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## Open Access as a Means for Social Justice in the Context of Cultural Diversity in Europe

Nikos Koutras

### I. INTRODUCTION

In modern times, social justice and cultural diversity tend to be critical and interrelated issues.<sup>1</sup> As increasing globalization makes cultural diversity a more common experience, it has become necessary to bridge the divide between social justice and cultural diversity.<sup>2</sup> In the European context, increasing migration is creating social tensions, but it is argued that education can be an important means of generating social cohesion in the contemporary multicultural context.<sup>3</sup> Social scientists have examined cultural diversity mainly in relation to social cohesion and multiculturalism.<sup>4</sup> While some authors have focused on general principles and theories of cultural diversity, others have concentrated more on particular aspects of diversity such as education and equal information access.<sup>5</sup> In this paper, there is a theoretical discussion about the concept of

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<sup>1</sup> See generally James A. Banks, *Teaching for Social Justice, Diversity, and Citizenship in a Global World*, 68 THE EDUC. FORUM 296, 296-305 (2004); NEIL THOMPSON, ANTI-DISCRIMINATORY PRACTICE: EQUALITY, DIVERSITY AND SOCIAL JUSTICE (6th ed. 2016).

<sup>2</sup> See generally Christine E. Sleeter, *Preparing Teachers for Culturally Diverse Schools: Research and the Overwhelming Presence of Whiteness*, 52 J. OF TEACHER EDUC. 94, 94-106 (2001).

<sup>3</sup> See ALANA LENTIN & GAVIN TITLEY, THE CRISES OF MULTICULTURALISM: RACISM IN A NEOLIBERAL AGE (2011).

<sup>4</sup> See BHIKHU C. PAREKH, RETHINKING MULTICULTURALISM: CULTURAL DIVERSITY AND POLITICAL THEORY (2002); Nira Yuval-Davis et al., *Secure Borders and Safe Haven and the Gendered Politics of Belonging: Beyond Social Cohesion*, 28 ETHNIC AND RACIAL STUD. 513, 513-35 (May 1, 2005); Pauline Hope Cheong et. al, *Immigration, Social Cohesion and Social Capital: A Critical Review*, 27 CRITICAL SOC. POL'Y 24, 24-49 (2007).

<sup>5</sup> See Susan Thompson & Kevin Dunn, *Multicultural Services in Local Government in Australia: An Uneven Tale of Access and Equity*, 20 URBAN POL'Y RES. 263, 263-79 (2002); see also JAMES A. BANKS, DIVERSITY AND CITIZENSHIP EDUCATION: GLOBAL

information as a crucial component of the educational process. In particular, the concept of information literacy is critical and examining several European directives shows that accessibility to information resources is part of the social empowerment.<sup>6</sup> The need for accessibility to information resources can be justified from a philosophical perspective with the help of Foucault's theories, which address the relationship between power and knowledge. Lastly, I advocate the necessity of open access as an effective tool of information distribution via educational institutions in Europe. Therefore, I emphasize that education is a fundamental aspect of multiculturalism, and, combined with accessible information resources, it leads to social justice and social cohesion.

## II. MULTICULTURALISM AND SOCIAL COHESION: THEORETICAL BACKGROUND

An overview of the concept of multiculturalism is helpful in understanding why open access to education is the only solution for bridging the divide in cultural diversity and social justice. The term multiculturalism is defined as the culturally heterogeneous composition of society<sup>7</sup> and has been examined by many different disciplines, including anthropology,<sup>8</sup> sociology,<sup>9</sup> psychology, and political science,<sup>10</sup> with each concentrating on a different aspect of multiculturalism. In the context of

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PERSPECTIVES (2007); *see also* Rozita Ibrahim et al., *Multiculturalism and Higher Education in Malaysia*, 15 *PROCEDIA - SOC. BEHAV. SCI.* 1003, 1003-09 (2011); *see also* CARL A. GRANT & CHRISTINE E. SLEETER, *DOING MULTICULTURAL EDUCATION FOR ACHIEVEMENT AND EQUITY* (2011).

<sup>6</sup> *See generally* MAURIANNE ADAMS, LEE ANNE BELL & PAT GRIFFIN, *TEACHING FOR DIVERSITY AND SOCIAL JUSTICE* (2007).

<sup>7</sup> *See* RITA DHAMON, *IDENTITY/DIFFERENCE POLITICS: HOW DIFFERENCE IS PRODUCED, AND WHY IT MATTERS* (2010).

<sup>8</sup> *See* INTERNATIONALIZING MULTICULTURALISM: EXPANDING PROFESSIONAL COMPETENCIES IN A GLOBALIZED WORLD (Rodney L. Lowman ed., 2013).

<sup>9</sup> *See generally* Russell King, *Towards a New Map of European Migration*, 8 *INT'L J. OF POPULATION GEOGRAPHY* 89, 89-106 (2002).

<sup>10</sup> *See* STEVEN VERTOVEC & SUSANNE WESSENDORF, *THE MULTICULTURALISM BACKLASH: EUROPEAN DISCOURSES, POLICIES, AND PRACTICES* (2010).

psychology, multiculturalism is seen as an ideology relating to the acceptance of cultural diversity and active assistance for cultural differences by both majority and immigrant group members.<sup>11</sup> There exists literature that conceptualizes multiculturalism, cultural diversity, and the relevant issues that emerge. Immigrant communities that have developed in European countries since the 1960s have led to a denial of policies and social demand regarding immigrants' and minorities' social integration.<sup>12</sup> This has been based on beliefs regarding migrants' attitudes toward the abolishment of their traditional values and adaptation of those which distinguish the majority society.<sup>13</sup> In several countries, this denial was exposed by politicians, academics, and advocates as part of a broad civic rights movement.<sup>14</sup> According to Vertovec and Wessendorf, the denial of social integration was imperative concerning nascent migrants' and ethnic movements' activities.<sup>15</sup> In other words, it was oppression from local authorities as the policies were implemented from anti-immigrant agencies and communities were at the time. In particular, the denial emerged during the 1970s, when family reunion and actions toward long-term establishment shifted the nature of what had previously been thought of as mostly temporary, single male immigrant populations.<sup>16</sup>

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<sup>11</sup> See generally XENIA CHRYSOCHOU, CULTURAL DIVERSITY: ITS SOCIAL PSYCHOLOGY (2004); Fons J. R. Van De Vijver et al., *Multiculturalism: Construct Validity and Stability*, 32 INT'L J. INTERCULTURAL REL. 93, 93-104 (2008).

<sup>12</sup> See Stephen Castles, *Why Migration Policies Fail*, 27 ETHNIC & RACIAL STUD. 205, 205-27 (2004).

<sup>13</sup> See RUUD KOOPMANS ET AL., CONTESTED CITIZENSHIP: IMMIGRATION AND CULTURAL DIVERSITY IN EUROPE (2005).

<sup>14</sup> See Marti Hope Gonzales et al., *Rights and Obligations in Civic Education: A Content Analysis of the National Standards for Civics & Government*, 29 THEORY & RES. IN SOCIAL EDUC. 109, 109-28 (2001).

<sup>15</sup> See generally STEVEN VERTOVEC, TRANSNATIONALISM (2009).

