UNIT 6  CHARter OF THE BOOK AND PRESERVATION OF DIGITAL HISTORY

Structure

6.0  Aims
6.1  Introduction
6.2  What is Heritage
6.3  What is Literary Heritage?
6.4  Part One - History of the Charter of the Book
6.5  Charter of The Book
   6.5.1  ARTICLE I - Everyone has the Right to Read
   6.5.2  ARTICLE II - Books are Essential to Education
   6.5.3  ARTICLE III - Society's Special Obligation
   6.5.4  ARTICLE IV - A Sound Publishing industry is Essential to National Development
   6.5.5  ARTICLE V - Book Manufacturing Facilities are Necessary to the Development of Publishing
   6.5.6  ARTICLE VI - Booksellers Provide a Fundamental Service as a Link Between Publishers and the Reading Public
   6.5.7  ARTICLE VII - Libraries are National Resources for the Transfer of Information and Knowledge, for the Enjoyment of Wisdom and Beauty
   6.5.8  ARTICLE VIII - Documentation Serves Books by Preserving and Making Available Essential Background Material
   6.5.9  ARTICLE IX - The Free Flow of Books Between Countries is an Essential Supplement to National Supplies and Promotes International Understanding
   6.5.10 ARTICLE X - Books Serve International Understanding and Peaceful Co-operation

6.6  Part Two - Need for Preservation of Digital Heritage
   6.6.1  What is Documentary Heritage?
   6.6.2  Preserving Documentary Heritage
   6.6.3  What is Digital Heritage?
   6.6.4  What is Born Digital
   6.6.5  Need for Preservation of Digital Heritage

6.7  Charter for Preservation of Digital Heritage
   6.7.1  Article 1 – Scope
   6.7.2  Article 2 – Access to the Digital Heritage
   6.7.3  Article 3 – The Threat of Loss
   6.7.4  Article 4 – Need for Action
   6.7.5  Article 5 – Digital Continuity
   6.7.6  Article 6 – Developing Strategies and Policies
   6.7.7  Article 7 – Selecting What Should be Kept
6.0 AIMS

The ten articles of UNESCO’s Charter of the Book have been adopted by professional associations of authors and booksellers all over the world.

The aim of this unit is to familiarize you with the importance of the book and other printed literature, which has become our literary heritage and of the need to preserve it for posterity. The United Nations Educational Scientific and Cultural Organisation (UNESCO) was born on 16 November 1945 and its Constitution recognized that “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”. The UNESCO is the vanguard of international efforts to protect heritage.

This unit is divided into two parts. Part One will highlight the recognition of the book by UNESCO and its efforts to guide the treatment of books nationally and internationally. The year 1972 was declared the International Year of the Book and UNESCO adopted a Charter of the Book. The unit will describe the Articles of the Charter of the Book adopted by professional organizations, authors, publishers, libraries and booksellers all over the world.

Part Two of the unit will explain the efforts of UNESCO towards the preservation and protection of digital heritage for future generations. This necessity is felt because documentary heritage reflects the diversity of languages, peoples and cultures. It is the mirror of the world and its memory. But this memory is fragile. Every day, irreplaceable parts of this memory disappear forever. In pursuance of its objectives to provide “information to all” and to safeguard the recorded knowledge, UNESCO is committed to preserve and provide universal accessibility of world documentary heritage.

Now such resources of information are increasingly produced, distributed, accessed and maintained in digital form – called digital heritage. Recognizing that this heritage is at a risk of being lost, UNESCO adopted a Charter in October 2003 called Charter on the Preservation of the Digital Heritage. The aim of this unit is to introduce you to the provisions of the Charter so as to develop in you a feeling of belonging and appreciation of world’s digital heritage.

6.1 INTRODUCTION

The United Nations Educational Scientific and Cultural Organisation was created for the purpose of advancing the objectives of international peace and of common welfare of mankind, by promoting collaboration among the nations through education, science and culture. To realize these objectives, three important tasks were assigned to UNESCO.

