Ministerial Statement
2nd World OER Congress, Ljubljana, Slovenia

We, Ministers and their designated representatives of Bangladesh, Barbados, Bulgaria, Czech Republic, Costa Rica, Croatia, Kiribati, Lao People's Democratic Republic, Lithuania, Malta, Mauritius, Mauritania, Mozambique, Palestine, Romania, Serbia, Slovakia, Slovenia, South Africa and the United Arab Emirates gathered in September 2017 at the invitation of the UNESCO and the Ministry of Education of Slovenia, in Ljubljana, Slovenia for the 2nd World OER Congress.

Recall the following UN Frameworks:
- *The Universal Declaration of Human Rights which states that all people have rights and fundamental freedoms that include the right to receive and impart information and ideas through any media and regardless of frontiers (Article 19), as well as the right to education (Article 26).*
- *The 2003 UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.*
- *The 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression,*
- *The 2006 Convention on the Rights of People with Disabilities (Article 24), which recognizes the rights of persons with disabilities to education.*

Reaffirm our commitment to the 2030 Agenda for Sustainable Development which contains goals on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (SDG4),

Recognize the UNESCO Paris OER Declaration 2012, adopted at the 1st World OER Congress (UNESCO Headquarters, Paris 2012), represents an internationally recognized strategy for OER actions

Whereas Open Educational Resources are defined as teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Acknowledge that Open Educational Resources (OER) represent a strategic opportunity to improve knowledge sharing, capacity building and universal access to quality learning and teaching resources.

Recognize that in order for OER to reach its full transformative potential for supporting the realization of SDG 4, OER needs to be more integrally a part of educational policies and practices from early childhood education to post-secondary, technical vocational educational training, higher education, lifelong learning and teacher training. Mainstreaming OER-based content will depend upon quality international, national, regional assessments, leadership and commitment to openness and access of OER educational content by users, educators, institutions and governments, and also requires that other pre-conditions to quality education are in place.

Underscore that addressing these OER challenges should not be delayed, in view of the urgency for action to achieve SDG 4 'Quality Education'.

Reaffirm that toward the realization of inclusive Knowledge Societies, Open Educational Resources (OER) support quality education that is equitable, inclusive, open and participatory.

Welcome the Ljubljana OER Action Plan 2017 that calls for actions in the following areas to support the mainstreaming of OER: the capacity of users to access, re-use, and share OER; issues related to language and culture; safety and security of content ensuring inclusive and equitable access; changing business models

to support digital transformation according to public funding and legal frameworks; and the development of supportive policy environments.

Call on all educational stakeholders to implement the recommendations of the Ljubljana OER Action Plan 2017 to increased international collaboration in the area of OER through a dynamic coalition to expand and consolidate commitments to actions, strategies and legislation in this area.