.);
- Leveraging the role of other stakeholders;
- Leveraging the role of communication;
- Developing strategic actions aimed at sustaining and perpetuating positive relations.

In the following sections of the report, there is a summarized description of how each unit participates in the two projects.



## • Student Activities

This year, the Student Activities Office made sure to take some specific actions that serve to achieve the goals of the DSA's office strategic plan, namely increasing student engagement opportunities, and scaling up the partnership with students for more shared governance for an increased satisfaction:

- Following up and assisting students to create/renew clubs and associations which will increase their engagement on campus, and co-creating a transformative experience for success in a safe and supportive environment
- Working closely with the Student Leadership Council (the governing body responsible for representing the student organizations of AUJ) to ease the processes for the club leaders, solve their issues, and set a common ground for collaboration and cooperation among the different student organizations
- Creating job positions within the department to provide students with opportunities to discover themselves and help them develop their leadership and organizational skills.
- Organizing different events based on students' feedback to increase satisfaction.
- Encouraging and supporting clubs to engage more with the Ifrane region and the local community through the organization of a variety of educational and social events such as the Ifrane Astronomy Festival, humanitarian events (medical campaigns, food basket distribution, firewood donation, and blanket donations), tutoring program, blood donation, and renovation of a school.



### Number of Active Students

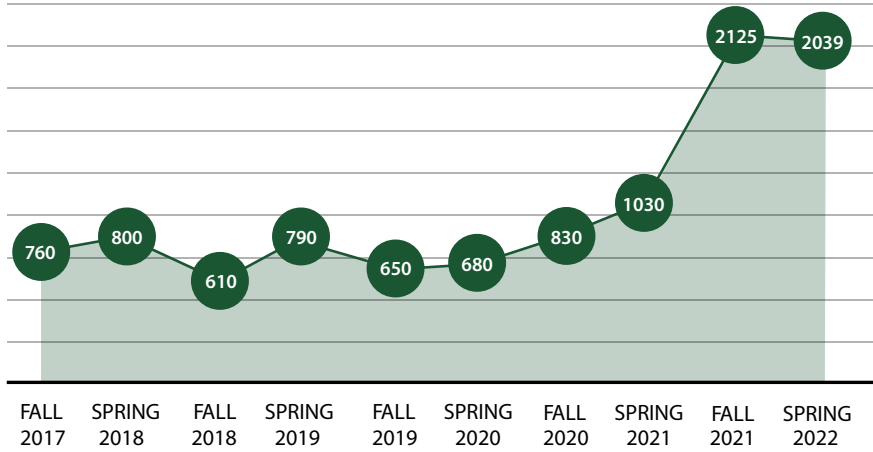


Figure 4.1 Number of clubs

### Number of Clubs

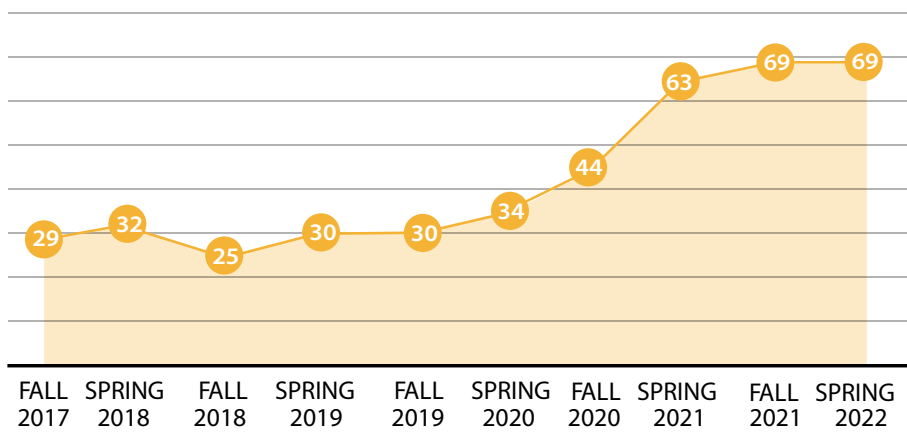


Figure 4.2 Number of active students

### Number of Events

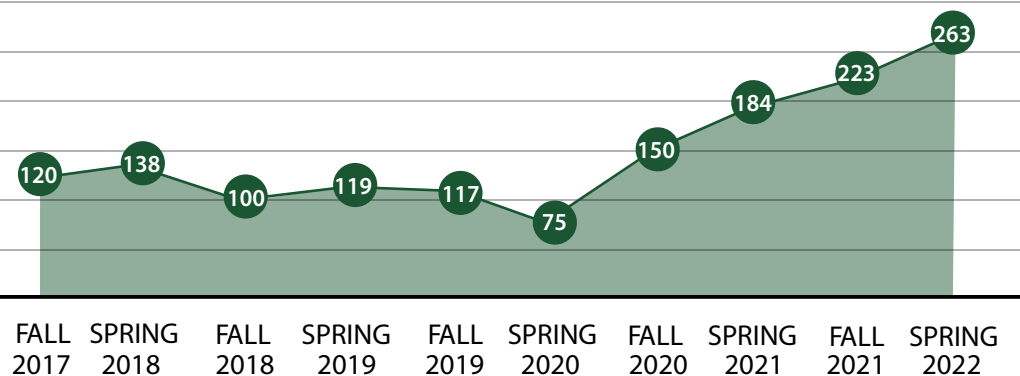


Figure 4.3 Number of events

## • Center for Learning Excellence

The vision of the division of Student Affairs of a seamless and comprehensive structure for student success services took a major leap this academic year. The First-Year Experience Program, the Peer Tutoring and Mentoring Programs, the Writing Center, the Inclusion Program are now working in sync informing and serving the strategic vision of the Center for Learning Excellence. In Spring 2022, we finally reached a comfortable position in terms of full-time staffing with the addition of the FYE Coordinator and the Peer Tutoring and Inclusion Program Coordinator.

This year started off with a major contribution to the new student registration, new student orientation, and move-in days. New students were accompanied throughout the year through a rigorous peer mentoring program and a regular FYE Seminar class that served to orient, smoothen the transition, and get students started on their academic paths through proper advising and guidance. A strategic project that we have taken for this summer is that of revamping the FYE and Peer Mentoring Programs to work in a more complementary fashion, to avoid redundancy, and to increase student engagement with both programs. Another strategic project is to offer a New Student Orientation program for graduate students that is also coupled with adequate mentoring throughout the first semester.


While peer mentoring targets freshmen students essentially, it is still requested by and open to students from different levels and academic standings, especially for matters of degree planning (a total of 7,561 sessions were offered this year with 61 mentors in Fall 21 and 25 mentors in Spring 22). The CLE has always committed to answering these requests, while also urging other stakeholders to work on a more coherent structure for student advising and curriculum planning. This continues to be a challenge. It is worth noting that in the past two years we have seen a shift in the make-up of student majors and schools with most requests now coming from SSE, followed by SBA, and then SHSS students.

Peer tutoring in regular classes as well as in the Writing Center continues to be in high demand. This year we have served requests across 76 courses (offered by 77 tutors in Fall 21, and 97 tutors in Spring 22). The increase in the number of tutors in Spring is due to the increase in demand for services compared to the Fall semester.

Spring 22 marked the largest certification ceremony in the history of CLE. We were able to certify more than 90 tutors and mentors who have completed the full CRLA training program and have finished the minimum number of service and observation hours. The event served as a crucial reminder of the important role CLE peer services play on campus and the need to constantly improve.

All peer services are going through a redesign cycle this summer based on feedback received from service users and service providers through surveys and focus groups we have conducted throughout the entire year.

The Inclusion program faced a few bumps along the way this year. While we accommodated all documented inclusion cases and liaised with their professors to help with special proctoring and assessment needs, we had cases where the professors took time to be convinced. We also struggled with cases of students who didn't present relevant documentation, while it was apparent that they were struggling with mental/physical challenges. Due to its recent launch, the Inclusion program has yet to play its full role in the larger medical and counseling services at AUI, especially with matters of diagnosing learning difficulties.



A great story of success that emerged from CLE/FYE experience in developing in-house software solutions is NeoCedrus. Our software development unit continues to play a crucial role in supporting CLE operations as well as University-wide initiatives. NeoCedrus occupies an independent office in building 8B that has recently been equipped with furniture and computers. It is hoped that team productivity will improve as a result, which would allow the unit to scale up its impact and software development output. NeoCedrus contributed to two key projects this year (e.g. e-Tansik with DIDH and a platform for the follow-up of professional training that the Executive and Continuing Training Center (EEC) organizes for the benefit of elected officials in the Fez-Meknes region).

## • Community Involvement

The Community Involvement Program (CIP), launched by Al Akhawayn University in Fall 2005, aims to reinforce the university mission statement and its strategic plan 2020-2025 by educating the future citizen-leaders of Morocco and the world and by promoting equity and social responsibility. To achieve these strategic goals and in alignment with the objectives set by the Division of Student Affairs that strives to increase student engagement opportunities through 360-degree wellbeing project, the CIP has increased the number of students enrolled in this program from 854 students (Fall 2020 and Spring 2021) to 1066 students this academic year with an increase of 11.04%.