- To promote the free flow of ideas by words and images;
- To maintain, increase and diffuse knowledge by assuring the conservation and protection of the world’s inheritance of books; and
• To initiate methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.

**Activity 1**
When was UNESCO created?

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(Check your answer with that given at the end of the unit)

6.2 WHAT IS HERITAGE?

What is heritage? Heritage is something that is passed on by one’s ancestors. Heritage comprises practices that a society inherits from its past, and which it intends to preserve and transmit to future generations, with the aim of constituting a common foundation of values. It includes:

• Texts of various kinds – religious, literary, historical etc. – that serve as the medium of our cultural memory;
• Total of inherited ideas, beliefs, values and knowledge, which constitute the shared basis of social action; and
• In stating that heritage consists of ‘ideas, beliefs, values and knowledge’, it makes clear that it is about how people understand themselves and their worlds.

6.3 WHAT IS LITERARY HERITAGE?

What is literary heritage? It is a body of literature, which includes oral, dramatic, and broadcast compositions that may not have been published in written form but which have been (or deserve to be) preserved. Since the advent of digital technology, literature or information can be created, stored and retrieved without involving paper or printed word.

**Activity 2**
Describe the term ‘literary heritage’.

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(Check your answer with that given at the end of the unit)
6.4 PART ONE – HISTORY OF THE CHARTER OF THE BOOK

UNESCO had realized that books are not only the tools of education; they are also ambassadors of culture. In recognition of their international importance UNESCO declared 1972 as the International Year of the Book. In order to stimulate and coordinate the initiatives in various sectors of the book community, international professional organizations that included authors, publishers, and librarians set up a Support Committee for the International Year of The Book.

One of their first joint endeavors was to draft a Charter of the Book, the text of which was approved in Brussels at the first meeting of the Support Committee on 22 October 1971. This Charter sets out ten guiding principles for the treatment of book both nationally and internationally. In 1972, many member countries and NGOs of the book world participated in the International Year of the Book celebrations.

Special Commemorative postage stamps, many incorporating the following symbol for the IYB were issued.

Symbol

The symbol was the work of Michel Olyff, a Belgian graphic designer whose collaboration had been sought by UNESCO at the recommendation of the International Council of Graphic Design Associations (ICOGRADA).

The symbol, representing two figures linking arms within the covers of a book, was also widely reproduced on posters, book jackets, letterheads, mastheads, postage stamps, lapel badges, tie pins, cigarette packets, and even as a motif on fabrics used to manufacture dresses.

Activity 3
In which year the Charter of the Book was adopted?

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(Check your answer with that given at the end of the unit)

6.5 CHARTER OF THE BOOK

The Charter of the Book was guided by the following ideas, which UNESCO believed could help create an environment of peace and development.
UNESCO supports actions designed to empower people so that they can access and contribute to information and knowledge flows.

It believes that books are not only tools of education — they have been ambassadors of cultures.

It urges the society to create conditions to encourage authors and other creators of literary workers to feel protected.

It believes that a sound publishing industry should integrate with the educational planning (by now you should have understood why we are telling you all this is such detail).

It urged the governments to make policies, which are conducive to the development of book manufacturing facilities.

It recognizes the importance of the booksellers in promoting reading habits.

It stressed that libraries are essential to the free flow of ideas and to maintaining, increasing and spreading knowledge. As repositories of books and other printed material, they are the keys to promoting reading and writing.

The world’s documentary heritage constitutes a major part of mankind’s memory and reflects the diversity of peoples, languages and cultures. A major part of this heritage is stored in libraries. It laid stress on documentation Services to be developed to make the materials available at all times.

It propagated the free flow of books.

Books can help in creating an intellectual climate of mutual understanding among the nations.

We reproduce below the ten articles of UNESCO’s *Charter of the Book* adopted by professional associations of authors, booksellers all over the world.