<sup>16</sup> See generally Pieter Boeles, *Directive on Family Reunification: Are the Dilemmas Resolved?*, 3 EUR. J. OF MIGRATION & L. 61, 61-71 (2001); see Hein De Haas & Roald Plug, *Cherishing the Goose with the Golden Eggs: Trends in Migrant Remittances from Europe to Morocco 1970-2004*, 40 INT'L MIGRATION REV. 603, 603-34 (2006); see also Caroline Bledsoe & Papa Sow, *Family Reunification Ideals and the Practice of*

From the 1960s to the 1970s, public discussion among immigrant-receiving societies emphasized the issues of tolerance, representation, participation, and cultural rights—including the freedom to assemble, receive church service, and become involved in other cultural foundations or organizations and practices.<sup>17</sup> In addition, support of such ideas via policy, governance, and public awareness came as an emergent ‘politics of diversity’ or ‘politics of recognition.’ Proponents of tolerance and inclusion viewed these policies as appropriate components in the context of anti-racism and anti-discrimination.<sup>18</sup> In the 1980s, however, there was a shift away from the values of tolerance and participation. These values were instead replaced with relevant concerns regarding immigrants and cultural diversity, which were introduced to receiving societies. This shift away from tolerance and towards concerns led to public regulations.<sup>19</sup> At the

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*Transnational Reproductive Life Among Africans in Europe* 1-18 (Max Planck Inst. for Demographic Res., Working Paper No. 001, 2008), [https://www.researchgate.net/profile/Papa\\_Sow2/publication/23525301\\_Family\\_reunification\\_ideals\\_and\\_the\\_practice\\_of\\_transnational\\_reproductive\\_life\\_among\\_Africans\\_in\\_Europe/links/54c7a0bd0cf22d626a36bedc.pdf](https://www.researchgate.net/profile/Papa_Sow2/publication/23525301_Family_reunification_ideals_and_the_practice_of_transnational_reproductive_life_among_Africans_in_Europe/links/54c7a0bd0cf22d626a36bedc.pdf).

<sup>17</sup> See DAVID JACOBSON, *RIGHTS ACROSS BORDERS: IMMIGRATION AND THE DECLINE OF CITIZENSHIP* (1996); see also Rainer Baubock, *Cultural Minority Rights for Immigrants*, 30 INT. MIGR. REV. 203, 203-50 (1996); see generally JAMES S. DUNCAN & DAVID LEY, *PLACE/CULTURE/REPRESENTATION* (2013).

<sup>18</sup> See AJAY HEBLE, DONNA PALMATEER PENNEE & J. R. STRUTHERS, *NEW CONTEXTS OF CANADIAN CRITICISM* (1997); see Glen S. Coulthard, *Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada*, 6 CONTEMP. POL. THEORY 437, 437-60 (2007); See also KEITH BANTING & WILL KYMLICKA, *MULTICULTURALISM AND THE WELFARE STATE: RECOGNITION AND REDISTRIBUTION IN CONTEMPORARY DEMOCRACIES* (2006).

<sup>19</sup> See Richard A. Wanner, *Entry Class and the Earnings Attainment of Immigrants to Canada, 1980-1995*, 29 CANADIAN PUBLIC POL’Y 53, 53-71 (2003); see also Maya N. Federman, David E. Harrington, & Kathy J. Krynski, *The Impact of State Licensing Regulations on Low-Skilled Immigrants: The Case of Vietnamese Manicurists*, 96 AM. ECON. REV. 237, 237-41 (2006); Evelyn Ersanilli & Ruud Koopmans, *Rewarding Integration? Citizenship Regulations and the Socio-Cultural Integration of Immigrants in the Netherlands, France and Germany*, 36 J. ETHN. MIGR. STUD. 773, 773-91 (2010); see generally Ruud Koopmans et al., *Citizenship Rights for Immigrants: National Political Processes and Cross-National Convergence in Western Europe, 1980-2008*, 117 AM. J. SOC. 1202, 1202-45 (2012).

time, the concept of multiculturalism was already commonplace for Europe.<sup>20</sup>

Some proponents claim that the majority of countries are culturally heterogeneous; according to recent estimates, there are 600 languages and 500 ethnic groups in 184 independent countries.<sup>21</sup> Moreover, only a few countries can claim that their citizens share the same language and are part of the same ethno-national group.<sup>22</sup> Nowadays, societies offer such infrastructure a friendly environment to meliorate the process of social recognition that minority groups seek to gain.<sup>23</sup> However, social theorists argue that such improvement regarding the process of social recognition can be seen as a denial or dispute of multiculturalism.<sup>24</sup> In accordance with the relevant literature, there are two sets of arguments regarding multiculturalism.<sup>25</sup>

First, there are proponents who positively claim that the term multiculturalism is connected with notions of tolerance and rights of ethnic minority groups to preserve aspects of their cultural heritage and language; equal treatment, equal access, and full participation; economic activity and political representation rights to collective expression; and commitment by everyone, regardless of ethnic background, to a constitution or state and its rule of law.<sup>26</sup> Second, there are authors who negatively contend that

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<sup>20</sup> See Lisbeth Aggestam & Christopher Hill, *The Challenge of Multiculturalism in European Foreign Policy*, 84 INT'L AFFAIRS 97, 97-114 (2008).

<sup>21</sup> See Vlado Petrovski, Snezana Mirascieva & Emilija Petrova Gjorgjeva, *Multiculturalism, Globalization and the Implications on Education*, 15 PROCEDIA - SOCIAL AND BEHAVIORAL SCIENCES 1366, 1366-71 (2011).

<sup>22</sup> *Id.*

<sup>23</sup> See generally TARIQ MODOOD, *MULTICULTURALISM* (2013).

<sup>24</sup> See Saskia R. G. Schalk-Soekar et al., *Support for Multiculturalism in the Netherlands*, 59 INT'L SOC. SCI. J. 269, 269-81 (2008).

<sup>25</sup> See Cecelia Lynch, *Dogma, Praxis, & Religious Perspectives on Multiculturalism*, in *RELIGION IN INTERNATIONAL RELATIONS: THE RETURN FROM EXILE* 55, 55-78 (Pavlos Hatzopoulos & Fabio Petito eds., 2003), [http://link.springer.com/chapter/10.1057/9781403982360\\_3](http://link.springer.com/chapter/10.1057/9781403982360_3).

<sup>26</sup> See Maykel Verkuyten, *Everyday Ways of Thinking About Multiculturalism*, 4 ETHNICITIES 53, 53-74 (2004), <http://etn.sagepub.com/content/4/1/53.short>; see also

multiculturalism represents notions and policy measures that threaten core domestic societal values.<sup>27</sup> Thus, for the critics, the term multiculturalism provides a recipe for the demolition of domestic identity and collapse of social cohesion.<sup>28</sup>

However, it is wrong to examine the concept of multiculturalism as a single philosophy, a definite structure, a topic for further discussion, or a policy making structure.<sup>29</sup> The term can be approached differently in order to delineate a number of prominent phenomena.<sup>30</sup> Hence, multiculturalism can be understood as the actual building of a society.<sup>31</sup> A general view upon which public authorities and society should orient themselves.<sup>32</sup> In other words, multiculturalism is both a particular set of policy instruments for assisting minority cultural practices<sup>33</sup> and a variety of instruments for

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Audrey Bryan, *Corporate Multiculturalism, Diversity Management, and Positive Interculturalism in Irish Schools and Society*, 29 IRISH EDUC. STUD. 253, 253-69 (2010), <http://www.tandfonline.com/doi/abs/10.1080/03323315.2010.498566>.