Accordingly, during the academic year 2021-2022, a total number of 316 undergraduate degree-seeking students have completed the requirements of the community involvement program (162 in Fall 2021 and 154 in Spring 2022).

However, due to Covid-19 pandemic, students were given two options: do the fieldwork of a minimum of 60 hours if the sanitary measures are respected by the host non-governmental organizations; or do a research paper about the reaction of the civil society to Covid-19 pandemic in one of the regions of the kingdom. In this regard, 94 students have chosen the fieldwork (44 in Fall 2021 and 50 in Spring 2022) while 222 have opted for the research paper (118 in Fall 2021 and 104 in Spring 2022).

Students who have done the fieldwork have served both nationally and internationally (73 students in Morocco and 8 students abroad mainly in the USA, Italy, Egypt and Turkey.). They completed 6,812 hours of service (3,387 hours in Fall 2021 and 3,425 hours in Spring 2022 with an average of 72.46 hours per student) with 77 non-governmental organizations dealing with migrants, the elderly, women's rights, education, income generating activities, child protection, youth, environment, among others. As to the pre-fieldwork seminars (CIP 1001 and CIP 1002), a total number of 750 students attended the two seminars on Human Development and the Role of the Civil Society in Human Development. These seminars were led by experts representing international organizations operating in Morocco.

## • Housing & Residential Life

As stated in its mission to provide students with a quality residential experience that supports their academic goals and personal development, the Housing and Residential Life Office embarked on different plans and actions to contribute to students' success and meet the university strategic plan. Among the priority actions on which the office pondered during this academic year are increase in student satisfaction, the service effectiveness improvement, housing capacity increase, internationalization, student engagement/integrity and student wellbeing.

In order to meet the goals above, the Housing and Residential Life Office created diffe-



rent units whose mission was to monitor each individual plan/project. Accordingly, several units were set up in the Office of Residential Life, dealing with 1) student accommodation, 2) the RA program, 3) building maintenance and furniture upgrade, and 4) organizing different activities within the dormitories.

In conjunction with the new strategic plan and with the increase in the number of recruited students, AUI Housing and Residential Life Office has made every effort to provide housing to all students; one of the major challenges we faced this year was the housing availability to accommodate the requests of new and continuing students. As a solution, the Housing and Residential Life Office engaged in three main actions to expand its capacity, mainly, single/double room conversion, the refurbishment of the Downtown Residence, and a partnership with Farah Inn hotel. Thanks to these measures, the Housing office managed to meet the housing needs of all students.

Student employment, engagement and growth constitute an extension of the learning process outside classrooms and contribute to students' personal and academic growth. During this academic year, the Office of Residential Life hired 41 RAs and 4 RA admins during Fall and Spring and 14 RAs during summer session. The aim of the program is mainly to assist students and create a support system in the residence halls by fostering a positive living atmosphere inside dorms and community building.

It is very important to mention that tasks are increasingly entrusted to the RAs compared to previous years, for the sake of involving them not only in the management of the residences they are overseeing, but also in fulfilling a variety of roles within the Housing operations. In addition to their ordinary tasks, the RAs, in collaboration with the Housing staff, organized multiple programs for their residents to enhance civility, engagement, as well as entertainment, and issued two RA newsletters, the first in Fall 21 and the second in Spring 22.

As far as the internationalization is concerned, the Housing and Residential Life Office became a member in one of the most influential international housing associations that supports the connection with leading professionals of housing and residential life industry. The membership in ACUHO-I (Association of College and university housing- international) served as a gate to a wealth of benefits that advance the skills and knowledge about housing services improvement starting from professional staff development to resident associations programs in the residential halls.

Through ACUHO-I, the housing office was connected to more than 6,400 housing professionals from more than 900 colleges and universities in 22 countries and the department could benefit from online journals, workshops, webinars, and publications revolving around innovative ideas related to housing and residential life development.

Another line of action to increase student satisfaction and improvement efficiency, is the work of the maintenance unit whose main objective is to provide students with a quality residential experience, in terms of facilities, equipment, furniture, and qualitative timely maintenance interventions when needed. In this regard, the unit supervised the replacement and upgrade of facilities in dorms. The upgrade concerned IT services in both on-campus, DT and at Farah Inn residence, flooring replacement, new heating system installation, painting, furniture replacement as well as lounges and common space renovation. The biggest part of the work took place in the beginning of this academic year at DT in terms of maintenance, and at Farah Inn in terms of furniture to adapt the acquired apartments to students' lifestyle and needs.

The unit taking care of in-dorm activities organized a series of successful events, inclu-

ding the Anti-Noise campaign, Anti-Smoking campaign, two focus groups meetings, “Biti Zwin” competition, Candle making workshop, Intercultural day (Special Ramadan Iftar), Anti-vandalism campaign, and more.

## • Safety and Wellbeing

The world is still identifying different means to face the COVID-19 pandemic and the consequences it is having on people’s physical and psychological Health. The Agile Safety Task Force continued its efforts to limit the negative effects of the Covid-19 pandemic and provide a safe environment for the success of its students. The Health Center also was heavily engaged with the implementation of different actions that fall within the 2 major projects led by the Student Affairs division, namely: Increasing Partnership with students and implementing a 360° Wellbeing Strategy.

When it comes to strengthening the partnership with students, and knowing it is closely related to the actions being done to increase student satisfaction, the Health Center undertook the following actions:

- Improve the Health Center’s organization by recruiting an Administrative Assistant
- Using Technology to streamline processes through “Pratisoft”, a dedicated software for the management of medical units.
- Expanding and Improving the Health Center’s medical transfer service by signing another partnership contract with Albadie Clinic in Fes.
- Starting the occupational medicine (Médecine du Travail) project.

The Health Center also assisted student clubs and organizations in preparing and conducting a number of medical and social campaigns :

- Multidisciplinary Medical Campaign “TABKRIT” (Health Center + Lions Club): Collaboration with 20 volunteer physicians
- Multidisciplinary Medical Campaign “TASMAKET” (Health Center + Lions Club): Collaboration with 20 volunteer physicians
- Diabetes on campus Checkup (SAO + Health Center)
- Circumcision Day (Health Center + Azrou Center + Rotaract club)
- Blood Donation (Health Center + AZROU Center in Collaboration with Ifrane Health Authorities)

When it comes to wellbeing, the Health Center Manager joined CHEW (Council for Health and Wellbeing) and started working on different aspects of student wellbeing including those related to counselling and academic life.

Starting Spring 2021, AUI implemented a new vision of mental health, in which 2 different but complementary units, Counselling Services and Listening Unit, collaborate to cater to student, faculty and staff needs.

In this vision, which was maintained in the time period covered by this report, the new unit, the Listening Unit, was created to develop preventive actions and contribute to the mental hygiene of our community.

In parallel, a new model for counselling was implemented in Spring 2021 and developed over Fall 2021, Spring 2022 and Summer 2022. This new organization is based on the intake system, in which the client is assessed regarding their psychological needs, and referred to the most suitable provider:

- Psychiatrist for high threshold people with psychopathology,
- Counsellor for a maximum of 5 psychotherapy sessions,
- Listening Unit, for low threshold cases with adjustment issues and mental hygiene needs,
- CCSO for cases of sexual harassment & violence, and psycho-education groups which will start in FALL 2022
- Inclusion support committee, for students with specific learning difficulties
- Referral to external help by creating, in Fall 2021, a network of clinical psychologists and counsellors who consult face to face in various cities and online for people in need of more than 5 psychotherapy sessions.

The Counselling Services maintained walk-ins 3 times a week. These visits are one-on-one sessions, without prior appointment, and are effective because they allow people who cannot wait to receive help and thus prevent psychological emergencies.

We are pleased to report that, starting Spring 2022, and thanks to the new model, there was no waiting time for consultations. All students who reached out to the Counselling Services and send their schedule have been offered intake sessions within a maximum of five days and referred according to the evaluation. Finally, the walk-ins remain an effective option for students who believe they cannot wait.

All units that are under the umbrella of student affairs have embraced the projects that are undertaken and are actively involved in the monitoring of KPIs that show progress towards our common goal. In Pillar 3 of the strategic plan we are continuously tracking student engagement and student satisfaction. All metrics are seeing a significant improvement.

## CAPITAL HUMAIN

The Human Capital Direction, which has a new Director, is committed to working strategically with academic and administrative units in identifying and responding to their changing needs. It provides leadership and guidance in the development, implementation, and equitable administration of policies and procedures aligned with employees' needs and organizational needs. The Direction achieves its mission by recruiting, supporting, training, developing, and retaining highly skilled employees and strives to create a positive work environment that welcomes and values the diversity of staff and faculty.

The Human Capital Direction aims to serve as the reliable tool with which legal processes and practices align the values stated in the AUI value charter with all policies and procedures. Through innovative world class practices in developing and growing its community members of faculty & staff, the University will emerge as an exemplary institution of higher education, leading both locally and globally.

The core values the Human Capital Direction adheres to include the following:

**Engagement:** by helping staff & faculty get committed to AUI and put discretionary effort into their work.

**Inclusion:** by helping staff & faculty create an inclusive environment at work.

**Equity:** by applying a fair treatment in access, opportunity, and advancement for all employees.

**Innovative growth:** by carrying out training and a good onboarding for newly hired employees, be they staff or faculty and adopting a clear line of communication.