6.5.1 **ARTICLE I - Everyone has the Right to Read**

Society has an obligation to ensure that everyone has an opportunity to enjoy the benefit of reading. Since vast portions of the world’s population are deprived of access to books by their inability to read, governments have the responsibility of helping to obliterate the scourge of illiteracy. They should encourage provision of the printed materials needed to build and maintain the skill of reading. Bilateral and multilateral assistance should be made available, as required, to the book professions. The producers and distributors of books, for their part, have the obligation to ensure that the ideas and information thus conveyed continue to meet the changing needs of the reader and of society as a whole.

6.5.2 **ARTICLE II - Books are Essential to Education**

In an era of revolutionary changes in education and far-reaching programmes for expanded school enrolment, planning is required to ensure an adequate textbook component for the development of educational systems. The quality and content of educational books need constant improvement in all countries of the world. Regional production can assist national publishers in meeting requirements for textbooks as well as for general educational reading materials, which are particularly needed in school and literary programmes.

6.5.3 **ARTICLE III - Society's Special Obligation**

The Universal Declaration of Human Rights states that everyone has the right to the protection of the moral and material interests resulting from any scientific,
literary or artistic production of which he is the author. This protection should be also extended to translators, whose work opens the horizons of a book beyond linguistic frontiers, thus providing an essential link between authors and a wider public. All countries have the right to express their cultural individuality and in so doing preserve the diversity essential to civilization. Accordingly they should encourage authors in their creative rôle [sic] and should through translations provide wider access to the riches contained in the literature of other languages, including those of limited diffusion.

6.5.4 ARTICLE IV - A Sound Publishing Industry is Essential to National Development

In a world in which there are sharp disparities in book production, with many countries lacking adequate reading materials, it is necessary to plan for the development of national Publishing. This necessary, international co-operation to help create the infrastructure needed. The development of publishing industries also entails integration with education and economic and social planning; the participation of professional organizations, extending in so far as possible across the entire book community through institutions such as national book development councils; and long-term, low interest financing on a national, bilateral or multilateral basis.

6.5.5 ARTICLE V - Book Manufacturing Facilities are Necessary to the Development of Publishing

In their economic policies, governments should ensure that necessary supplies and equipment are available for the development of an infrastructure for book manufacture, including paper, printing and binding machinery. The maximum use of national resources, together with eased importation of these supplies and equipment, will promote the production of inexpensive and attractive reading materials. Urgent attention should also be given to the development of transcriptions of oral languages. Those concerned with the manufacture of books should maintain the highest practicable standards of production and design. Particular efforts should be made for the manufacture of books for the handicapped.

6.5.6 ARTICLE VI - Booksellers Provide a Fundamental Service as a Link Between Publishers and the Reading Public

In the forefront of efforts to promote the reading habit, booksellers have both cultural and educational responsibilities. They play a vital rôle [sic] in ensuring that an adequate and well-hyphered chosen range of books reaches the reading public. Special book post and airfreight rates, payment facilities and other financial incentives aid them in carrying out this function.

6.5.7 ARTICLE VII - Libraries are National Resources for the Transfer of Information and Knowledge, for the Enjoyment of Wisdom and Beauty

Libraries occupy a central position in the distribution of books. They are often the most effective means of getting printed matter to the reader. As a public service, they promote reading which, in turn, advances individual well-being, life-long education and economic and social progress. Library services should correspond to each nation's potentialities and needs. Not only in cities, but also especially in the vast rural areas which frequently lack book supplies, each school and each community should possess at least one library with qualified staff and an adequate book budget. Libraries are also essential for higher education and scholarly requirements. The development of national library networks will enable readers everywhere to have access to book resources.
6.5.8 ARTICLE VIII - Documentation Serves Books by Preserving and Making Available Essential Background Material

Scientific, technical and other specialized require adequate documentation services. Accordingly, such services should be developed, with the assistance of governments and all elements of the book community. In order that maximum information materials may be available at all times, measures should be taken to encourage the freest possible circulation across frontiers of these essential tools.

6.5.9 ARTICLE IX The free Flow of Books Between Countries is an Essential Supplement to National Supplies and Promotes International Understanding

To enable all to share in the world’s creativity, the unhindered flow of books is vital.