<sup>27</sup> Judit Arends-Tóth & Fons J. R. Van De Vijver, *Multiculturalism and Acculturation: Views of Dutch and Turkish-Dutch*, 33 EUR. J. SOC. PSYCHOL. (2003), <http://onlinelibrary.wiley.com/doi/10.1002/ejsp.143/abstract>; see Linda K. Tip et al., *Is Support for Multiculturalism Threatened by . . . Threat Itself?*, 36 INT'L J. INTERCULTURAL REL. 22, 22-30 (2012); see also Shana Levin et al., *Assimilation, Multiculturalism, and Colorblindness: Mediated & Moderated Relationships Between Social Dominance Orientation and Prejudice*, 48 J. EXP. SOC. PSYCHOL. 207, 207-12 (2012).

<sup>28</sup> See generally RITA DHAMON, *IDENTITY/DIFFERENCE POLITICS: HOW DIFFERENCE IS PRODUCED, AND WHY IT MATTERS* (2010).

<sup>29</sup> See generally Sarah Neal, *Rural Landscapes, Representations and Racism: Examining Multicultural Citizenship and Policy-Making in the English Countryside*, 25 ETHNIC & RACIAL STUD. 442, 442-61 (Jan. 1, 2002); see also CATHERINE CORNBLETH & DEXTER WAUGH, *THE GREAT SPECKLED BIRD: MULTICULTURAL POLITICS AND EDUCATION POLICYMAKING* (2012).

<sup>30</sup> See MONTSERRAT GUIBERNAU & JOHN REX, *THE ETHNICITY READER: NATIONALISM, MULTICULTURALISM AND MIGRATION* (2010).

<sup>31</sup> See generally ALLEN IVEY, MARY IVEY & CARLOS ZALAQUETT, *INTENTIONAL INTERVIEWING AND COUNSELING: FACILITATING CLIENT DEVELOPMENT IN A MULTICULTURAL SOCIETY* (8th ed. 2013).

<sup>32</sup> See Christian Joppke, *The Retreat of Multiculturalism in the Liberal State: Theory and Policy*, 55 BRITISH J. SOCIOLOGY 237, 237-57 (2004).

<sup>33</sup> See ALI SUKI, *MIXED-RACE, POST-RACE: GENDER, NEW ETHNICITIES AND CULTURAL PRACTICES* (2003).

financial support towards ethnic minority communities to reproduce, maintain, and celebrate their traditions.<sup>34</sup> Multiculturalism can refer to a demographic fact, a significant part of democracy, or a particular orientation by the government or institutions toward a diverse population.<sup>35</sup> These issues must be understood in the context of social inclusion and justice.<sup>36</sup>

Social inclusion and justice are also important for the modern European policy framework as regards multiculturalism and the demographic future of Europe.<sup>37</sup> More specifically, the European Commission encounters/faces/has-to-deal-with challenges that stem from people's mobility around European countries and unprecedented demographic shifts.<sup>38</sup> Following a public debate in 2006, a policy paper recognized five key policy responses<sup>39</sup> to control demographic shifts, including receiving

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<sup>34</sup> See generally Na'ilah Suad Nasir & Geoffrey B. Saxe, *Ethnic and Academic Identities: A Cultural Practice Perspective on Emerging Tensions and Their Management in the Lives of Minority Students*, 32 EDUC. RESEARCHER 14, 14-18 (2003); see Steven A. Weldon, *The Institutional Context of Tolerance for Ethnic Minorities: A Comparative, Multilevel Analysis of Western Europe*, 50 AM. J. POL. SCI. 331, 331-49 (2006); see also STEPHEN MAY, *LANGUAGE AND MINORITY RIGHTS: ETHNICITY, NATIONALISM AND THE POLITICS OF LANGUAGE* (2011).

<sup>35</sup> See Virginia Floresca Cawagas, *Bringing Gender into Multicultural and International Competencies: Strategies and Challenges*, in INTERNATIONALIZING MULTICULTURALISM: EXPANDING PROFESSIONAL COMPETENCIES IN A GLOBALIZED WORLD 57-81 (Rodney L. Lowman ed., 2013).

<sup>36</sup> See John Farrington & Conor Farrington, *Rural Accessibility, Social Inclusion and Social Justice: Towards Conceptualisation*, 13 J. TRANSPORT GEOGRAPHY 1, 1-12 (2005); see also Arno K. Kumagai & Monica L. Lypson, *Beyond Cultural Competence: Critical Consciousness, Social Justice, and Multicultural Education*, 84 ACAD. MED. 782, 782-87 (2009).

<sup>37</sup> See Annett Steinführer & Annegret Haase, *Demographic Change as a Future Challenge for Cities in East Central Europe*, 89B GEOGRAFISKA ANNALER 183 (2007). See Annett Steinführer & Annegret Haase, *Demographic Change as a Future Challenge for Cities in East Central Europe*, 89 GEOGRAFISKA ANNALER: SERIES B, HUM. GEOGRAPHY 183 (2007).

<sup>38</sup> See generally ALBERTO ALESINA & FRANCESCO GIAVAZZI, *THE FUTURE OF EUROPE: REFORM OR DECLINE* (2008).

<sup>39</sup> See also EUROPEAN UNION, *THE DEMOGRAPHIC FUTURE OF EUROPE – FROM CHALLENGE TO OPPORTUNITY 2* (2006). These five key policy responses are outlined in this European policy paper as follows: (1) promoting demographic renewal in Europe, (2) promoting employment in Europe: more jobs and longer working lives of better quality,



and integrating migrants into Europe.<sup>40</sup> In particular, demographic shifts mean profound social changes that affect the composition of families, particularly evident in the growing number of elderly persons living alone.<sup>41</sup>

A renowned scholar in the field of democracy/in this area and its interrelation with social cohesion is the social theorist Robert Cuellar. In particular, he argues that the basis for stable democracy is social cohesion, which stems from the consolidation of plurality of citizenship and decreasing inequality and socioeconomic differences.<sup>42</sup> Social cohesion pertains to people's relationships and how they interact with each other in society, and it comprises the role of citizenship.<sup>43</sup> However, social cohesion and democracy are supplementary components that should be included in the public debate in order to equip the concept of citizenship with both rights and responsibilities by respecting pluralistic aspects of current European societies.<sup>44</sup> Issues of tolerance and immigration must be addressed in order to arrive at an effective equilibrium between individual rights and responsibilities with respect to the pluralism that characterizes modern Europe.

### III. THE SIGNIFICANCE OF EDUCATION AND INFORMATION LITERACY

Education is fundamental to and extremely important for social welfare,<sup>45</sup> and it is a crucial component for identity growth and social integration.<sup>46</sup>

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(3) a more productive and dynamic Europe, (4) sustainable public finances in Europe: guaranteeing adequate social security and equity between the generations, and (5) receiving and integrating immigrants in Europe. *Id.*

<sup>40</sup> See generally Christian Joppke, *Beyond National Models: Civic Integration Policies for Immigrants in Western Europe*, 30 WEST EUROPEAN POL. 1, 1-22 (2007).

<sup>41</sup> See Russell King, *Towards a New Map of European Migration*, 8 INT'L J. POPULATION GEOGRAPHY 89, 89-106 (2002).

<sup>42</sup> See ROBERTO CUELLAR, SOCIAL COHESION AND DEMOCRACY 3 (2009).