The University employs 568 people on permanent open contracts broken down as follows:

**Table 4. 4 Employee statistics at AUI (Fall 2021)**

	Male	Female	Grand Total
Faculty	93	49	142*
ASI	4	20	24
Supervisory staff	19	3	22
Administrative and technical	112	86	198
Maintenance and Security	112	70	182
<b>Grand Total</b>	<b>340</b>	<b>228</b>	<b>568</b>

*\*This number does not include faculty on CDD (short term contracts) or with adjunct position*

This past year, HCD processed 14 new faculty and ASI teachers as well as 26 new staff hires and conducted onboarding sessions for them to ensure their integration in the University community. It also managed internal redeployment of 12 staff to meet evolving needs and provide internal upward mobility to its most deserving staff, as well as close to 100 internships.

In order to keep its workforce abreast of the latest practices, around 130 staff benefited from training in the workplace.

Taking care of its employees is one the main objectives of the Human Capital Office. This year, significant effort went into meeting this objective through negotiating extra benefits with external providers, improving insurance services and reimbursement deadlines through a new broker, setting up an Occupational Medicine Unit, organizing the election of employee representatives, revising the assessment and staff appraisal process to

ensure fairness and equity. Team building activities included a Ramadan soccer tournament (AUI Heroes), celebration of Women's Day, monthly birthday celebrations, among other things.

In addition, the division supervised the development of an institutional value charter. All members of the community were invited to several separate events with an external consultant and contributed to the final charter which will be disseminated and included in all practices.



## SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

AUI continues to exercise its social and environmental responsibility and play an important role in the development of its immediate environment.

In the framework of scaling up the partnership with our students, the Azrou Center for Community Development has given a significant importance to the involvement of its Students and AUI students in the different activities of the Center. This was either through the CIP program (focus on performing 60 hours of social work), or through volunteer work (with active members of clubs such as Hand in Hand, Lions club, Rotaract, UNICEF and Astronomy). The different projects and actions, in collaboration with the Student Activities Office, faculty members, and AUI administrators aim at increasing the opportunities for Al Akhawayn University students to do community work and to raise their awareness about the socio-economic environment of the region.

### In line with its mission, the Center has hosted the following events:

- Sports and recreational activities at Azrou Center and Al Akhawayn University
- Socio-cultural activities
- Tutoring, digital education and extracurricular activities
- Capacity building in English language skills
- Advertising and sale of the cooperatives' products during the exhibitions organized at Al Akhawayn University
- Documentary films making on topics such as "school dropping out"
- Collaboration in the organization of medical campaigns

The Azrou Center team is aware of the positive impact that community involvement has on students' wellbeing and is planning on diversifying and multiplying opportunities for students to be involved.

The Center continues its partnerships with the Ministry of National Education (40 participants in the literacy program), the Pistorio Foundation, ST Microelectronics (63 students in non-formal education), the OFPPT for vocational training, the ALCS for the fight against AIDS (153 screening tests and awareness campaigns), as well as several medical associations for medical campaigns. These actions, added to equipping university graduates with marketable skills, developing women's cooperatives, vocational programs like hair dressing, sewing, electricity, solar panel repairs, etc. provide valuable assistance to the local population.

Through its Staff Welfare Association, the University seeks to build a community through communal actions such as trips and on campus events and help the most vulnerable among its staff through textbook and school supplies distribution. The Human capital Division also engages in punctual events to express recognition to hard working staff and build a sense of community and promote engagement through birthday celebrations and celebration of international Women's Day to give but these two examples.

On the environmental front, the University pursues its efforts at becoming a Green Campus. It does this through several actions: reducing its CO<sub>2</sub> emissions through increasing the share of cleaner energy, reforestation and waste recycling. Solar panels were put on top of parking spaces with the electricity they are expected to produce being injected in the grid.

Due to an increase in the overall university population, energy demand increased by 9% compared with last year. As shown in Table 6.1, the University was able to increase the share of biomass from 11% five years ago (28% last year) to 33% this year and reduce

diesel-produced energy from 5,730 KWH five years ago to only 4,990 KWH this year and the corresponding CO2 emissions from 9.7 thousand tons/year to 7.8 thousand tons/year (Table 6.2) which represents a decrease of -19% over five years in spite of the increased demand for energy (+18.6%) caused by increased enrollments. The current total biomass boiler capacity installed is 3260 KW, and is expected to increase by a further 1,200 KW this coming year.

**Table 6. 1 Energy consumption 2017-18 to 2021-22 (share in brackets)**

**TOTAL Consumption (in thousand KWH)**

Year	Electricity	Diesel	Biomass	Total	Evolution (Y/Y-1)
2017-2018	10.363 (57%)	5.730 (32%)	2.026 (11%)	18.118 (100%)	-
2018-2019	9.787 (56%)	5.050 (29%)	2.621 (15%)	17.458 (100%)	-3.64%
2019-2020	8.198 (53%)	3.360 (22%)	3.784 (25%)	15.343 (100%)	-12.11%
2020-2021	9.942 (55%)	3.040 (17%)	4.948 (28)	17.930 (100%)	16.86%
2021-2022	9.490 (44%)	4.990 (23%)	7.008 (33%)	21.488 (100%)	19.84%

**Table 6. 2 CO<sup>2</sup> Emissions 2017-18 to 2021-22**

**TOTAL CO<sup>2</sup> Emission (Kg)**

Year	Electricity	Diesel	Biomass	Total
2017-2018	7.948.369	1.719.000	-	9.667.370
2018-2019	7.506.958	1.515.000	-	9.021.958
2019-2020	6.288.144	1.008.000	-	7.296.144
2020-2021	7.625.727	912.000	-	8.537.727
2021-2022	6.600.263	1.200.000	-	7.800.264



## FINANCES

### • Financial situation

As part of the continuous improvement of AUI's management, AUI's good financial practices continue to evolve with the following in particular:

**1-** Consolidation of the monthly closing process aimed at improving the monitoring of the University's finances thanks to a close control of the achievements against the budget as well as the implementation of the action plans necessary to ensure convergence towards the forecasts.

**2-** Strengthening of the budgetary process thanks to the work of drawing up the 2022-23 budget which was co-constructed and completed with different components of the university, still within the framework of the implementation of the AUI Strategic Plan 2020-202

**3-** Improving cost accounting to ensure better allocation, reading and understanding of results.

**4-** Monthly monitoring of cash forecasts to guarantee visibility and ensure cash requirements.

The financial results are very favorable compared to the budget and to last year (see Table 7.1). They are boosted by exceptional student recruitment, expenditure control and the increase in the subsidy, which has reduced the impact of the COVID-19 wave on activity.

In summary, the financial aggregates of the university are as shown in Table 7.1.

**Table 7.1 AUI's financial aggregates**

In MAD Thousand	2020/2021	2021/2022	Evolution
Operating income	285.974	368.851	+29%
Of which turnover	227.982	285.339	+25%
Operating expenses	287.26	349.569	+22%
Of which personnel costs	161.578	176.692	+9%
EBITDA	33.514	53.40295	+59%
<b>NET RESULT</b>	<b>39.989</b>	<b>46.181</b>	<b>+15%</b>

Despite the instability of the pandemic situation, the net turnover for the 2021-2022 financial year recorded an increase of +23% compared to 2020-2021. With a budget realization rate of 89% and this thanks to the increase in the number of students enrolled at the beginning of this year. AUI thus reached an overall number of 2,956 students at the start of the academic year.



## Chiffres d'affaires 2021-2022

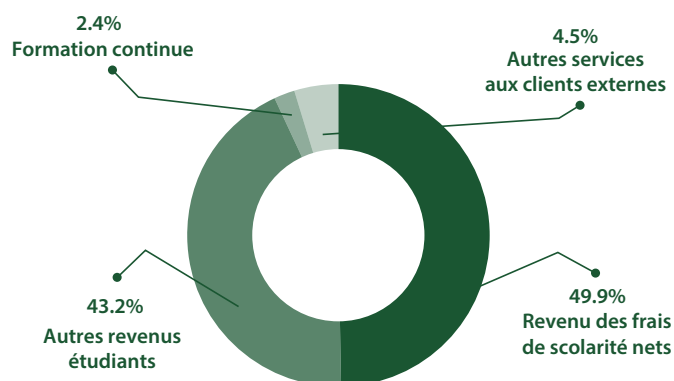


Figure 7.1 Turnover 2021-2022

On the other hand, operating expenses have increased by +21% compared to last year, they are impacted by the increase in Energy and rental expenses as well as the resumption of missions & travel.