Obstacles such as tariffs and taxes can be eliminated through widespread application of UNESCO agreements and other international recommendations and treaties. Licenses and foreign currency for the purchase of books and the raw materials for book making should be accorded generally, and internal taxes and other restraints on trade in books reduced to a minimum.

6.5.10 ARTICLE X - Books Serve International Understanding and Peaceful Co-operation

"Since wars begin in the minds of men", the UNESCO Constitution states, “It is in the minds of men that the defenses of peace must be constructed”. Books constitute one of the major defenses of peace because of their enormous influence in creating an intellectual climate of friendship and mutual understanding. All those concerned have an obligation to ensure that the content of books promotes individual fulfillment, social and economic progress, international understanding and peace.

Activity 4

Describe very briefly the gist of the Charter of the Book.

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(Check your answer with that given at the end of the unit)

6.6 PART TWO – NEED FOR PRESERVATION OF DIGITAL HERITAGE

The draft charter is a declaration of principles focusing on advocacy and public policy issues, the technical issues being covered in the Guidelines for the preservation of the digital heritage, prepared for UNESCO by the National Library of Australia. The charter is expected to help Member States prepare their national policies inspiring responsible action for preservation of and access to the digital heritage. Before we delve into the guidelines recommended by UNESCO, it is necessary to understand the factors which prompted UNESCO to adopt the Charter.
6.6.1 What is Documentary Heritage?

An item of documentary heritage can be a single document of any kind. Or it can be a group of documents, such as a collection, holding or archival fonds. A collection is a set of documents selected individually. A holding is a collection or set of collections held by an institution or an individual, or a fonds or record group, or a set of them held by an archival institution. Such institutions may include libraries, archives, educational, religious and historical bodies, museums, government agencies and cultural centers.

Public libraries are universal gateways to knowledge and meet the basic conditions for lifelong learning. The documentary heritage deposited in libraries and archives constitutes a major part of the collective memory and reflects the diversity of languages, peoples and cultures. Yet that memory is fragile. A considerable proportion of the world’s documentary heritage is disappearing due to “natural” causes: paper affected by acid and crumbling to dust, and leather, parchment, film and magnetic tape being attacked by light, heat, damp or dust.

6.6.2 Preserving Documentary Heritage

The memory of the peoples of the world is of vital importance in preserving cultural identities, in linking past and present and in shaping the future. The diversity of peoples, but that memory is fragile. UNESCO, therefore, takes action to help in the preservation of digital heritage.

The first and most urgent need, therefore, is to ensure the preservation, using the most appropriate means, of documentary heritage of world significance and to promote that of the documentary heritage of national and regional importance. It is just as important to make this heritage accessible to as many people as possible.

| Activity 5 |
| Define in your own word what is meant by documentary heritage. |

| Check your answer with that given at the end of the unit |

6.6.3 What is Digital Heritage?

More and more of the entire world’s cultural and educational resources are being produced, distributed and accessed in digital form rather than on paper. Born-digital heritage available on-line, including electronic journals, World Wide Web pages or on-line databases, is now an integral part of the world’s cultural heritage. However, digital information is subject to rapid technical obsolescence or decay.

The instability of the Internet is an additional risk for knowledge accumulated in the html (hypertext markup language) format. The need to safeguard this new form of indexed heritage calls for international consensus on its storage, preservation and dissemination. Such principles should seek to adapt and extend present measures, procedures, legal instruments and archival techniques.

A significant part of digital heritage consists of the product of the digital reproduction of pre-existing works, which may consist of texts, images, and sounds, or which
may be of an audiovisual, graphic, photographic or cinematographic nature. This
digital ‘double’ does not claim to be an identical copy of the initial work, but only
a representation of it.

The second component of digital heritage comes from data, which exist only in
following digital form:

- internet sites;
- electronic publications;
- software and web pages
- multimedia productions;
- cultural and scientific databases;
- graphic documents;
- sounds;
- still images;
- audio visual productions; and
- other “born digital” documents.