<sup>43</sup> See Rainer Bauböck, *Farewell to Multiculturalism? Sharing Values and Identities in Societies of Immigration*, 3 J. INT'L MIGRATION AND INTEGRATION 1, 1-16 (2002).

<sup>44</sup> See generally ANTHONY GIDDENS, THE THIRD WAY: THE RENEWAL OF SOCIAL DEMOCRACY (2013).

<sup>45</sup> See generally Michael A. Quinn & Stephen Rubb, *The Importance of Education-Occupation Matching in Migration Decisions*, 42 DEMOGRAPHY 153 (2005).

Therefore, educational systems can work as the primary instruments for immigrants in the context of their social integration.<sup>47</sup> Further, continuous technological developments have a significant effect on contemporary education.<sup>48</sup> According to a recent survey conducted by the Economist Intelligence Unit's editorial team, technology has had, and will continue to have, a significant effect on higher education.<sup>49</sup> Almost two-thirds of the survey respondents, from both the public and the private sectors, believed that technological developments will have a major influence on teaching methods in the future.<sup>50</sup> In addition, they believed that technology has had a positive effect on their campuses.<sup>51</sup> However, they recognized that operational challenges may prevent further advantages from being realized.<sup>52</sup>

Therefore, without education, it is difficult to adapt to the shifts that stem from technological changes, and that appropriate qualifications can be

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<sup>46</sup> See generally James Paul Gee, *Identity as an Analytic Lens for Research in Education*, 25 REV. OF RES. IN EDUC. 99 (2000).

<sup>47</sup> See *Public Discourses on Education Governance and Social Integration and Exclusion: Analyses of Policy Texts in European Contexts*, in UPPSALA REPORTS ON EDUCATION (Sverker Lindblad & Thomas S. Popkewitz eds., 2000); see also GUNTHER SCHMID & BERNARD GAZIER, *THE DYNAMICS OF FULL EMPLOYMENT: SOCIAL INTEGRATION THROUGH TRANSITIONAL LABOUR MARKETS*, (Edward Elgar Publishing Limited 2002); see also Alan Nevill & Christopher Rhodes, *Academic and Social Integration in Higher Education: A Survey of Satisfaction and Dissatisfaction within a First-Year Education Studies Cohort at a New University*, 28 J. FURTHER HIGHER EDUC. 179 (2004).

<sup>48</sup> See generally D. ATKINSON, *ART IN EDUCATION: IDENTITY AND PRACTICE* (Springer Science & Business Media 2002).

<sup>49</sup> See LAZA KEKIC, *THE ECONOMIST INTELLIGENCE UNIT'S INDEX OF DEMOCRACY*, 1 (Economist Intelligence Unit 2007).

<sup>50</sup> See generally Khe Foon Hew & Thomas Brush, *Integrating Technology into K-12 Teaching and Learning: Current Knowledge Gaps and Recommendations for Future Research*, 55 EDUC. TECH. RES. & DEV. 223 (2006).

<sup>51</sup> See Peggy A. Ertmer, *Teacher Pedagogical Beliefs: The Final Frontier in Our Quest for Technology Integration?*, 53 EDUC. TECH. RES. & DEV. 25 (2005).

<sup>52</sup> See generally ECONOMIST INTELLIGENCE UNIT, *THE FUTURE OF HIGHER EDUCATION: HOW TECHNOLOGY WILL SHAPE LEARNING* (Marie Glenn & Debra D'Agostino eds., 2008), <http://files.eric.ed.gov/fulltext/ED505103.pdf>.

gathered via information literacy, which is a significant aspect of education.<sup>53</sup> An information-literate person is more aware of the latest emerging technologies and relevant shifts.<sup>54</sup> Education offers a tool with which migrants can integrate into and become useful members of society in the digital age.<sup>55</sup> The concept of information literacy has emerged as a result of the interconnection between information technologies and education.<sup>56</sup>

Throughout the present century, the educational process has become interconnected with technology and its developments.<sup>57</sup> A significant amount of information is used, sent, and received within modern education methods; consequently, this modern trend signifies that information access is imperative.<sup>58</sup> The role of technology is important in the context of education methods and extends to hardware, software, social networks, and

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<sup>53</sup> See generally MICHAEL B. EISENBERG ET AL, *INFORMATION LITERACY: ESSENTIAL SKILLS FOR THE INFORMATION AGE* (2d ed. 2004).

<sup>54</sup> See generally *LITERACY IN THE INFORMATION AGE: INQUIRIES INTO MEANING MAKING WITH NEW TECHNOLOGIES* (Bertram B. Bruce ed., 2003); see also Christine S. Bruce, *Information Literacy as a Catalyst for Educational Change: A Background Paper*, in *LIFELONG LEARNING: WHOSE RESPONSIBILITY AND WHAT IS YOUR CONTRIBUTION?: REFEREED PAPERS FROM THE 3RD INTERNATIONAL LIFELONG LEARNING CONFERENCE [PART ONE]* 8-19 (Patrick A. Danaher et al. eds., 2004).

<sup>55</sup> See A.W. BATES & GARY POOLE, *EFFECTIVE TEACHING WITH TECHNOLOGY IN HIGHER EDUCATION: FOUNDATIONS FOR SUCCESS* (2003); see also CARL A. GRANT & CHRISTINE E. SLEETER, *DOING MULTICULTURAL EDUCATION FOR ACHIEVEMENT AND EQUITY* (2d ed. 2011); Kiri Rowan, *Education Importance in Today's Society*, UDEMY BLOG (May 20, 2014), <https://blog.udemy.com/education-importance/>.

<sup>56</sup> See Donald J. Leu & Charles K. Kinzer, *The Convergence of Literacy Instruction with Networked Technologies for Information and Communication*, 35 *READING RES. Q.* 108, 108-27 (2000); see also Sonia Livingstone, *Media Literacy and the Challenge of New Information and Communication Technologies*, 7 *COMM. REV.* 3, 3-14 (2004).

<sup>57</sup> See generally Claudia Goldin & Lawrence F. Katz, *The Race Between Education and Technology: The Evolution of U.S. Educational Wage Differentials, 1890 to 2005* (Nat'l Bureau of Econ. Res., Working Paper No. 12984, 2007).

<sup>58</sup> See ZOHAR EFRONI, *ACCESS-RIGHT: THE FUTURE OF DIGITAL COPYRIGHT LAW* (2010); see also Gulrez Shah Azhar, *Access to Information Is Crucial for Science*, 377 *THE LANCET* 1404, 1404 (2011); see also Allesandro Demaio, Bertil Dorch & Fred Herch, *Open Access: Everyone Has the Right to Knowledge*, *THE CONVERSATION* (Oct. 25, 2012), <http://theconversation.com/open-access-everyone-has-the-right-to-knowledge-10342>.

digital repositories, which have become crucial parts of the educational process.<sup>59</sup>

Information literacy requires individuals to determine when or whether information is required, and how they can locate, assess, and beneficially use the required information.<sup>60</sup> Moreover, information literacy is increasingly significant in ongoing technological evolution, which influences information resources.<sup>61</sup> Thus, the growing complexity of this environment requires individuals to deal with many information resources during their academic studies, working hours, and daily routines. Information resources are available via libraries, public resources, special interest foundations, media, and the Internet. Information is further distilled via multimedia such as texts, audio, and graphics, which help individuals to effectively comprehend and appraise information. Individuals gradually receive information in unaltered patterns by querying its authenticity, validity, and accuracy.<sup>62</sup> Without testing the quality of information, the quantity of information offered can create significant disputes for society as

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<sup>59</sup> See generally Nikos Koutras, *Open Access Repositories: A Perspective for the Future*, in PROCEEDING OF THE 3RD INTERNATIONAL SEMINAR FOR INFORMATION LAW 657 (2010); see also Nikos Koutras & Maria Bottis, *Institutional Repositories of Open Access: A Paradigm of Innovation and Changing in Educational Politics*, 106 *PROCEDIA – SOC. BEHAV. SCI.* 1499 (2013); Eliza Makridou, Iliana Araka & Nikos Koutras, *Open Educational Resources and Freedom of Teaching in College Education in Greece: Rivals or Fellows?*, in HONORARY VOLUME FOR EVI LASKARI: TEXTS AND ARTICLES FROM THE 5TH INTERNATIONAL CONFERENCE ON INFORMATION LAW 619 (Maria Bottis & Andreas Giannakouloupoulos eds., 2012).