## Charges d'exploitation 2021-2022

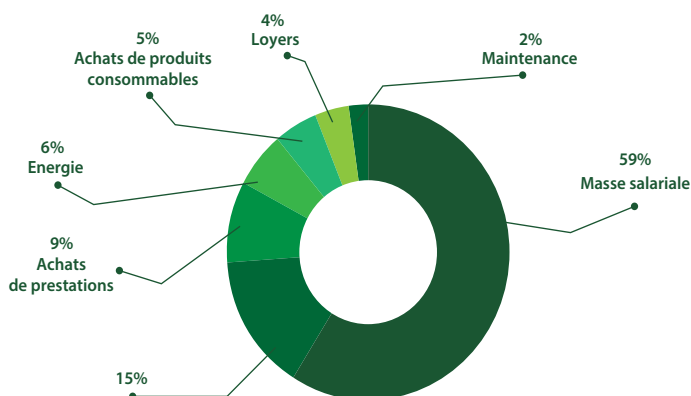


Figure 7.2 Operating Expenses 2021-2022

In addition, and despite the drop in financial and non-current results for the 2021-2022 financial year, the net result increased by 7% compared to last year, recording 43 MMAD.

Table 7.2 Income and expenses' evolution over the last five years

	2017- 2018	2018 - 2019	2019 - 2020	2020-2021	2021-2022
TOTAL PRODUCTS	-4%	1%	-12%	26%	20%
TOTAL EXPENSES	-3%	3%	-8%	6%	21%

## Provisional budget 2022-2023

The budget for the year 2022-2023 forecasts a revenue growth of 17% compared to the 21-22 fiscal year. In addition to normal operational expenses, the 2020-2025 Strategic Plan provides for structuring projects aimed at supporting the University's growth.

The provisional operating budget proposed for 2022-2023 thus stands at 357 MMAD (including 15 MMAD related to the Strategic Plan) against 320 MMAD for the 2021-2022 budget, an increase of 11%.

For its part, the planned investment budget for 2022-2023 will see an increase of 34%, from 33 MMAD in 2021-2022 to 44 MMAD (excluding construction).

## Extension project Budget

The extension project of our university according to the strategic plan totals a budget of 738 MMAD, planned in two phases from 2022 to 2025:

### Phase 1, estimated at 522 MMAD:

- Construction of student accommodation with a capacity of more than 1,500 beds
- Construction of academic buildings
- Construction of a Student Center
- Construction of a Visitors' Center
- Construction of a sports complex
- Construction of staff apartments: 78 one-, two- and three-bedroom apartments
- Landscaping and Roads and Various Networks

### Phase 2, estimated at 216 MMAD:

- Construction of student accommodation with a capacity of more than 800 beds
- Construction of academic buildings for a capacity of approximately 500 places
- Construction of residential accommodation: 102 apartments of type F2, F3 and F4
- Construction of a building for the Continuing Education Center
- Landscaping and Roads and Various Networks

Despite the effects of the global crisis impacting prices on the rise, optimizations have been identified, studied and validated with all the stakeholders of the extension project in order to respect the estimated overall budget of 738 MMAD. However, if the inflationary trend persists, there will eventually be an upward impact on the overall budget.

As a reminder, the financing of this investment program will be ensured by raising funds from institutional investors through the setting up of a Real Estate Investment Mutual Fund Organisme de Placement Collectif en Immobilier (OPCI), the latter obtained AMMC approval in May 2022, it bears the name of « AL AKHAWAYN UNIVERSITY SPI ».



## APPENDICES

### • Publications

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Ikram, M., Sroufe, R., Awan, U., Abid, N. (2021). Enabling Progress in Developing Economies: A Novel Hybrid Decision-Making Model for Green Technology Planning. *Sustainability*, 14(1), 258. Scopus/ SSCI-3.251 <https://doi.org/10.3390/su14010258>

Jum'a, ., Ikram, M., Alkalha, Z. et al. Factors affecting managers' intention to adopt green supply chain management practices: evidence from manufacturing firms in Jordan. *Environ Sci Pollut Res* 29, 5605–5621 (2022). <https://doi.org/10.1007/s11356-021-16022-7>

Jum'a, L., Zimon, D., Ikram, M. (2021). Towards a sustainability paradigm; the nexus between lean green practices, sustainability-oriented innovation and Triple Bottom Line. *International Journal of Production Economics (IJPE)* Volume 245, March 2022, 108393 34

Ozsoy, O., & Ahunov, M. (2022). Hedonic housing values in a transition economy: the case of Tashkent. *International Journal of Housing Markets and Analysis*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJHMA-03-2022-0042>

Salimon, M.G., Kareem, O., Mokhtar, S.S.M., Aliyu, O.A., Bamgbade, J.A. and Adeleke, A.Q. (2021). Malaysian SMEs m-commerce adoption: TAM 3, UTAUT 2 and TOE approach. *Journal of Science and Technology Policy Management*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JSTPM-06-2019-0060>

Satt, H., \*Nechbaoui, S., Kabir Hassan M. & Zairihan A.H. (2021). Institutional ownership and firm performance: the case of Morocco. *Macroeconomics and Finance in Emerging Market Economies*. <https://www.tandfonline.com/doi/full/10.1080/17520843.2021.1979327>

\*Nechbaoui S.: GR Alumna-Doctoral student

\*Tazi, O., Aguenou, S., & Abrache, J. (2022). A Comparative Study of the Fama-French Three Factor and the Carhart Four Factor Models: Empirical Evidence from Morocco. *International Journal of Economics and Financial Issues*, 12(1), 58–66. <https://doi.org/10.32479/ijefi.12685>

\*Tazi O.: GR: MBA student

Tiep Lee.T., Ikram M. (2021). Do sustainability innovation and firm competitiveness help improve firm performance? Evidence from the SME sector in Vietnam. *Sustainable Production and Consumption" (SPC)*. Volume 29, January 2022, Pages 588-599 <https://doi.org/10.1016/j.spc.2021.11.008>

Yan X., Madjidov s., Halepoto H., Ikram M. (2021). Developing a Framework for the Optimization Processes of Logistics Costs: A Hurwitz Criterion Approach. *SAGE Open*. <https://doi.org/10.1177/21582440211054499>

## **Actes de Conférences**

El Baraka, A., Bouhafra, O., Jorio, A., Khaldoun, A. (2022). *Materials Today*. Rabat: ELSEVIER

Bahri, Z.S., Barday, W., Ez-zabri, S., and Salih-Alj, Y. (2022). Design Considerations of a Hybrid Piezoelectric-Electromagnetic Tuning System for Vortex Induced Vibration Bladeless Turbines: Morocco Case Study. 19<sup>th</sup> International Conference on Mechatronics and Automation (ICMA'22), Aug. 2022, Guilin, China: Publisher IEEE

El Kasmi, N., Lorhlam, B., Al Fezghari, O., & Salih-Alj, Y. (2022). Hydroponic System in a Controlled Atmosphere and Substrate: Case Study in Morocco, to appear in 2022 Proc. of the 2022 IEEE 19<sup>th</sup> International Conference on Mechatronics and Automation (ICMA'22), Aug. 2022, Guilin, China: publisher IEEE

Chergaoui, S., Salih-Alj, Y., Et-Taibi, B., Bourhnane, S., and Abid, M. R., (2022). Water Sap Flow and Soil Moisture Measurements for an Automatic Irrigation Control System, in Proc. of the 2022 Springer Proc. of the 7<sup>th</sup> International Conference on Wireless Technologies, Embedded, and Intelligent Systems (WITS'22), Vol. 351, pp. 01002, Mar. 2022. Tangier, Morocco: publisher Springer/EDP Sciences.

Yim, J.-H. & Ruona, W. E. A. (2021). Contextual factors of strategic human resource development practice. Proceedings of the 2021 Academy of Human Resource Development International Research Conference.

Ruona, W. E. A. & Yim, J.-H. (2021). Strategic human resource development: An analysis of the Western literature. Proceedings of the 2021 Academy of Human Resource Development International Research Conference Virtual.

## **• Présentation à des Conférences**

Khaldoun, A. (2022). Strategies to tackle Embodied Carbon Shift: Local and Bio-based Materials. Building Materials – A hidden Heavyweight for the Climate, How Can Financing and Policy Support the Decarbonisation of Building Materials and Construction?, 24 March 2022.

El Boukili, A. (2022). Accurate Modeling and Simulation of Boron Diffusion in Textured Solar Cells, the 3<sup>rd</sup> International Conference on Industrial Engineering and Operations Management (IEOM'22), Nigeria, April 2022 (online participation)

Darhmaoui, H. (2022). North-South Co-Consortium of a network of experts and practitioners in the evaluation of teaching, learning, transfer and impact of training, SIR-CORETEV-2022, Switzerland, May 1-6, 2022.

Belghiti, A. D., Fath Allah, I., Yunsi, G., Kaichouh S., Khaldoun A. (2022). Bioclimatic Materials in Constructions Simulations, (ICMES 2022), Saidia, June 09-12, 2022,

Guettioui, D., Othmane D., Limami, H., El Boustani, E., Benazzou K., Bezzad O., Khaldoun, A. (2022). Machine Learning Forecasting of Thermal, Mechanical and Physicochemical Properties of Unfired Clay Bricks with Plastic Waste Additives, ICMES 2022), Saidia, JUNE 09-12, 2022.

Mabrouki, A. Bennani Karim, Y. Ouadghiri Hassani, H., Jamali, Y. Khaldoun A. (2022). A Study of a Passive Cooling and Heating Design Employing a Trombe Wall with PCM: A Numerical Investigation of the Eemi-Oceanic Climate in Morocco, Title of Conference presented at (ICMES 2022), Saidia, JUNE09-12, 2022.

