Indicators of Success:

Elements of a Monitoring and Measurement Strategy for the OER Recommendation

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Capacity

- Initial and continual professional development courses include modules on using OER. These courses are open for teachers, instructors and librarians.

- Share of teachers (in the respective educational sectors) who have received OER training within the last two years

- Has training led to improved capacity? How can this be measured?

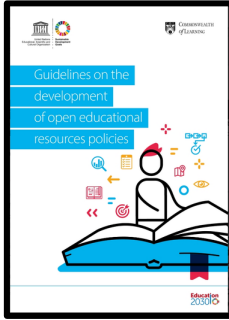- Does improved capacity lead to change in practice?

Policy

- Regulations on the use of learning materials in educational settings make specific reference to OER and open licensing.

- Share of public contracts for learning materials requiring an open license.

- **Are regulations being implemented and followed in practice? How do we know?**

Quality, equity and inclusion

- Number / share of OER contained in national platforms, accessible in national language(s)

- Quality assurance procedures specifically mention OER and have been adapted to their properties

- Are QA procedures improving the quality of OER?

- Is availability leading to increased use? By whom?

- Does quality lead to improved learning outcomes? For whom?

Sustainable models

- Procedures exist to reward teachers and instructors for OER-based learning materials through time off or payment for this work.

- Number of research studies investigating the impact of OER on teaching and learning practices

- Are requirements and incentivization mechanisms effective? How would we know?

- Are research studies and evidence being used for advocacy? Is this advocacy effective? How would we know?

Mechanisms for Tracking Progress

- What systems are required to collect data on these indicators?

- Are there existing platforms or systems in place?

- Can new technologies and innovations be leveraged, i.e. Blockchain?

- How can we encourage reporting and make the process easier for partners?

Image source: https://flic.kr/p/CoqCPa

Image source: https://oerworldmap.org