

# Open Science: From Institutional Infrastructure to Appropriation of Knowledge



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**What is the relationship between institutional infrastructure of open science and the actual appropriation of what is available?**



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- **Formation of a critical and scientifically educated citizenship.**
  - **Knowledge as a common good**
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# Overview

- 1. Social Justice (Rawls) and Capabilities (Nussbaum)**
- 2. Access, Inequalities and Formation**
- 3. What it has to do with knowledge as commons?**

# Social Justice

**Our topic is that of social justice. For us the primary subject of justice is the basic structure of society, or more exactly, the way in which the major social institutions distribute fundamental rights and duties and determine the division of advantages from social cooperation. By major institutions I understand the political constitution and the principal economic and social arrangements.**

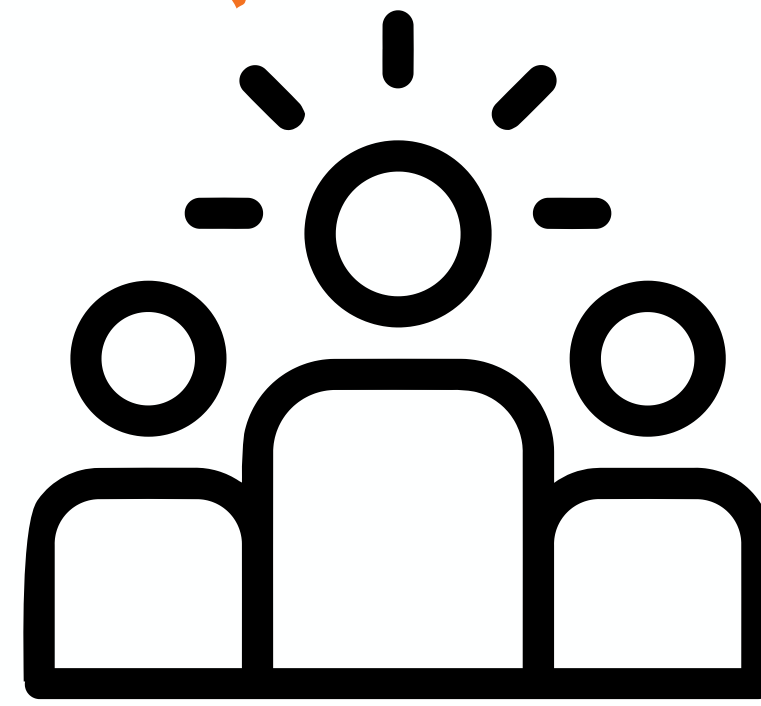
**Theory of Justice**

**J. Rawls**

# Social Justice



**Institutions**



**Legitimacy  
Recognition**



# Social Justice

## Political institutions

Institutions stabilize and provide mechanisms for the equitable distribution of well-being

## Knowledge commons institutions



Institutions stabilize, provide mechanisms and distribute quality scientific knowledge

## Recognition and legitimacy



## **Who legitimizes?**

**What capacities do we, as “ordinary people”,  
have to weigh what is legitimate?**

**What are the scopes of “usability” of a just  
system that has a certain degree of legitimacy?**



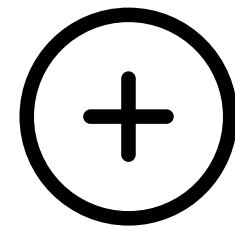
**Formation of a citizenry capable of recognising, valuing and, above all, appropriating the scientific and cultural heritage that is available, thanks to institutional and political initiatives of open science.**