Abdellaoui, Y., Zaim, I., Eddeqiouaq, O., Limami, H., Khaldoun A. (2022). Conductive Graphene Clay Bricks for Energy Efficient Buildings, ICMES 2022, Saidia, JUNE09-12, 2022.

Benmouss, Y., Ezziani, M., Djire, A., Amine, Z., Khaldoun, A. (2022). Design and Simulation of an Energy-Efficient Cool Roof with Cellulose-Based Daytime Radiative cooling, ICMES 2022, Saidia, JUNE 09-12, 2022.

- Chracher, A., Anasse S., AL Fezgari, O., Ghamas A., Khaldoun, A. (2022)., Old Buildings of Morocco: a Source of Inspiration for Energy-Efficient Modern Buildings, ICMES 2022 , Saidia, JUNE09-12, 2022.
- Kalmoun, E. M. (2022). Variational Methods in Image Processing via two Model Problems, First International Days of Algebra, Number Theory and Applications, Fez, May 25, 2022.
- El Boukili, A. (2021). Mathematical and Numerical Investigations of Diffusion in Silicon Based Solar Cells, the 9<sup>th</sup> International Workshop on Simulation for Energy, Sustainable Development and Environment (SESDE 2021), Poland, September 15-17, 201.
- Chtouki, Y. (2021). Data Analysis of the Impact of Online Learning on Students during COVID 19 Pandemic, ICERI2021: the 14<sup>th</sup> Annual International Conference of Education, Research and Innovation, Spain, November 8-9, 2021.
- Aboutajedyne, I., Salih-Alj, Y., & Aboutajeddine, A. (2021). A Context-centered Visual Tool for the Design of Engineering Education Solutions. 2021 American Society for Engineering Education (ASEE) Virtual Annual Conference Content Access, Virtual, July 2021.
- Aboutajedyne, I., Salih-Alj, Y., & Aboutajeddine, A. (2021). Effective Initiation to CDIO Framework using Design Thinking: The D-I-C-O Process. Proc. of the 17<sup>th</sup> International CDIO Conference, hosted online by Chulalongkorn University & Rajamangala University of Technology Thanyaburi, Bangkok, Thailand, June 21-23, 2021.
- Abid, M., Benhaddou, D. (2021). Deploying Smart Micro Grids for Researchers: a Practical Approach. IEEE ISIE (The 30<sup>th</sup> International Symposium on Industrial Electronics), Kyoto, Japan, 2021.
- Aboutajedyne, I., Aboutajeddine, A., & Salih-Alj, Y. (2021). Development of an Extended Constructive Alignment Model for Redesigning Courses to Fit Distributed Contexts. 2021 American Society for Engineering Education (ASEE)/IEEE Frontiers in Education Conference (FIE'21), Oct. 2021, Lincoln, Nebraska, USA, Oct. 2021.
- Benmoussa, Y., Mabrouki, A., Berrada, S., Azhari, I., & Salih-Alj, Y. (2021). Design and Analysis of a Renewable Energy-Based Hybrid SWRO Desalinator: Case Study in the Atlantic Coast of Morocco. Proc. of the 2021 IEEE 9<sup>th</sup> International Conference on Smart Grid and Clean Energy Technologies (ICSGCE'21), Sarawak, Malaysia. October 2021.
- Berrissoul, M., El Makroum, R., & Salih-Alj, Y. (2021) Biomass Energy Processes Involved in Heating: Morocco Case Study. Proc. of the 2021 IEEE 10<sup>th</sup> International Conference on ENERGY and ENVIRONMENT (CIEM'21), Bucharest, Romania.
- Bensouda, Y., Boudihaj, Y., Sebti, N., Hassina, H., & Salih-Alj, Y. (2021) Perovskite Photovoltaic Tracking Systems for Efficient Irrigation in the Agricultural Field: Morocco Case Study," Proc. of the 2021 IEEE 18<sup>th</sup> International Conference on Mechatronics and Automation (ICMA'21), Takamatsu, Japan. Aug. 2021.
- Aboutajedyne, I., Houssaini, M. S., Aboutajeddine, A., Salih-Alj, Y., & El Mohajir, M. (2021). A Design Model for the Development of Non-Traditional Educational Activities. Proc. of the 6<sup>th</sup> IEEE Congress on Information Science and Technology (CiST'20), Agadir - Essaouira, Morocco, June 2021.
- Chekayri, A., (2021) Early Grade Reading Assessment: Validity and reliability, Second International Conference on Education: The Role of Literacy in Knowledge Acquisition", AUI, Dec. 20-21, 2021.
- Boulhrir, T. (2021) Practical Pedagogical Approaches to Improve Reading in Arabic in the MENA Region . Second International Conference on Education: The Role of Literacy in Knowledge Acquisition", AUI, Dec. 20-21, 2021.
- Yim, J.-H. (2021) Exploring IT application in strategic human resource development

practice. International Research Conference in Americas- Academy of Human Resource Development.

Park, W. (2022). Alternative possible futures of HRD as a field of study. Poster presented at the annual meeting of Academy of Human Resources Development, Online Virtual Conference. Ramaioli, M (2022). Islamic Gramscian intellectuals: Ulama, new religious intellectuals and the dynamics of political modernity. Gramsci in the Middle East and North Africa Conference, London School of Economics, May 2022.

Ramaioli, M (2021). Shared Anxieties in (late) Modernity: Approaching the Past in Salafism and Weak Thoughts, presented at German Political Science Association, General Convention, September 2021.

Ramaioli, M (2021). Global Formations of Knowledge: Intellectuals and Political Praxis Beyond the West, Co-Chair and Presenter. presented at European Consortium for Political Research, Virtual General Conference, August 2021

Ennahid, S (2021) Manuscript digitization in Morocco (ONLINE). Presented at IFLA (The International Federation of Library Associations and Institutions) World Library and Information Congress (17-19 August 2021).

Ennahid, S (2022) Searching for Rome: French Colonial Archaeology and Urban Planning in Morocco. Presented at International Conference on Archaeology and Cultural Heritage in Morocco, Essaouira, March 18, 2022.

Ennahid, S. (2021) Thématique Architecture: des espaces pour prier/penser. Science Week organized by Mohammed VI Polytechnic University, Benguerir, Nov. 5, 2021,

Kabel, A. (YEAR?) Does neoliberalism have a soul? The empty self in the age of banal neoliberalism. Presented within the framework of Morocco, History, & Politics Lecture Series, AUI, Wednesday 23 March.

Mohamed, F. (2022) Virtual Reality Immersive Online Project for Language Learning and Culture . 3rd International Conference on Education Development and Studies (ICEDS 2022), University of Hawaii at Hilo, USA, (Online), March 2022.

Oumlil, K. (2022) The Social / Sexual Politics of Fourth Wave Moroccan Feminists . International Association of Media and Communication Researchers, Beijing 2022 online.

Sahli, M. (2021) الضعف القرائي لدى المتعلم المغربي: الأسباب والحلول من منظور أساتذة

التعليم الابتدائي Addof Al Qiraii lada Almoutaallim Almaghribi : Al Asbab wa Lhouloul min mandhour Asatidhati Attaalim Al Ibtidaii. (Reading deficiency in Moroccan Learners : Causes and Solutions from the Point of View of Elementary School Teachers), Second International Conference on Education: The Role of Literacy in Knowledge Acquisition", Ifrane, Dec. 20-21, 2021.

Bounajma, M. (2021). أهمية الوعي الصوتي في تعلم القراءة: الطور الأول من المرحلة الابتدائية أنموذجاً. Ahammiyatu Lwayi assawti fi taalum alqiraa : Attawr alawwal minal Marhala Al Ibtidaiya namudjan (The Importance of Phonic Awareness in Reading Acquisition : the First Year of the Primary level as an Example) Second International Conference on Education: The Role of Literacy in Knowledge Acquisition", Ifrane, Dec. 20-21, 2021.