<sup>60</sup> See James Elmborg, *Critical Information Literacy: Implications for Instructional Practice*, 32 *J. ACAD. LIBRARIANSHIP* 192, 192-99 (2006).

<sup>61</sup> See generally AM. LIB. ASS'N & ASS'N FOR COLLEGE AND RES. LIB. INFORMATION LITERACY COMPETENCY STANDARDS FOR HIGHER EDUCATION (2000), <http://arizona.openrepository.com/arizona/handle/10150/105645>; see also Sheila Webber & Bill Johnston, *Conceptions of Information Literacy: New Perspectives and Implications*, 26 *J. INF. SCI.* 381 (2000); ESTHER S. GRASSIAN & JOAN R. KAPLOWITZ, *INFORMATION LITERACY INSTRUCTION: THEORY AND PRACTICE* (2001), <http://eric.ed.gov/?id=ED462065>; see James W. Marcum, *Rethinking Information Literacy*, 72 *LIB. Q. INFO. COMMUNITY POLICY* (2002).

<sup>62</sup> See generally JESÚS LAU, *INFORMATION LITERACY: INTERNATIONAL PERSPECTIVES* (2008).

a whole. Consequently, an abundance of information does not itself produce a more informed society. This wealth of information requires complex, supplemental capacities to use information productively.

Information literacy provides a basis for lifelong learning, which further assists in closing the gap between cultural diversity and social justice.<sup>63</sup> Moreover, it is common to all fields of study, all learning environments, and all levels of education.<sup>64</sup> It enables learners to gather content and stretch their inquiries, become more self-directed, and have more control over their own learning development.<sup>65</sup> Information-literate individuals can<sup>66</sup>

1. determine the extent of information needed to access the required information productively and efficiently;
2. evaluate information and its sources critically;
3. incorporate selected information into their knowledge base;
4. use information beneficially to fulfil a particular aim;
5. comprehend economic, legal, and social surroundings while using information;
6. and use information morally and legitimately.

The continued development of digital capacities also provides a tool for bridging cultural diversity and social justice. The education regime and its curriculum in relation to information literacy, such as information and

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<sup>63</sup> See Serap Kurbanoglu, *Self-Efficacy: A Concept Closely Linked to Information Literacy and Lifelong Learning*, 59 J. OF DOCUMENTATION 635, 635-46 (2003).

<sup>64</sup> See generally Susan Kaplan Jacobs, Peri Rosenfeld & Judith Haber, *Information Literacy as the Foundation for Evidence-Based Practice in Graduate Nursing Education: A Curriculum-Integrated Approach*, 19 J. Prof. Nursing 320 (2003).

<sup>65</sup> See generally Alan G. Barnard, Robert E. Nash, & Michael O'Brien, *Information Literacy: Developing Life Long Skills Through Nursing Education*, 44 J. NURSING EDUC. 505 (2005); see also Heidi Julien & Lisa M. Given, *Faculty-Librarian Relationships in the Information Literacy Context: A Content Analysis of Librarians' Expressed Attitudes and Experiences*, PROC. ANNU. CONF. CAIS/ACSI (2003), <http://www.cais-acsi.ca/ojs/index.php/cais/article/view/402>.

<sup>66</sup> See generally Annemaree Lloyd, *Information Literacy: Different Contexts, Different Concepts, Different Truths?*, 37 J. LIBRARIANSHIP INFO. SCI. 82 (2005); see also Annemaree Lloyd, *Information Literacy Landscapes: An Emerging Picture*, 62 J. DOCUMENTATION 570 (2006).

communication technologies (ICT), offer a specific approach to digital competences by encouraging critical and communicative use of ICT. It also stimulates young people to improve their ICT skills.<sup>67</sup> ICT is important in relation to contemporary educational curriculums that provide personal development opportunities to young people.<sup>68</sup> In my opinion, information literacy and access to information resources are critical characteristics of the contemporary multicultural environment for the European societies. Yet, these characteristics constitute a fundamental step to produce a cohesive society.<sup>69</sup> In the next section, there is discussion about whether European directives enhance accessibility to information resources.

#### IV. EUROPEAN DIRECTIVES AND ENFORCEMENT OF ACCESSIBILITY TO INFORMATION RESOURCES FOR EDUCATION

##### *A. The Role of the European Commission*

The European Commission (EC) was established as an independent supranational authority separate from governments.<sup>70</sup> EC members are elected by their member-state governments and are bound to be neutral from other influences, such as the governments that appointed them.<sup>71</sup> In

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<sup>67</sup> See generally SONIA LIVINGSTONE, *YOUNG PEOPLE AND NEW MEDIA: CHILDHOOD AND THE CHANGING MEDIA ENVIRONMENT* (2002); see also Alesandra Colecchia & Paul Schreyer, *The Contribution of Information and Communication Technologies to Economic Growth in Nine OECD Countries*, 2002 OECD ECON. STUD. 153 (2003); HERNAN GALPERIN & JUDITH MARISCAL, *DIGITAL POVERTY: LATIN AMERICAN AND CARIBBEAN PERSPECTIVES* (2007); Sonia Livingstone, *Critical Reflections on the Benefits of ICT in Education*, 38 OXFORD REV. EDUC. 9 (2012).

<sup>68</sup> See generally Lonnie R. Sherrod, Constance Flanagan, & James Youniss, *Dimensions of Citizenship and Opportunities for Youth Development: The What, Why, When, Where, and Who of Citizenship Development*, 6 APPLIED DEVELOPMENTAL SCI. 264 (2002).

<sup>69</sup> See Tim Reeskens & Matthew Wright, *Nationalism and the Cohesive Society: A Multilevel Analysis of the Interplay Among Diversity, National Identity, and Social Capital Across 27 European Societies*, 46 COMP. POL. STUD. (2013).

<sup>70</sup> See HUSSEIN KASSIM ET AL., *THE EUROPEAN COMMISSION OF THE TWENTY-FIRST CENTURY* (2013).