6.6.4 What is Born Digital

‘Born Digital” is a term which stands for digital materials which are not intended
to have an analogue equivalent, either as the originating source or as a result of
conversion to analogue form. This term has been used to differentiate them from
1) digital materials which have been created as a result of converting analogue
originals; and 2) digital materials, which may have originated from a digital source
but have been printed to paper, e.g. some electronic records. The term also refers
to objects, which have been released for public access, and consist of networked
publications, available over a communications network or physical format publications,
which are distributed on formats such as floppy or optical disk.

| Activity 6 |
| What is meant by the term ‘born Digital’? |
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| (Check your answer with that given at the end of the unit) |

6.6.5 Need for Preservation of Digital Heritage

Cicero, the Roman author and orator has said, “To be ignorant of what happened
before you were born is to be ever a child. For what is man’s lifetime unless the
memory of past events is woven with those of earlier times”.

Before the advent of the Internet the preservation of documentary heritage was
done by traditional methods of lamination, microfilming etc.

All matter tends to disappear gradually, to dissolve, to disintegrate, to yellow, to age
but not digital information, because the survival of a document is not dependent
on how long the medium carrying it will last, but on the capacity of that document
to be transferred from one medium to another as often as possible. This has given a new dimension to the practice of preservation of literary and scientific heritage.

Preservation of digital heritage also became necessary because:

- web pages' lifespan is extremely short;
- software and hardware are constantly replaced by more powerful new generations of systems incompatible with their predecessors;
- Volume of data to be sifted is enormous; and
- Copyright is a vexed problem associated with materials from mixed sources.

Activity 7

Mention some of the items that constitute digital material.

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(Check your answer with that given at the end of the unit)

UNESCO, therefore, developed a strategy, which included wide consultations with various governments, policy makers, and producers of information, heritage experts and institutions. Pilot projects were conducted for technical guidelines. The software industry, trend setting organizations were involved and adopted an international charter on The Preservation of the Digital Heritage in October 2003.

The draft charter is a declaration of principles focusing on advocacy and public policy issues, the technical issues being covered in the Guidelines for the preservation of the digital heritage, prepared for UNESCO by the National Library of Australia. The charter is expected to help Member States prepare their national policies inspiring responsible action for preservation of and access to the digital heritage.

Activity 8

Why do we need to preserve digital heritage. Answer in about 30 words.

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(Check your answer with that given at the end of the unit)

6.7 CHARTER FOR THE PRESERVATION OF DIGITAL HERITAGE

The Constitution of UNESCO provides that the Organization will maintain, increase and diffuse knowledge, by assuring the conservation and protection of the world's
inheritance of books, works of art and monuments of history and science. The disappearance of heritage in whatever form and its understanding that digital heritage is at risk of being lost and that its preservation for the benefit of present and future generations is an urgent issue of worldwide concern. The articles of the Charter are grouped under four heads.

1) The digital heritage as a common heritage
2) Guarding against loss of heritage
3) Measures required
4) Responsibilities

1) The Digital Heritage as a Common Heritage

6.7.1 Article 1 – Scope

The digital heritage consists of unique resources of human knowledge and expression. It embraces cultural, educational, scientific and administrative resources, as well as technical, legal, medical and other kinds of information created digitally, or converted into digital form from existing analogue resources. Where resources are ‘born digital’, there is no other format but the digital object.

Digital materials include texts, databases, still and moving images, audio, graphics, software and web pages, among a wide and growing range of formats. They are frequently ephemeral, and require purposeful production, maintenance and management to be retained.

Many of these resources have lasting value and significance, and therefore constitute a heritage that should be protected and preserved for current and future generations. This ever-growing heritage may exist in any language, in any part of the world, and in any area of human knowledge or expression.

6.7.2 Article 2 – Access to the Digital Heritage

The purpose of preserving the digital heritage is to ensure that it remains accessible to the public. Accordingly, access to digital heritage materials, especially those in the public domain, should be free of unreasonable restrictions. At the same time, sensitive and personal information should be protected from any form of intrusion.