Hassi, A. (2022). Crisis Leader Efficacy and Firm Resilience: The Mediating Role of Team-oriented Behavior. Le 1er Colloque International de Recherche en Management – CIRM'22, Ecole Nationale de Commerce et de Gestion (ENCG), Meknès, March 17, 2022

Akaaboune, A. (2021). Novel Approaches For Statistical Process Control Chart Pattern Recognition, presented at the International Conference on Science, Technology, Engineering and Management (ICSTEM), Houston, United States of America. June 23-24, 2021

El Garah, W. (2021). Effect of ERP usage on Transparency, Ethical Work climate and organizational Performance, presented at MENACIS 2021, Agadir, November 11-14, 2021

Jabbouri, I. (2022). The determinants of working capital behavior: evidence from emerging markets, presented at the 2nd International Conference on Advanced Research in Management, Economics, and Accounting (ARMEACONF), Milan, Italy, February 18-20, 2022

Benrqya, Y. (2022). An empirical analysis of the financial impact of cross-docking strategy presented at the Social Science and Humanities Research Association, Barcelona, Madrid, March 9-10, 2022

Hassi, A. (2022). Crisis leader efficacy and firm resilience: the mediating role of team-oriented behavior, presented at Le 1er Colloque International de Recherche en Management – CIRM'22, Ecole Nationale de Commerce et de Gestion (ENCG), Meknès, March 17, 2022

Hamidi Alaoui, A. (2022). Impact of the 2008 financial crisis on Moroccan banks, presented at the Congress on Research and Financial Markets with International Participation (IERFM2022), Konya, Turkey, May 12-14, 2022

Benrqya, Y. (2022). Supply chain Maturity, performance, and the moderating impact of information systems support-evidence from emerging market, presented at the International Conference on Management and Information Technology (ICMIT), Paris, France, June 25-26, 2022

Hamidi Alaoui, A. (2022). Analysis of college dropout and absenteeism among freshman: Case study of a liberal art university using the hurst exponent, presented at the International Conference on Modern Education Studies (ICONMES 2022), Konya, Turkey, June 25-26, 2022

Akaaboune, A. (2022). Blood demand forecasting in a healthcare supply chain using neural network, presented at the International conference on Science, Technology, Engineering and Management (ICSTEM), Houston, USA, July 23-24, 2022

### • Projets avec financement externe

“Preventing Violent Extremism in the Balkans and the MENA: Strengthening Resilience in Enabling Environments – PREVEX”, Djallil Lounnas. January 1, 2020- 31 December 2022. € 68 469,38

“Entrepreneurial Management for Fostering Innovation and Talents – EM4FIT”, Karim Moustaghfir. Jan 2020- Dec 2025. 611.800 Euros. Raised amount for AUI: € 110.400. Horizon 2020

“CBHE project on Mediterranean Countries – Towards Internationalization at Home – MED2IaH”, Karim Moustaghfir. 2020-2023. Project budget: 999.888 Euros, Raised amount for AUI: € 58.580.

“Future of Global Issues” from EURASIA Foundation-Japan, Woongbae Park. January 2022- May 2022. \$20.000.00

“Documenting Private Ibadi Muslim Libraries in the Jebel Nafusa, Libya” supported by Research Grant, Programme Directeurs d’Etudes Associés, Fondation Maison des sciences de l’homme, Paul Love. June-July 2022 € 340

### • Thèses d’étudiants

Soufiane Karroumi, SSE. “AtlasERP: Design and Implementation of a Microservices-based Platform for Enterprise Resource Planning with a Proof-of-Concept”. Dr. Omar Iraqi, SSE, Spring 2022

- Ghita El Alaoui Talibi, SSE. "A Governmental Aid Dispatching Platform during Covid-19 Pandemic Outbreak". Dr. Houda Chakiri, SSE, SSE, Spring 2022
- Omar Aitoulghazi, SSE. "DarSpeech: An Automatic Speech Recognition System for the Moroccan Dialect". Dr. Asmaa Mourhir, SSE, SSE, Spring 2022
- Ismail El Hamzaoui, SSE. "Energy Management Strategy for a Renewable-based Public Electric-bus Microgrid: Peak Load Demand Reduction and PV Generation Use-optimization using a second-life Battery System". Dr. Ahmed Khallaayoun, SSE, Spring 2022
- Fatima Ezzahra El Aidos, SSE. "Calm Technology for Smart Buildings: A Cloud-Edge Approach". Dr. Mohamed Riduan Abid, SSE, SSE, Spring 2022
- Meryem Moumtez, SSE. "E-Mobility; Charging Infrastructure for Electric Buses Fez-Meknes Region". Supervisor: Dr. Khalid Loudiyi, SSE, Fall 2021
- Chaimaa Errifai, SSE. "Feasibility Analysis of Grid Connected PV Systems in the Moroccan Residential Sector with Feed in Tariffs as an Incentive". Supervisor: Dr. Hassane Darhmaoui, SSE, Fall 2021
- Omar Berra, SSE. "Lunar In-Situ Resource Utilization: Optimization of Concentrators for Carbothermal Reduction of Lunar Regolith". Supervisor: Dr. Hassane Darhmaoui, SSE, Fall 2021
- Amine Sayagh, SSE. "Impact of Electric Mobility on the Grid: Microscale Analysis". Supervisor: Dr. Khalid Loudiyi, SSE, Fall 2021
- Sarah Hakim Semlali, SSE. "Circular Economy and Climate Protection Potentials of the Olive Oil Sector in Morocco: Case Study of Beni Mellal Province". Supervisor: Dr. Abdelghani El Asli, SSE, Fall 2021
- Nouh Alaoui Mhamdi, SHSS. "International Neoliberal Reforms and the Disempowering Effect of Moroccan Education on Underprivileged Women.". Supervisor: Dr. Katja Zvan Elliott, SHSS, Fall 2021
- Afifa Kallouh, SHSS. "Subtractive Schooling: Moroccan Amazighs & Moroccan Jews in Israel as Case Studies." Supervisor: Dr. Claris Harbon, SHSS, Fall 2021
- Ibrahim Abaddi, MAISD. "Gaps in Religious Understanding as a Cause for Violent Islamist Radicalisation" Supervisor: Dr. Djallil Lounnas, SHSS, Fall 2021
- Zineb Rachdi EL Yacoubi, SHSS. "Idol-Idealism in the Internet News Media Coverage of "Moroccan Outlaws." Supervisor: Dr. Frances Loustau-Williams, SHSS, Fall 2021
- Oumaima Bouakil, SHSS. "The US Withdrawal from the WHO Under the Trump Administration" Supervisor: Dr. Jack Kalpakian , SHSS, Fall 2021
- Sahar Echadli, SHSS. "Overview of Japan-Morocco Bilateral Relations through Official Development Assistance" Supervisor: Dr. Khadija Darmame ,SHSS, Fall 2021
- Mariame Maouhoub, SHSS. "Perpetuating the State, the case of a Moroccan History Textbook" Supervisor: Dr. Paul Love, SHSS, Fall 2021
- Anas Talai, SHSS. "Moroccan Educational Soft-Power in Africa: AMCI Higher Education Scholarships as a Diplomatic Tool" Supervisor: Dr. Stephen Davis Trevathan ,SHSS, Fall 2021
- Oumnia Tous, SHSS. "Radical Terrorist Organizations in North Africa and the Arab Region: The Case of Youth Recruitments by ISIS in Morocco" Supervisor: Dr. Jack Kalpakian, SHSS, Fall 2021
- Soukaina El Hadeg, SHSS. "American Foreign Policy towards Russia under the Trump Administration" Supervisor: Dr. Jack Kalpakian, SHSS, Fall 2021
- Yassine El Akhdar, SHSS. "War of Words in Political Relations: 2019 Amazon Fires" Super-

visor: Dr. Eric Ross , SHSS, Fall 2021

Kamal Bouaziz, SHSS. "China-Morocco Relations and the Sahara Question" Supervisor: Dr. Jack Vahram Kalpakian ,SHSS, Spring 2022

Yasmine Chaker, SHSS. "The Use of Social Media in the Promotion of Moroccan Cinema" Supervisor: Dr. Kenza Oumlil , SHSS, Spring 2022

Wafi Abdouss, SHSS. "Is the participation of Kurdish women in civilian & military institutions playing a role in establishing democracy in Rojava & Syria?" Supervisor: Dr. Driss Maghraoui, SHSS, Spring 2022

Imane Elomri, SHSS. "The influence of Modern Public Relations on Brand Image" Supervisor: Dr. Kenza Oumlil,SHSS, Spring 2022

Doha Mounir, SHSS. "Crisis Communication: The Role of Facebook in Strategic Corporate Crisis Response in the 2018 Moroccan Boycott" Supervisor: Dr. Gansinger Martin, SHSS, Spring 2022

Chaimae Ribani, MAISD "Toward a Feminist Foreign Policy in Morocco" Supervisor: Dr. Khadija Darmame , SHSS, Spring 2022

Adnan Bennouna, NAMES. "Stories of Inherited Marginalization: Blackness in Morocco" Supervisor: Dr. John Shoup , SHSS, Spring 2022

Nouha Salmi, SHSS. "The Relationship Between Emotional Intelligence and Conflict Management: The Moderating Effect of Working Years and Job Position" Supervisor: Dr. Jeong-Ha Yim,SHSS, Spring 2022

Fatima Zahra El Hassani, SHSS. "E-Reputation in Higher Education: The Case of Al Akhawayn University in Ifrane". Supervisor: Dr. Abderrahim Agnaou ,SHSS, Spring 2022

Anouar Belmiloudi, SBA. "The impact of online ads on fast fashion buyer behavior: comparative case of Moroccan and French online fast fashion buyers". Supervisor: Dr. Gursel Ilipinar, SBA.

Chaimae Jerbouï, SBA. "Assessing the Relationship between Supply Chain Maturity and Performance, and the Moderating Impact of Information Systems Support: Evidence from an Emerging Market – Morocco". Supervisor: Dr. Yassine Benrqya, SBA.

Oumaima M'nouny, SBA. "The Influence of Instagram advertisements on consumers' purchase intention in Morocco". Supervisor: Dr. Gursel Ilipinar, SBA.