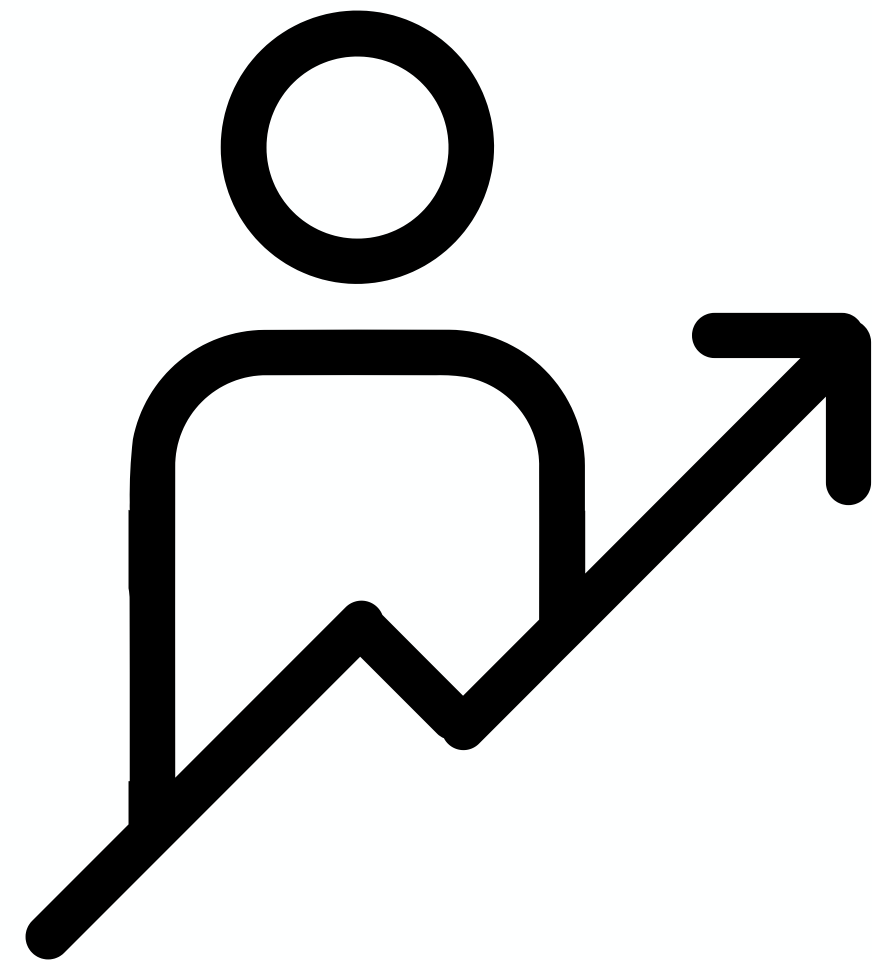
**Capabilities  
(Nussbaum)**

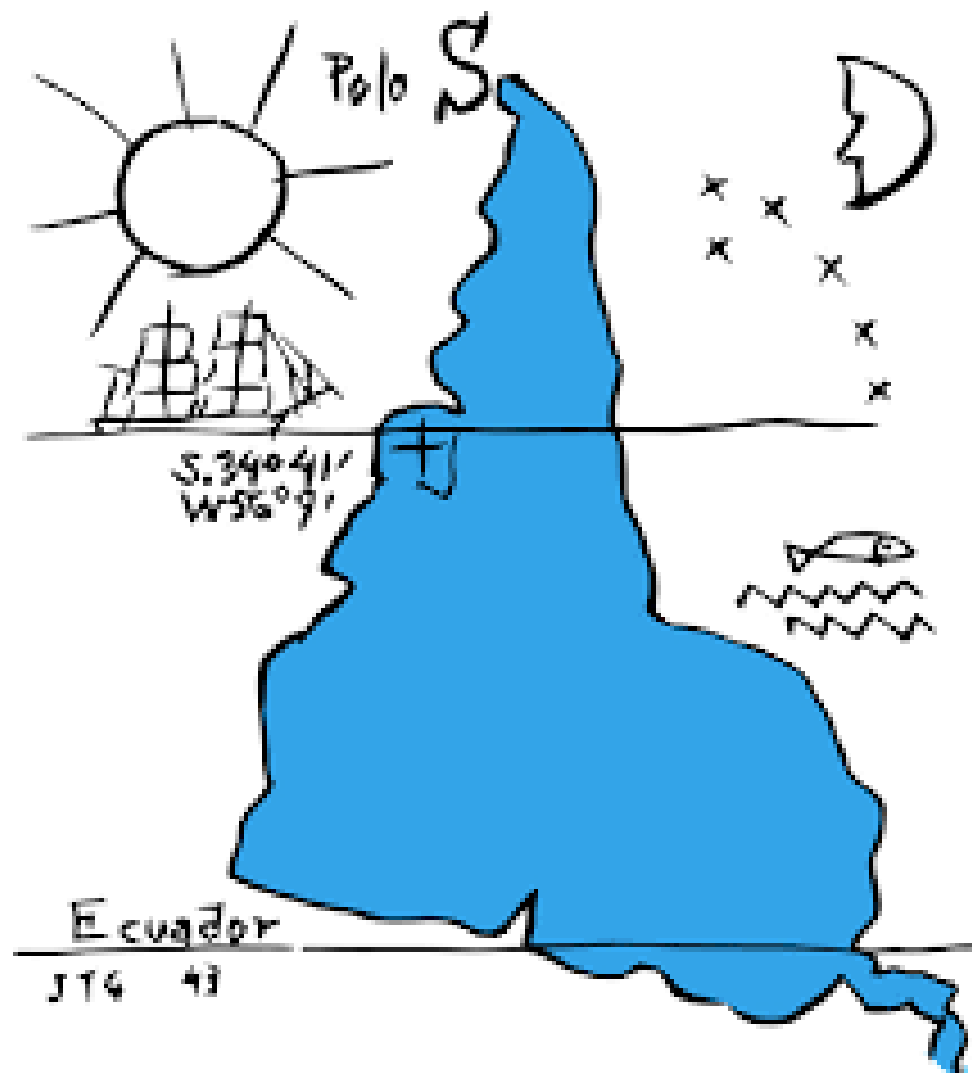
# Capabilities (Nussbaum)