Member States may wish to cooperate with relevant organizations and institutions in encouraging a legal and practical environment, which will maximize accessibility of the digital heritage. A fair balance between the legitimate rights of creators and other rights holders and the interests of the public to access digital heritage materials should be reaffirmed and promoted, in accordance with international norms and agreements.

Activity 9

Name the four heads under which articles of the Charter are grouped.

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(Check your answer with that given at the end of the unit)
2) Guarding Against Loss of Heritage

6.7.3 Article 3 – The Threat of Loss

The world's digital heritage is at risk of being lost to posterity. Contributing factors include the rapid obsolescence of the hardware and software, which brings it to life, uncertainties about resources, responsibility and methods for maintenance and preservation, and the lack of supportive legislation.

Attitudinal change has fallen behind technological change. The digital evolution has been too rapid and costly for governments and institutions to develop timely and informed preservation strategies. The threat to the economic, social, intellectual and cultural potential of the heritage – the building blocks of the future – has not been fully grasped.

6.7.4 Article 4 – Need for Action

Unless the prevailing threats are addressed, the loss of the digital heritage will be rapid and inevitable. Member States will benefit by encouraging legal, economic and technical measures to safeguard the heritage. Awareness-raising and advocacy is urgent, alerting policy-makers and sensitizing the general public to both the potential of the digital media and the practicalities of preservation.

6.7.5 Article 5 – Digital Continuity

Continuity of the digital heritage is fundamental. To preserve digital heritage, measures will need to be taken throughout the digital information life cycle, from creation to access. Long-term preservation of digital heritage begins with the design of reliable systems and procedures, which will produce authentic and stable digital objects.

3) Measures Required

6.7.6 Article 6 – Developing Strategies and Policies

Strategies and policies to preserve the digital heritage need to be developed, taking into account the level of urgency, local circumstances, available means and future projections. The cooperation of holders of copyright and related rights, and other stakeholders, in setting common standards and compatibilities, and resource sharing, will facilitate this.

6.7.7 Article 7 – Selecting What Should Be Kept

As with all documentary heritage, selection principles may vary between countries, although the main criteria for deciding what digital materials to keep would be their significance and lasting cultural, scientific, evidential or other value. “Born digital” materials should clearly be given priority. Selection decisions and any subsequent reviews need to be carried out in an accountable manner, and be based on defined principles, policies, procedures and standards.

6.7.8 Article 8 – Protecting the Digital Heritage

Member States need appropriate legal and institutional frameworks to secure the protection of their digital heritage.

As a key element of national preservation policy, archive legislation and legal or voluntary deposit in libraries, archives, museums and other public repositories should embrace the digital heritage.

Access to legally deposited digital heritage materials, within reasonable restrictions, should be assured without causing prejudice to their normal exploitation.
Legal and technical frameworks for authenticity are crucial to prevent manipulation or intentional alteration of digital heritage. Both require that the content, functionality of files and documentation be maintained to the extent necessary to secure an authentic record.

6.7.9 Article 9 – Preserving Cultural Heritage

The digital heritage is inherently unlimited by time, geography, culture or format. It is culture-specific, but potentially accessible to every person in the world. Minorities may speak to majorities, the individual to a global audience.

The digital heritage of all regions, countries and communities should be preserved and made accessible, so as to assure over time representation of all peoples, nations, cultures and languages.

4) Responsibilities

6.7.10 Article 10 – Roles and Responsibilities

Member States may wish to designate one or more agencies to take coordinating responsibility for the preservation of the digital heritage, and to make available necessary resources. The sharing of tasks and responsibilities may be based on existing roles and expertise.

Measures should be taken to:

a) urge hardware and software developers, creators, publishers, producers and distributors of digital materials as well as other private sector partners to cooperate with national libraries, archives, museums and other public heritage organizations in preserving the digital heritage;

b) develop training and research, and share experience and knowledge among the institutions and professional associations concerned;

c) encourage universities and other research organizations, both public and private, to ensure preservation of research data.

6.7.11 Article 11 – Partnerships and Cooperation

Preservation of the digital heritage requires sustained efforts on the part of governments, creators, publishers, relevant industries and heritage institutions.

