



Open Educational Resources in African Universities: A Comparative Study from Morocco

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Abstract

Open Educational Resources (OER) have gained traction in the educational landscape as a means to democratize access to learning materials and promote innovation within African universities, particularly those in the field of Education. The research methodology employed a mixed-methods approach involving an online survey distributed among university faculty members and institutional data analysis. The sample included six universities across Morocco representing different educational levels (undergraduate, graduate, and postgraduate). Analysis revealed that while OER adoption varied significantly between institutions, with some using them extensively for course materials and others not at all, a notable proportion of faculty reported improved teaching practices and student engagement through OER use. The findings suggest that although Moroccan universities have begun to incorporate OER into their curricula, there remains substantial room for improvement in terms of institutional support and faculty training. This necessitates more concerted efforts towards integrating OER effectively within the educational context. University administrations should prioritise the development of comprehensive policies supporting OER adoption, while faculties require targeted professional development programmes to harness these resources fully.

Keywords: *African, Comparative, Distance, E-learning, Framework, Methodology, Pedagogy*

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