External determinations provided by society



Tools a person has at their disposal, what  
the person can do on their own





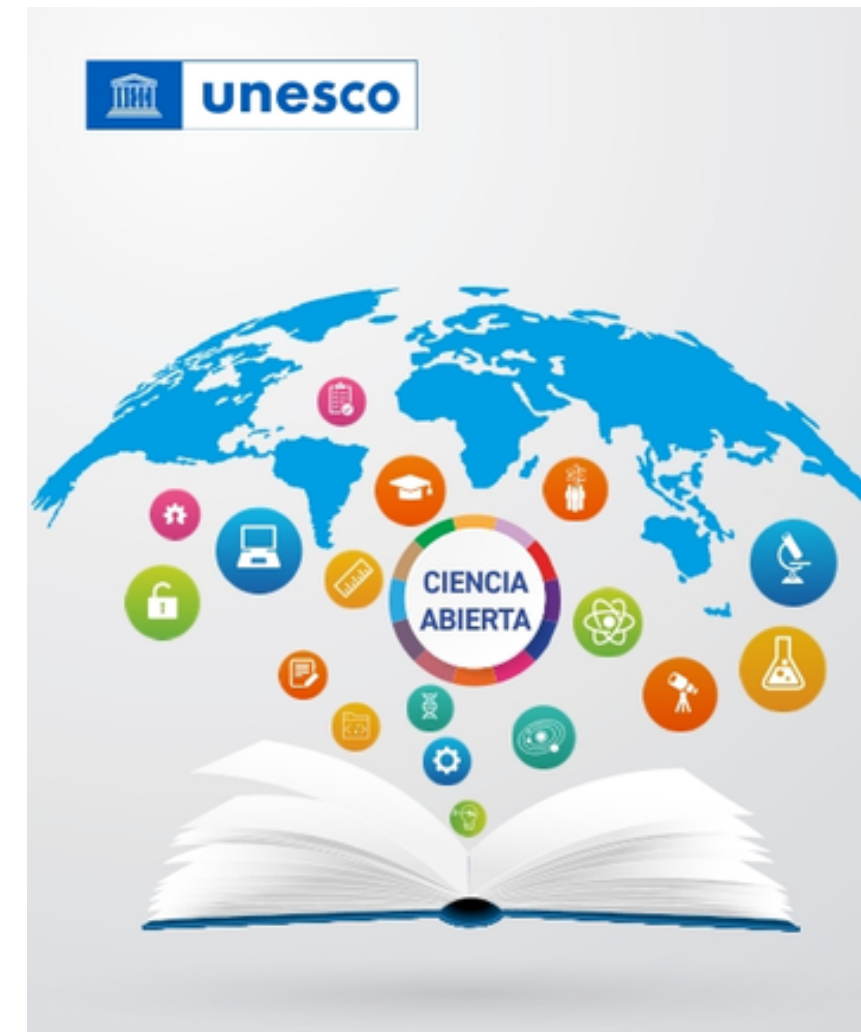
The region faces threats to the common character of knowledge. Huge social and educational inequalities persist. It would be of little use if open access to knowledge benefited only or mainly the sector of the Latin American population that already has the economic and cultural resources to access all types of cognitive goods. The challenge is to include the most disadvantaged sectors. In industrialized countries, the discussion on knowledge commons has put the emphasis on free access and on the institutional mechanisms for regulating it. Without neglecting that aspect, in Latin America the emphasis must be placed on inclusion policies that allow historically excluded sectors to participate in that common good that is alien to them.

La biblioteca de Babel  
L. Reygadas



# Challenges

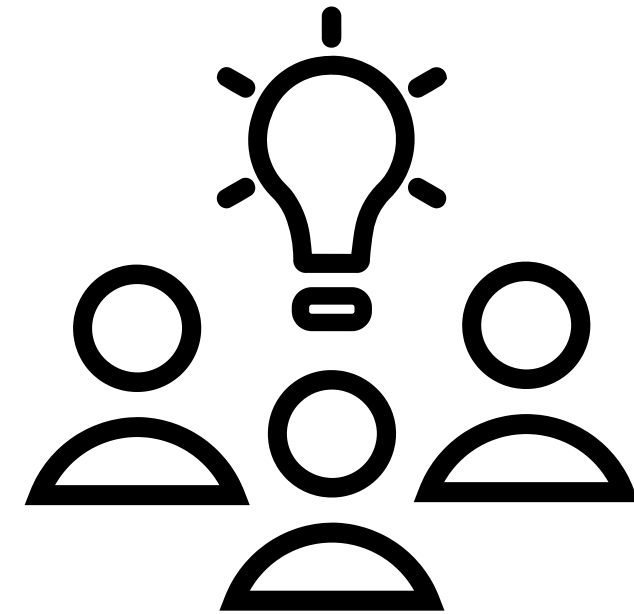
- **Public policies**
- **Implementation in educational institutions**
- **Curriculum (all of the students)**



Recomendación de la UNESCO  
sobre la Ciencia Abierta

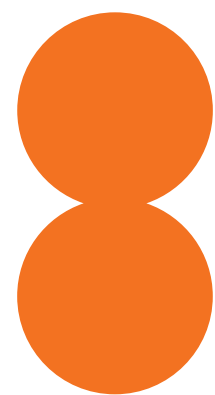
# Common goods

- No owner
- It is not an intrinsic characteristic of the good
- Political decision



**Formation**





# **THANK YOU!**

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