In the face of the current digital divide, it is necessary to reinforce international cooperation and solidarity to enable all countries to ensure creation, dissemination, preservation and continued accessibility of their digital heritage.

Industries, publishers and mass communication media are urged to promote and share knowledge and technical expertise.

The stimulation of education and training programmes, resource-sharing arrangements, and dissemination of research results and best practices will democratize access to digital preservation techniques.

6.7.12 Article 12 – The Role of UNESCO

UNESCO, by virtue of its mandate and functions, has the responsibility to:

a) take the principles set forth in this Charter into account in the functioning of its programmes and promote their implementation within the United Nations system and by intergovernmental and international non-governmental organizations concerned with the preservation of the digital heritage;
serve as a reference point and a forum where Member States, inter-
governmental and international non-governmental organizations, civil society
and the private sector may join together in elaborating objectives, policies and
projects in favour of the preservation of the digital heritage;

c) foster, cooperation, awareness-raising and capacity-building, and propose
standard ethical, legal and technical guidelines, to support the preservation of
the digital heritage; and

d) determine, on the basis of the experience gained over the next six years in
implementing the present Charter and the guidelines, whether there is a need
for further standard-setting instruments for the promotion and preservation of
the digital heritage.

6.8 SUMMING UP

The Charter of the Book laid down specific principles and policies which were to
guide the treatment of books, nationally and internationally. It proclaimed that books
are for all and that adequate textbooks are required for development of educational
system of a country. A sound publishing industry is required for developing education
and governments should help developing book-manufacturing facilities. It recognizes
the importance of booksellers and libraries in promoting reading habits. It emphasizes
the provision of adequate documentation facilities for free flow of information.
Books help to develop an intellectual friendship and mutual understanding.

The Charter on The Preservation of Digital Heritage reminds us that all matter
tends to disappear gradually, to dissolve, and to disintegrate but not digital information.

The survival of a document is not dependent on how long the medium carrying it
will last, but on the capacity of that document to be transferred from one medium
to another as often as possible. This is like protecting the contents and not the
container. This has given a new dimension to preservation of literary and scientific
heritage.

The Charter begins with describing what is heritage in digital form and that
access to information in public domain should be free from unreasonable
restrictions. The risk of loss should be stopped. Member states should take measures
to protect the heritage. Policies and strategies should be adopted to protect the legal
rights. Decisions on what is to be preserved should be periodically reviewed. ‘Born
Digital’ material should get priority in preservation. Cultural heritage of all religion
and countries should be preserved. The Charter also reminds about the roles and
responsibilities of the member countries and suggests measures for cooperation.
Last but not the least, it enlists UNESCO’s role and responsibility in this effort.

6.9 AIDS TO ANSWERS

Activity 1 On 16 November 1945

Activity 2 A body of literature, which includes oral, dramatic, and broadcast
compositions, that may or may not have been published in written
form but which have been (or deserve to be) preserved.

Activity 3 In 1972

Activity 4 Books constitute one of the major defenses of peace because of
their enormous influence in creating an intellectual climate of
friendship and mutual understanding. All those concerned have an
obligation to ensure that the content of books promotes individual
fulfillment, social and economic progress, international understanding and peace.

Activity 5
An item of documentary heritage can be a single document of any kind. Or it can be a group of documents, such as a collection, a holding or an archival collection.

Activity 6
'Born Digital' is a term, which stands for digital materials, which are not intended to have an analogue equivalent, either as the originating source or as a result of conversion to analogue form.

Activity 7
Digital materials include texts, databases, still and moving images, audio, graphics, software and web pages, among a wide and growing range of formats. They are frequently ephemeral, and require purposeful production, maintenance and management to be retained.

Activity 8
The disappearance of heritage in whatever form and its understanding that digital heritage is at risk of being lost and that its preservation for the benefit of present and future generations is an urgent issue of worldwide concern.

Activity 9
The articles of the Charter are grouped under four heads: (1) The digital heritage as a common heritage (2) Guarding against loss of heritage (3) Measures required and (4) Responsibilities.