Safae Rehioui, SBA. "The impact of social media marketing on brand love and brand loyalty in the Moroccan and French Fast-fashion industry, with mediating role of brand awareness, brand image, and value consciousness". Supervisor: Dr. Gursel Ilipinar, SBA

Laila Elbouzidi, SBA. "Online Impulsive Buying': Determinants and Its Influence on Post-Purchase Regret Amongst Generation Z Moroccan Consumers". Supervisor: Dr. Youssef Chetioui, SBA

Nisrine Hafid, SBA. "M-banking use in Morocco during Covid-19 The moderating effect of age, gender and education". Supervisor: Drs. Youssef Chetioui & Hind Lebdaoui, SBA.

Abdelilah Chergui, SBA. "The impact of Social Media Celebrity Endorsement on Consumer Buying intention, mediating by Brand image: A study of Moroccan Consumers". Supervisor: Dr. Gursel Ilipinar, SBA

Zineb Jariri, SBA. "Tone Complexity and the Cost of Debt: Retrospective Data Evidence from the United States". Supervisor: Dr. Harit Satt, SBA

Ibrahim Hakim Bakri, SBA. "The Impact of Covid-19 on Consumable Goods' Purchasing Intention and the Choice of Retail Channels: Case of Morocco". Supervisor: Mr. A. Benani Bouchiba, SBA.

Tahar Harkat, SBA. "The Impact of Loan Portfolio Characteristics on Microfinance Institutions: the Case of Morocco". Supervisor: Dr. Jawad Abrache & Dr. Samir Aguentaou, SBA

Abderrahmane Bahmida, SBA. "The impact of the Covid-19 pandemic on the stock markets of the Northern African countries". Supervisor: Dr. Murat Doganlar, SBA.

Aya Bakhtaoui, SBA. "The moderating effect of service recovery on customer loyalty: evidence from Islamic banks". Supervisor: Dr. Harit Satt, SBA.

Rania Boumahdi, SBA. "The effect of change management on organizational performance". Supervisor: Dr. Muhammad Ikram, SBA.

Yassine Deai, SBA. "The impact of bitcoin transactions volume on the individual tax revenues". Supervisor: Dr. Comlanvi Martin Konou, SBA.

Taha El Khaili, SBA. "Comparative Study Between Traditional and Machine/Deep Learning Models in Stock Returns: Forecasting: A study on Moroccan Stock Market". Supervisor: Drs. Jawad Abrache & Abdelhamid Alaoui Hamidi, SBA.

Ahmed Al Amine Jaffan, SBA. "Do Quality, Environment & Social (QES) certification improve economic development in case of top 10 African countries?". Supervisor: Dr. Muhammad Ikram, SBA.

Rabie Nahdi, SBA. "Toward Sustainable Development: Unfolding the nexus between Industrial Growth and Green Growth in Morocco". Supervisor: Dr. Muhammad Ikram, SBA.

Amine Zakani, SBA. "The impact of income diversification on insurance companies' financial performance in the MENA region". Supervisor: Dr. Samir Aguentaou, SBA.

Kenza Ajana, SBA. "Ownership identity and stock price crash risk: evidence from MENA region". Supervisor: Dr. Harit Satt, SBA.

Meryem Chelouati, SBA. "Review of Volkswagen's crisis management and crisis response: a retrospective study". Supervisor: Dr. Muhammad Ikram, SBA.

Ghita Hossaini-Hilali, SBA. "Employment protection laws & value of cash holdings: evidence from the MENA region". Supervisor: Dr. Samir Aguentaou, SBA.

Zineb Benslimane, SBA. "Co-creation: the mediating impact of customer trust and brand equity in the relationship between CSR and customer loyalty". Supervisor: Dr. Olayemi Abdullateef Aliyu, SBA.

Safae Mouki, SBA. "Consumer Behavior: Evidence from Moroccan tourism industry". Supervisor: Dr. Olayemi Abdullateef Aliyu, SBA.

Issam El Azzaoui, SBA. "The impact of e-logistics on firm performance: evidence from logistics industry in morocco". Supervisor: Dr. Adil Akaaboune, SBA.

Hatim Loudiyi, SBA. "Electric vehicle adoption factors affecting Moroccan consumer". Supervisor: Dr. Youssef Chetioui, SBA.

Rania Benrais, SBA. "The Strategic Planning of Sustainable Investment in Sub-Saharan Africa: An Integrated Grey-SWOT AHP and G-TOPSIS Approach". Supervisor: Dr. Muhammad Ikram, SBA.

Zineb Skikar, SBA. "The impact of social media marketing efforts of luxury goods on brand equity and customer response in Morocco". Supervisor: Dr. Olayemi Abdullateef Aliyu, SBA.

## • Workshops

March 19-20, 2022 -The 2<sup>nd</sup> edition of the Moroccan Robotic Competition "AURO-BAT'2022", organized by AUI, CITI, and ATDTech.

April 28, 2022, 2022 - 18th Engineering Design Competition, organized by SSE

May 21, 2022 ,3rd edition of the Robotics Regional Olympiad, organized by AUI, Ministry



of National Education, and ATDTech.

November 27 and 28, and December 25 and 26 2021 - Introduction to Developing Applications and Services AWS (Group 1), organized by ITAB Academy

January 3-8, 2021 – 6 days Mini Master Formation in Big Data, organized by Orange Digital Center, Rabat

Celebrating Women's Life Week, Al akhwayn University: Ifrane, March 16th, 2022

Gender Equality in the Workplace, online, March 8th, 2022

Standing Group on Political Violence Seminar Series, online, October 30, 2021

Policy relevance and scholarship production, online, 2021

Teaching Communication, Media, and Digital Literacy Studies "Post-Covid Implications and New Directions", Ifrane, September 15-18, 2022

November 25, 2021 - Economics & Quantitative Research Workshop: "The Evolution of Time Series Analysis and Its Major Applications in Business" by Prof. Zhixin (Richard) Kang, Department of Economics and Decision Sciences - School of Business - University of North Carolina at Pembroke, by Economics and Quantitative Methods Area Committee, SB

## • Quelques réalisations des étudiants

- Les étudiants de l'AUI (Yahya El Alami, Nassima Benrahmoune et Zaynab Mensou) ont remporté le premier prix de la compétition 2022 de l'American Chamber of Commerce Water Forum pour leur court métrage, couvert par la Chaîne de télévision nationale Al Oula
- Le club de débat a remporté la première édition d'INVICTUS (concours national de débat) dans deux catégories (Français et anglais) organisée par l'Ecole Nationale de Commerce et de Gestion de Fès
- L'équipe ACM s'est qualifiée pour l'ACPC 2021 en Égypte du 3 au 7 décembre 2021. L'équipe n'a pas pu participer à cause des restrictions de voyage dues au COVID 19
- L'équipe d'athlétisme de l'AUI remporte des médailles au Championnat individuel des universités marocaines
- L'équipe masculine de basket-ball de l'AUI a remporté la finale de la Coupe du Trône universitaire à Rabat
- Mechatronics Club s'est classé premier et s'est qualifié pour le championnat du monde et le titre de champion national des compétences robotiques, mai 2022
- Les étudiants SBA remportent plus de 600.000 DHS en prix et récompenses décernés par des juges d'entreprise
- Entrepreneurship Weekend Awards 33 idées d'affaires pour 150.000 DHS
- Un étudiant de l'AUI obtient l'acceptation d'un article dans la 7e édition du Congrès international des sciences thermiques
- Dr. Falah, Dr. Benamar et des étudiants de l'ESS publient un article sur l'utilité de la blockchain dans le contexte de la pandémie de COVID-19
- Dr Chtouki, Dr Benamar et des étudiants de l'ESS co-auteurs d'un article analysant la relation entre le profil académique GPA et l'employabilité
- Ibtissame Bourhnane, étudiante de l'AUI, participe au Forum sur la démocratie d'Athènes
- Les étudiants de l'AUI remportent le prix du meilleur film étudiant et du meilleur projet de fin d'études

- Deux étudiants de l'AUI remportent le troisième concours international d'écriture de nouvelles en arabe
- L'article co-écrit par Safae Bourhnane, doctorante à l'AUI, (avec des professeurs) est publié dans MDPI Applied Sciences
- La classe d'entrepreneuriat fait d'Ifrane la première ville universitaire du Maroc
- AUI célèbre le travail exemplaire des étudiants de la SBA – Cérémonie de remise des prix Capstone
- Un étudiant de l'AUI reçoit une bourse d'excellence Erasmus Mundus
- Les étudiants de l'AUI remportent la 2e place au Hackathon national
- Un étudiant se qualifie pour les Jeux olympiques de Tokyo
- Les étudiants de l'ASI escaladent le plus haut sommet d'Afrique du Nord
- L'équipe AUI classée 1ère à la « African Robotic Brains Competition »
- Les étudiants de l'AUI remportent le hackathon d'analyse des données sportives
- Nidal Benali, plus jeune nomination à la MGCY des Nations Unies pour participer à la Conférence des Nations Unies
- Des étudiants en gestion de la SBA publient sur le site de l'ONU sur les « bonnes » affaires
- Les étudiants de l'AUI produisent un court métrage intitulé « Représentation médiatique des femmes au Maroc »
- L'équipe d'étudiants de l'Université Al Akhawayn remporte le Chartered Financial Analyst (CFA) Institute Challenge