<sup>71</sup> See SIMON HIX AND BJØRN HØYLAND, *THE POLITICAL SYSTEM OF THE EUROPEAN UNION* (2011).

accordance with Article 17 of the European Union Convention,<sup>72</sup> the Commission is responsible for producing medium-term strategies; drafting legislation and arbitrating in legislative procedure; representing the European Union in trade discussions; making regulations, for instance, in competition policy; drawing up the annual budget of the European Union; and managing the implementation of directives, regulations, and conventions.<sup>73</sup> After the Lisbon Convention, the European Council conferred executive power of the European Union on the Commission.<sup>74</sup> Nevertheless, the Council was theoretically allowed to withdraw that power or impose conditions on the Commission's use.<sup>75</sup> Given that the European Council, under the Lisbon Convention, became a formal institution with the power to appoint the Commission, it could be stated that these two bodies hold the executive power of the European Union.<sup>76</sup>

The European Commission is the institution capable of taking legislative initiatives via relevant proposals in the European Union.<sup>77</sup> Once legislation

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<sup>72</sup> See JEREMY JOHN RICHARDSON, *EUROPEAN UNION: POWER AND POLICY-MAKING*, (2006).

<sup>73</sup> See HELEN S. WALLACE, MARK A. POLLACK, & ALASDAIR R. YOUNG, *POLICY-MAKING IN THE EUROPEAN UNION* (2010).

<sup>74</sup> See generally Per Nyborg, *Higher Education as a Public Good and a Public Responsibility*, 28 HIGHER EDUC. EUR. 355 (2003); see also Andrejs Rauhvargers, *Improving the Recognition of Qualifications in the Framework of the Bologna Process*, 39 EUROPEAN J. EDUC. 331 (2004).

<sup>75</sup> See Henry Farrell & Adrienne Heritier, *Interorganizational Negotiation and Intraorganizational Power in Shared Decision Making Early Agreements Under Codecision and Their Impact on the European Parliament and Council*, 37 COMP. POLIT. STUD. 1184 (2004); Uwe Puetter, *Europe's Deliberative Intergovernmentalism: The Role of the Council and European Council in EU Economic Governance*, 19 J. EUROPEAN PUB. POL'Y 161 (2012).

<sup>76</sup> See DEIRDRE CURTIN, *EXECUTIVE POWER OF THE EUROPEAN UNION: LAW, PRACTICES, AND THE LIVING CONSTITUTION* (2009).

<sup>77</sup> See Andrew Moravcsik, *Reassessing Legitimacy in the European Union*, 40 J. COMMON MKT. STUD. 603, 603-24 (2002); see also Liesbet Hooghe, *Several Roads Lead to International Norms, but Few via International Socialization: A Case Study of the European Commission*, 59 INT'L ORG. 861, 861-98 (2005); see also David M. Trubek & Louise G. Trubek, *Hard and Soft Law in the Construction of Social Europe: The Role of the Open Method of Co-ordination*, 11 EUROPEAN L. J. 343, 343-64 (2005).

is passed by the European Council and Parliament, it is the Commission's responsibility to ensure that the legislation is implemented via member states or its agencies.<sup>78</sup> Further, in adopting the appropriate technical measures, the Commission is assisted by committees comprising representatives of member states and of public and private lobbies.<sup>79</sup> The Commission's functional structure is divided into several departments and services, with the departments known as Directorate-Generals (DGs).<sup>80</sup> The Commission is concerned with issues of pluralism, tolerance, and social cohesion. In the next subsection, the Commission's intention regarding appropriate policies for information literacy in the context of multiculturalism is highlighted. Next, there is examination of a study concerning computer and information literacy, which is supported by the European Commission's DG for Education and Culture.

#### *B. International Computer and Information Literacy Study (ICILS)*

According to the European Commission, European citizens should develop digital skills, which are vital in this digital age.<sup>81</sup> This section will examine two activities that illustrate information literacy policies from the perspective of the European Commission, and it will delineate the current framework for issues regarding information literacy and access in the

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<sup>78</sup> See George Tsebelis & Geoffrey Garrett, *Legislative Politics in the European Union*, 1 EUROPEAN UNION POL. 9, 9-36 (2000).

<sup>79</sup> See Pieter Bouwen, *Corporate Lobbying in the European Union: The Logic of Access*, 9 J. EUROPEAN PUB. POL'Y 365, 365-90 (2002); see also Jonathan P. Doh & Terrence R. Guay, *Corporate Social Responsibility, Public Policy, and NGO Activism in Europe and the United States: An Institutional-Stakeholder Perspective*, 43 J. MGMT. STUD. 47 (2006).

<sup>80</sup> See Hooghe, *supra* note 77; see also JUSTIN GREENWOOD, INTEREST REPRESENTATION IN THE EUROPEAN UNION (2011).

<sup>81</sup> See Mireille Hildebrandt, *Profiling and the Identity of the European Citizen*, in PROFILING THE EUROPEAN CITIZEN (Mireille Hildebrandt & Serge Gutwirth eds., 2008), [http://link.springer.com/chapter/10.1007/978-1-4020-6914-7\\_15](http://link.springer.com/chapter/10.1007/978-1-4020-6914-7_15); see also Maria Pinto et al., *Thirty Years of Information Literacy (1977-2007): A Terminological, Conceptual and Statistical Analysis*, J. LIBRARIANSHIP INFO. SCI. (2010), <http://lis.sagepub.com/content/early/2010/01/06/0961000609345091>.



European Union.<sup>82</sup> In 2013, the European Commission decided to take advantage of the technological developments relevant to education by calling for continuous work and international collaboration to empower the area of knowledge in the European countries.<sup>83</sup> In addition, the International Association for the Evaluation of Educational Achievement (IEA) conducted a study titled the International Computer and Information Literacy Study, which examined the effects of technological growth<sup>84</sup> and was supported by the European Commission's DG for Education and Culture.<sup>85</sup> The ICILS made an important contribution to the European knowledge base regarding digital competences and the unification of technology in teaching and learning.

According to the ICILS's findings, schools play a major role in the lack of "digital natives" who are digitally competent.<sup>86</sup> Being born in a digital era does not mean that one is capable of using technologies in an effective and informative manner.<sup>87</sup> In the context of the European Education and

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<sup>82</sup> See generally Carla Basili, *Information Literacy Policies from the Perspective of the European Commission*, in WORLDWIDE COMMONALITIES AND CHALLENGES IN INFORMATION LITERACY RESEARCH AND PRACTICE (2013), [http://link.springer.com/chapter/10.1007/978-3-319-03919-0\\_7](http://link.springer.com/chapter/10.1007/978-3-319-03919-0_7).

<sup>83</sup> European Comm'n, *Opening up Education: Innovative Teaching and Learning for All Through New Technologies and Open Educational Resources Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions* (2003), <http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52013DC0654&from=EN>.

<sup>84</sup> See Torsten Husén & T. Neville Postlethwaite, *A Brief History of the International Association for the Evaluation of Educational Achievement (IEA)*, 3 ASSESSMENT EDUC.: PRINCIPLES, POL'Y & PRAC. 129, 129-141 (1996).

<sup>85</sup> See Ruth Keeling, *The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in higher education discourse*, 41 EUROPEAN J. EDUC. 203 (2006).

<sup>86</sup> See JULIAN FRAILLON ET AL., INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY: ASSESSMENT FRAMEWORK (2013), [https://works.bepress.com/john\\_ainley/170/](https://works.bepress.com/john_ainley/170/).

