EADTU statement in preparation of 2nd OER World Congress
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We welcome that COL & UNESCO, with the support of The William and Flora Hewlett Foundation, have joined forces to prepare and organize the 2nd OER World Congress in 2017. In this document we provide some comments to the process and the background document provided on the website http://rcoer.col.org.

1. EADTU, as the European association of leading institutions in online, open and flexible higher education, very much support the positioning of OER in achieving Sustainable Development Goal 4 (#SDG4). EADTU and our members are strongly involved in OER, including re-usable MOOCs, and as such are dedicated to the OER agenda and the successful outcome of 2nd OER World congress in Ljubljana later this year.

2. EADTU strongly feels that the upcoming OER declaration should be (re-)positioned to the aims of Open Education. I.e. OERs must be seen as instrumental to widen access to higher education for millions of people, including those in the developing world, and ultimately enhance their quality of life. In this context, recommendations on OER, including related educational provision activities, in themselves should be inclusive and support related initiatives that contribute to #SDG4.

3. While the focus on Open Educational Resources in the initial World Congress was clear, the focus today contributes to a separation of communities. Ignoring the fact that 58 Million participants have followed (massive) open online courses of 700 institutions (Class Central, 2017) just because the resourced were not published under an OER license, strengthens the already existing misalignment and barriers between an OER community on the one hand, and a MOOC community on the other hand. We call for a more inclusive approach to open education that values open resources and open courses despite the difference of approaches. Both approaches contribute to a more accessible (higher) education system.

4. We appreciate the effort of COL and UNESCO to foster a dialogue between policy-makers to establish national frameworks for OER and MOOCs. To ease the dialogue on a national level and also to include more countries in this process, a stronger evidence base of effects of OER and MOOCs is needed. We call for stronger evidence and joint research to establish this base.

5. While the availability of OER has steadily increased, the level of reuse and adaptation of OER and also the factors that influence use and adaptation is still

unclear. We call for more investment into research that deals with this topic, including quality enhancement of OER and MOOCs.

6. We propose to widen the focus regarding business models on the whole open-ecosystem and support experimentation and entrepreneurial activities happening in this ecosystem to allow a real co-existence between open content and free services and additional payed content and services.

NB. In context of our advocate to an more inclusive approach we would very much appreciate a more open approach by using public consultation that harnesses the power of the internet and a public dialogue in preparation of 2nd OER World Congress and members of EADTU are happy to contribute to these processes.