**Un autre indicateur de succès à souligner et à célébrer dans ce rapport est le succès de nos anciens étudiants, reconnaissant leurs réalisations exceptionnelles au cours de cette année académique. Ces indicateurs et réalisations présentés ci-dessous sont une reconnaissance de notre identité et de notre engagement à l'échelle mondiale et nationale :**

- El Hanafi Widad (2004) a publié son premier livre intitulé: The Great Ecosystem Adventure: A Reference Book for Kids Books,
- Mohamed Chaouki (1999) du Rassemblement National des Indépendants (RNI) a été élu président de la Commission des finances et du développement économique à la Chambre des Représentants du Maroc
- Anasse Bari (2007) professeur à l'Université de New York a remporté le Golden Dozen Award de l'Université de New York
- Sofiane El Khalidy (2014) a publié son livre intitulé : Les riffs d'un Moroccan Rebel
- Wadia Ait Hamza (2005) nommé responsable des jeunes leaders mondiaux au Forum Economique Mondial
- Naoufal Loukane (2012) nommé directeur général de Smollan International

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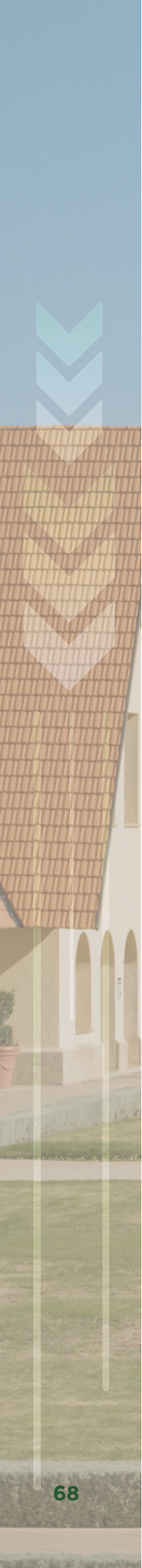
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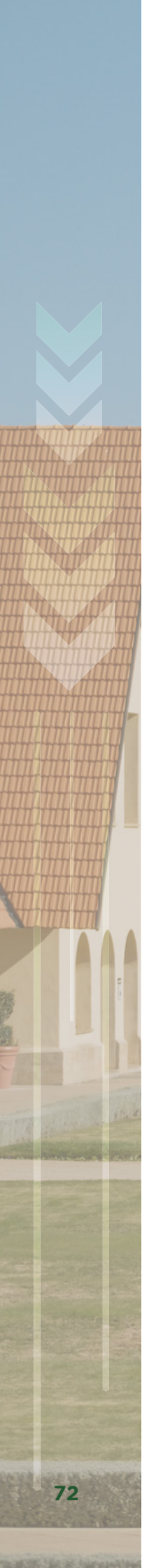
• Déclaration des auditeurs indépendants (sera insérée dès qu'elle sera disponible)

































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# Al Akhawayn University Ifrane

## **RAPPORT DES AUDITEURS INDEPENDANTS EXERCICE CLOS LE 31 JUILLET 2021**

Février 2022

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Au Conseil des Administrateurs  
De l'Université Al Akhawayn  
Ifrane

### **RAPPORT DES AUDITEURS INDEPENDANTS EXERCICE CLOS LE 31 JUILLET 2021**

#### **Opinion sans réserve**

Nous avons effectué l'audit des états de synthèse ci-joints de l'Université Al Akhawayn (ci-après "l'Université"), comprenant le bilan et le compte de produits et charges relatifs à l'exercice clos le 31 juillet 2021. Ces états de synthèse font ressortir un montant de capitaux propres et assimilés de MAD 723 215 145,46 dont un bénéfice net de MAD 39 989 089,89.

A notre avis, les états de synthèse cités au premier paragraphe ci-dessus donnent, dans tous leurs aspects significatifs, une image fidèle du patrimoine et de la situation financière de l'Université Al Akhawayn au 31 juillet 2021 ainsi que du résultat de ses opérations pour l'exercice clos à cette date, conformément au référentiel comptable admis au Maroc.

#### **Fondement de l'opinion**

Nous avons effectué notre audit selon les Normes de la Profession au Maroc. Les responsabilités qui nous incombent en vertu de ces normes sont plus amplement décrites dans la section « Responsabilités de l'auditeur » du présent rapport. Nous sommes indépendants de l'Université conformément aux règles de déontologie qui s'appliquent à l'audit des états de synthèse, et nous nous sommes acquittés des autres responsabilités déontologiques qui nous incombent selon ces règles. Nous estimons que les éléments probants que nous avons obtenus sont suffisants et appropriés pour fonder notre opinion d'audit.

#### **Responsabilités de la direction et des responsables de la gouvernance à l'égard des états de synthèse**

La direction est responsable de l'établissement et de la présentation sincère de ces états de synthèse, conformément au référentiel comptable admis au Maroc. Cette responsabilité comprend la conception, la mise en place et le suivi d'un contrôle interne relatif à l'établissement et la présentation des états de synthèse ne comportant pas d'anomalie significative, ainsi que la détermination d'estimations comptables raisonnables au regard des circonstances.

Lors de la préparation des états de synthèse, c'est à la direction qu'il incombe d'évaluer la capacité de l'Université à poursuivre son exploitation, de communiquer, le cas échéant, les questions se rapportant à la continuité de l'exploitation et d'appliquer le principe comptable de continuité d'exploitation, sauf si la direction a l'intention de liquider l'Université ou de cesser son activité ou si aucune autre solution réaliste ne s'offre à elle.

Il incombe aux responsables de la gouvernance de surveiller le processus d'information financière de l'Université.

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### **Responsabilités de l'auditeur à l'égard de l'audit des états de synthèse**

Notre responsabilité est d'exprimer une opinion sur ces états de synthèse sur la base de notre audit. Nous avons effectué notre audit selon les Normes de la Profession au Maroc.

Nos objectifs sont d'obtenir l'assurance raisonnable que les états de synthèse pris dans leur ensemble sont exempts d'anomalies significatives, que celles-ci résultent de fraudes ou d'erreurs et de délivrer un rapport de l'auditeur contenant notre opinion. L'assurance raisonnable correspond à un niveau élevé d'assurance, qui ne garantit toutefois pas qu'un audit réalisé conformément aux normes professionnelles permettra toujours de détecter toute anomalie significative qui pourrait exister. Les anomalies peuvent résulter de fraudes ou d'erreurs et elles sont considérées comme significatives lorsqu'il est raisonnable de s'attendre à ce que, individuellement ou collectivement, elles puissent influencer sur les décisions économiques que les utilisateurs des états de synthèse prennent en se fondant sur ceux-ci.

Dans le cadre d'un audit réalisé conformément aux normes de la profession au Maroc, nous exerçons notre jugement professionnel et faisons preuve d'esprit critique tout au long de cet audit. En outre :

- nous identifions et évaluons les risques que les états de synthèse comportent des anomalies significatives, que celles-ci résultent de fraudes ou d'erreurs, concevons et mettons en œuvre des procédures d'audit en réponse à ces risques, et réunissons des éléments probants suffisants et appropriés pour fonder notre opinion. Le risque de non-détection d'une anomalie significative résultant d'une fraude est plus élevé que celui d'une anomalie significative résultant d'une erreur, car la fraude peut impliquer la collusion, la falsification, les omissions volontaires, les fausses déclarations ou le contournement du contrôle interne ;
- nous acquérons une compréhension des éléments du contrôle interne pertinents pour l'audit afin de concevoir des procédures d'audit appropriées aux circonstances, et non dans le but d'exprimer une opinion sur l'efficacité du contrôle interne de la société ;
- nous apprécions le caractère approprié des méthodes comptables retenues et le caractère raisonnable des estimations comptables faites par la direction, de même que des informations y afférentes fournies par cette dernière ;
- nous concluons quant au caractère approprié de l'utilisation par la direction du principe comptable de continuité d'exploitation et, selon les éléments probants obtenus, quant à l'existence ou non d'une incertitude significative liée à des événements ou situations susceptibles de jeter un doute important sur la capacité de la société à poursuivre son exploitation. Si nous concluons à l'existence d'une incertitude significative, nous sommes tenus d'attirer l'attention des lecteurs de notre rapport sur les informations fournies dans les états de synthèse au sujet de cette incertitude ou, si ces informations ne sont pas adéquates, d'exprimer une opinion modifiée. Nos conclusions s'appuient sur les éléments probants obtenus jusqu'à la date de notre rapport. Des événements ou situations futurs pourraient par ailleurs amener la société à cesser son exploitation ;
- nous évaluons la présentation d'ensemble, la structure et le contenu des états de synthèse, y compris les informations fournies dans les états de synthèse, et apprécions si les états de synthèse représentent les opérations et événements sous-jacents d'une manière propre à donner une image fidèle.

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KPMG S.A (\*)  
Al Akhawayn University in Ifrane  
Rapport des auditeurs indépendants  
Exercice clos le 31 juillet 2021

— Nous communiquons aux responsables de la gouvernance notamment l'étendue et le calendrier prévus des travaux d'audit et nos constatations importantes, y compris toute déficience importante du contrôle interne que nous aurions relevée au cours de notre audit.

Fait à Rabat le 02 février 2022

**Les auditeurs indépendants**

**Aziz EL KHATTABI**  
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