<sup>87</sup> See Yvonne Barnard et al., *Learning to Use New Technologies by Older Adults: Perceived Difficulties, Experimentation Behaviour and Usability*, 29 HUM. BEHAV. 1715, 1715-24 (2013),

Training Strategy (ET, 2020), the European Commission plans to enhance digital literacy, bridge digital divides, and promote social inclusion through knowledge exchange and peer learning.<sup>88</sup> Further, the study finds that one-quarter (25 percent) of students in all participating European Union countries have low levels of computer skills and information literacy.<sup>89</sup> In addition, there is a risk of digital divide, with lower levels of computer and information literacy among young people from disadvantaged socioeconomic backgrounds.<sup>90</sup> Thus, social justice issues arise as a result of poor information literacy and the associated need for access to information resources.

#### V. THE NEED FOR OPEN ACCESS TO INFORMATION RESOURCES FROM A PHILOSOPHICAL PERSPECTIVE

From a philosophical perspective, there is a need to offer additional opportunities for access to information resources for educational purposes.<sup>91</sup> In accordance with Foucault's theories, which address the relationship between power and knowledge, knowledge is power and it is evident that when we can access information resources, we can also access knowledge.<sup>92</sup>

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[http://www.savie.qc.ca/BaseConnaissances/upload/pdf/2166\\_barnardetal\\_2013\\_learningtousenewtechnologiesbyolderadults\\_Index2166.pdf](http://www.savie.qc.ca/BaseConnaissances/upload/pdf/2166_barnardetal_2013_learningtousenewtechnologiesbyolderadults_Index2166.pdf).

<sup>88</sup> See Hubert Ertl, *European Union Policies in Education and Training: The Lisbon Agenda as a Turning Point?*, 42 COMP. EDUC. 5, 5-27 (2006); see also Luce Pépin, *The History of EU Cooperation in the Field of Education and Training: How Lifelong Learning Became a Strategic Objective*, 42 EUROPEAN J. EDUC. 121 (2007); see also Christelle Garrouste & Margarida Rodrigues, *The Employability of Young Graduates in Europe: Analysis of the ET2020 Benchmark*, LABORATOIRE D'ECONOMIE D'ORLEANS (LEO), EUROPEAN COMM'N JOINT RES. CTR. (2012), <https://mpira.ub.uni-muenchen.de/49919/1/lbna25624enn.pdf>.

<sup>89</sup> See Luce Pépin, *Education in the Lisbon Strategy: Assessment and Prospects*, 46 EUROPEAN J. EDUC. 25, 25-35 (2011).

<sup>90</sup> See generally Fernando Hervás Soriano & Fulvio Mulatero, *Knowledge Policy in the EU: From the Lisbon Strategy to Europe 2020*, 1 J. KNOWL. ECON. 289 (2010).

<sup>91</sup> See Cláudia Simões & Ana Maria Soares, *Applying to Higher Education: Information Sources and Choice Factors*, 35 STUD. HIGHER EDUC. 371 (2010).

<sup>92</sup> See generally PIRKKO MARKULA-DENISON & RICHARD PRINGLE, *FOUCAULT, SPORT AND EXERCISE: POWER, KNOWLEDGE AND TRANSFORMING THE SELF* (2007).

It then follows that access to information leads to power of knowledge.<sup>93</sup> Foucault believed that knowledge is always a form of power, and that knowledge can be gained from power. New knowledge is produced through observation. In Foucault's view, knowledge is forever connected to power, and he often wrote this connection as power or knowledge. Foucault's theory states that knowledge is power. In particular, he stated that "knowledge linked to power, not only assumes the authority of the truth, but has the power to make it true. All knowledge, once applied in the real world, has effects, and in that sense at least, becomes true."<sup>94</sup> Knowledge, which was once used to regulate the conduct of others, entails constraint, regulation, and the discipline of practice.<sup>95</sup> Thus, "there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time, power relations."<sup>96</sup>

For Foucault, power exists everywhere and comes from everywhere; it is a fundamental concept because it acts as a link between people and a complex strategy.<sup>97</sup> Foucault did not view the effects of power negatively; for him, power did not exclude, repress, censor, mask, or conceal.<sup>98</sup> Foucault saw power as a producer of reality. For Foucault, the importance

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<sup>93</sup> See PETER REASON & HILARY BRADBURY, *HANDBOOK OF ACTION RESEARCH: PARTICIPATIVE INQUIRY AND PRACTICE* (2001).

<sup>94</sup> See MICHEL FOUCAULT, *DISCIPLINE AND PUNISH: THE BIRTH OF THE PRISON* 27 (Alan Sheridan trans., 2d ed. 1995).

<sup>95</sup> See Andrew H. Van De Ven & Paul E. Johnson, *Knowledge for Theory and Practice*, 31 ACAD. MGMT. REV. 802, 802-21 (2006).

<sup>96</sup> See GEORG VON KROGH ET AL., *ENABLING KNOWLEDGE CREATION: HOW TO UNLOCK THE MYSTERY OF TACIT KNOWLEDGE AND RELEASE THE POWER OF INNOVATION* (2000).

<sup>97</sup> See *A COMPANION TO FOUCAULT*: WILEY (Christopher Falzon, Timothy O'Leary & Jana Sawicki 2013), <http://ebookcentral.proquest.com.simsrad.net.ocs.mq.edu.au/lib/mqu/detail.action?docID=1116173>.

<sup>98</sup> See generally Barbara Townley, *Foucault, Power/Knowledge, and Its Relevance for Human Resource Management*, 18 ACAD. MGMT. REV. 518 (1993).

of power lies in the effect it has on entire networks, practices, the world around us, and how our behavior can be affected.<sup>99</sup>

Foucault illustrated his argument with the example of the Panopticon, an architectural design put forth by Jeremy Bentham in the mid-nineteenth century for prisons, insane asylums, schools, hospitals, and factories.<sup>100</sup> Instead of using violent methods, such as torture, and placing prisoners in dungeons that were used for centuries in monarchical states around the world, the progressive, modern democratic state needed a different system to regulate its citizens.<sup>101</sup> The Panopticon provided powerful and sophisticated internalized coercion that was achieved through constant observation of the prisoners, who were each separated from the other and allowed no interaction or communication.<sup>102</sup> This modern structure allowed guards to continually see inside each cell from their vantage point in a high central tower, unseen by the prisoners.<sup>103</sup> Constant observation acted as a control mechanism; the consciousness of constant surveillance is internalized.<sup>104</sup>

The Panopticon was a metaphor that allowed Foucault to explore the relationship between regimes of social control and people in a disciplinary situation and the power/knowledge concept.<sup>105</sup> According to Foucault, power and knowledge come from observing others.<sup>106</sup> Accordingly, the

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<sup>99</sup> See MARKULA-DENISON & PRINGLE, *supra* note 92.

<sup>100</sup> See generally John Edward Campbell & Matt Carlson, *Panopticon.com: Online Surveillance and the Commodification of Privacy*, 46 J. BROADCASTING & ELECTRONIC MEDIA 586 (2002).

<sup>101</sup> See generally Gilbert Caluya, *The Post-Panoptic Society? Reassessing Foucault in Surveillance Studies*, 16 SOC. IDENTITIES 621 (2010).

<sup>102</sup> See ALAN MCKINLAY & KEN STARKEY, *FOUCAULT, MANAGEMENT AND ORGANIZATION THEORY: FROM PANOPTICON TO TECHNOLOGIES OF SELF* (1998).

<sup>103</sup> See Majid Yar, *Panoptic Power and the Pathologisation of Vision: Critical Reflections on the Foucauldian Thesis*, 1 SURVEILLANCE & SOC. 254, 254-71 (2002).

<sup>104</sup> See David Wood, *Foucault and Panopticism Revisited*, 1 SURVEILLANCE & SOC. 234, 234-39 (2002).

<sup>105</sup> See DAVID LYON, *THEORIZING SURVEILLANCE* (2006).

<sup>106</sup> See generally STUART ELDEN & JEREMY W. CRAMPTON, *SPACE, KNOWLEDGE AND POWER: FOUCAULT AND GEOGRAPHY* (2012).

metaphor of Panopticon marked the transition to a disciplinary power, with every movement supervised and all events recorded.<sup>107</sup> The result of this surveillance was acceptance—a type of normalization—stemming from the threat of discipline.<sup>108</sup> A suitable attitude was achieved not through total surveillance, but through panoptic discipline and inducing a population to conform via the internalization of this reality. From my point of view, the actions of the observer are based on this monitoring and the attitudes that he or she sees exhibited; the more one observes, the more powerful one becomes. Moreover, the power comes from the knowledge the observer accumulates from observations of actions in a circular fashion, with knowledge and power reinforcing each other.

We should take into account two components that have been highlighted in Foucault's views about the relationship between power and knowledge. First, Foucault argues that having access to knowledge is also having access to power.<sup>109</sup> Second, it has been illustrated that power is constitutive of society.<sup>110</sup> Therefore, I contend that, in terms of knowledge, access to information resources is imperative for societies.

## VI. CONCLUSION

There are high-level, principle-based purposes for which open access should be adopted as a policy framework and response to continuous technological growth.<sup>111</sup> This paper supports the moral argument that publicly funded resources should be publicly available, with no particular

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<sup>107</sup> See Anders Albrechtslund, *The Postmodern Panopticon: Surveillance and Privacy in the Age of Ubiquitous Computing*, in IKKE ANGIVET (2005).

<sup>108</sup> See generally ELIA ZUREIK AND MARK SALTER, GLOBAL SURVEILLANCE AND POLICING (2013).

<sup>109</sup> See generally Daniel Innerarity, *Power and Knowledge The Politics of the Knowledge Society*, 16 EUROPEAN J. SOC. THEORY 3 (2013).

<sup>110</sup> See JEREMY BLACK, THE POWER OF KNOWLEDGE: HOW INFORMATION AND TECHNOLOGY MADE THE MODERN WORLD (2015).

<sup>111</sup> See NIKOS KOUTRAS, EDUCATIONAL RESOURCES AND DIGITAL REPOSITORIES OF OPEN ACCESS: AN ALTERNATIVE EDUCATIONAL METHOD OF INFORMATION ACCESS (2013).

criteria of discrimination.<sup>112</sup> Open access enables information resources to be shared with the wider public, helping to create a knowledge society composed of well-informed citizens.<sup>113</sup> However, open access enhances knowledge transfer to sectors that can directly use that knowledge to produce better goods and services.<sup>114</sup> There are also more conventional, practice-focused purposes in that open access can be considered a means for social justice.<sup>115</sup> In the context of multiculturalism in Europe, current educational institutions (such as the libraries of universities, colleges, schools, and digital repositories) with open access, offer many opportunities for end-users' identity growth by decreasing the time needed to seek methods of information access, obtain permission to use that information, and find out what permissions for reuse exist.<sup>116</sup> Hence, in terms of educational purposes for minorities, this is an additional instrument for their social incorporation.<sup>117</sup>

This paper shows the significance of the European Commission's role, directives, and initiatives, which have gradually produced an appropriate

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<sup>112</sup> See Xuejuan Su, *The Allocation of Public Funds in a Hierarchical Educational System*, 28 J. ECON. DYNAMICS & CONTROL 2485, 2485-510 (2004).

<sup>113</sup> See generally KENNETH C. LAUDON, JANE PRICE LAUDON & MARY ELIZABETH BRABSTON, *MANAGEMENT INFORMATION SYSTEMS: MANAGING THE DIGITAL FIRM* (Pearson Education Canada, 2d ed. 2004); CATHY DE ROSA, *PERCEPTIONS OF LIBRARIES AND INFORMATION RESOURCES: A REPORT TO THE OCLC MEMBERSHIP* (2005), <http://www.oclc.org/reports/2005perceptions.en.html>.

<sup>114</sup> See generally Myria Georgiou, *Diasporic Media Across Europe: Multicultural Societies and the Universalism–Particularism Continuum*, 31 J. ETHNIC & MIGRATION STUD. 481 (2005).

<sup>115</sup> See DAVID HARVEY, *SOCIAL JUSTICE AND THE CITY* (2010).

<sup>116</sup> See Constantine Stephanidis & Anthony Savidis, *Universal Access in the Information Society: Methods, Tools, and Interaction Technologies*, 1 UNIVERSAL ACCESS INFO. SOC'Y 40, 40-55 (2001).

<sup>117</sup> See generally Carol L. Schmid, *Educational Achievement, Language-Minority Students, and the New Second Generation*, 74 SOC. EDUC. 71 (2001); Watson Scott Swail et al., *Retaining Minority Students in Higher Education: A Framework for Success*, 30 ASHE-ERIC HIGHER EDUC. REP. 2 (2003), <http://files.eric.ed.gov/fulltext/ED483024.pdf>; Catherine Marshall, *Social Justice Challenges to Educational Administration: Introduction to a Special Issue*, 40 EDUC. ADMIN. Q. 3 (2004).

regime via education in order to “welcome” multicultural aspects that stem from those who immigrate to Europe.<sup>118</sup> Therefore, open access is needed as an effective instrument of information dissemination via educational institutions in Europe.<sup>119</sup> Immigration movements to Europe have increased over the past decade; consequently, multicultural aspects are characteristics of current European societies.<sup>120</sup> From my point of view, everything is related to mentality, which comes from education. Hence, the concept of education will always be critical for the European continent.<sup>121</sup> The multicultural situation in Europe demands a reassessment of current educational regimes in conjunction with ongoing technological developments and emerging challenges.

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<sup>118</sup> See ROBERT JACKSON, *RELIGION AND EDUCATION IN EUROPE* (2007).

<sup>119</sup> See Camille Cornand & Frank Heinemann, *Optimal Degree of Public Information Dissemination*, 118 *ECON. J.* 718, 718-42 (2008).

<sup>120</sup> See Marc Hooghe, Tim Reeskens & Dietlind Stolle, *Diversity, Multiculturalism and Social Cohesion: Trust and Ethnocentrism in European Societies*, in *BELONGING? DIVERSITY, RECOGNITION AND SHARED CITIZENSHIP IN CANADA* 387-410 (2007), [https://www.researchgate.net/profile/Dietlind\\_Stolle/publication/247447618\\_Diversity\\_Multiculturalism\\_and\\_Social\\_Cohesion\\_Trust\\_and\\_Ethnocentrism\\_in\\_European\\_Societies/links/0deec51dc5c0803200000000.pdf](https://www.researchgate.net/profile/Dietlind_Stolle/publication/247447618_Diversity_Multiculturalism_and_Social_Cohesion_Trust_and_Ethnocentrism_in_European_Societies/links/0deec51dc5c0803200000000.pdf).

<sup>121</sup> See Dirk Matten & Jeremy Moon, *Corporate Social Responsibility Education in Europe*, 54 *J. BUS. ETHICS* 323, 323-327 (2004).