



United Nations  
Educational, Scientific and  
Cultural Organization

BROCHURE

# Heritage for Peace and Reconciliation

*Safeguarding  
the Underwater Cultural Heritage  
of the First World War*



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This **Brochure** is part of the educational materials provided in support of the UNESCO educational project, HERITAGE FOR PEACE AND RECONCILIATION – SAFEGUARDING THE UNDERWATER CULTURAL HERITAGE OF THE FIRST WORLD WAR, which also includes film material and a teacher's manual. These materials are intended to facilitate the work of educators in teaching about dialogue, peace and reconciliation in connection with the need to preserve heritage, in particular underwater cultural heritage.

Educational institutions and other interested parties are invited to take part in this initiative by using these materials.

The initiative follows the Meeting of States Parties to the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage, in which a decision was made to organize special activities in commemoration of the First World War and to draw attention to the protection of underwater cultural heritage from that period that the UNESCO 2001 Convention offers.

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The rich and significant underwater cultural heritage from the First World War provides a particularly intriguing testimony of the past. Despite its great historic significance, it has remained largely invisible, and is rarely studied. Thus, it offers the possibility of linking scientific discovery and educational curiosity with an educational message. Many shipwrecks are burial sites, housing the bodies of young people. The underwater heritage of the war thus also offers a specific historical testimony that attracts the empathy and respect of young people today. By interpreting its meaning in a historical context, students are encouraged to critically reflect on the heritage site, as well as on war, peace and reconciliation. By learning how war emerges in the minds of people we gain an understanding of the value of peace and of the importance of heritage.

While these educational materials focus on the extensive underwater cultural heritage from the First World War, the same approach can be adopted using examples of underwater heritage from the Second World War or other time periods.



A century ago, the First World War was raging in full force. An important part of this war was fought in Flanders Fields, where the lives of hundreds of thousands of soldiers and civilians from more than 50 countries worldwide were lost. However, the battleground was not confined to the trenches. The First World War was also a naval war, in which the Flemish ports of Zeebrugge and Ostend fulfilled an important strategic role as a base for German submarines. Over a thousand warships and passenger vessels sank in battle, and many still hold their victims today in anonymous underwater cemeteries at the bottom of the North Sea and the Atlantic Ocean. To commemorate all the victims of the First World War, and to contribute to sustainable peace in the world, the Government of Flanders has set up “The Great War Centenary (2014-’18)” project. The objective is to raise awareness about tolerance, intercultural dialogue and international understanding, with a view to fostering an open and tolerant society and an active international orientation.

Underwater cultural heritage has, until recently, remained somewhat outside the scope of the commemorations. Therefore, we support the efforts by UNESCO to draw greater international attention to this vulnerable heritage, which is in urgent need of protection. Flanders has a long-standing partnership with UNESCO, and delivers extrabudgetary support by way of two Funds-in-Trust. By protecting the submerged heritage of WWI, UNESCO contributes to intercultural understanding and scientific cooperation amongst nations worldwide.

The Government of Flanders believes that education and culture are powerful tools to achieve peace and sustainable development. Therefore, we also supported the creation of a teacher’s manual, based on the idea that the First World War can be a source of inspiration for the promotion of peace and human rights across ethnic, religious and political boundaries. I hope that the projects developed amongst others in Flemish schools can be inspiring to stimulate remembrance education worldwide and thus making a long-lasting contribution to the protection of our common cultural legacy and to a more peaceful future for all.

Geert Bourgeois  
Minister-President of the Government of Flanders



UNESCO, the United Nations Educational, Scientific and Cultural Organization, was created in 1945 shortly after the end of the Second World War. At that time, and as a result of two of the most deadly conflicts in history, the First and the Second World Wars, society became immensely aware of the urgent need to preserve lasting peace. In creating the organization, the international community aimed to raise the awareness of future generations of the need for peace, alert them to the horrors of war and ensure the right of every human being to happiness and freedom.

In UNESCO's Constitution, the Member States declare, 'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'. In considering the wide diffusion of culture and education about justice, liberty and peace indispensable to human dignity, the Member States singled out this task as the sacred duty of all nations. Accordingly, they created UNESCO to advance international peace and the general wellbeing of humankind. Since then, UNESCO has set forth to achieve this objective in numerous ways, one of which was through increasing knowledge about the importance of conserving and protecting the world's inheritance.

From 2014 to 2018, UNESCO will commemorate the Centenary of the First World War. This will be a time to remind all generations of the necessity for peace, and to provide education on the War, specifically derived from preservation efforts and research conducted on First World War cultural heritage.

The First World War's cultural inheritance, and especially its resulting underwater cultural heritage, is endangered. Many sites are targeted by treasure hunters and are destroyed in attempts to recover precious metals.

Protecting the First World War's underwater cultural heritage is necessary to enable humanity to understand and remember the horrors of war, its devastating human consequences, and to encourage everyone to endeavour to preserve lasting peace. Heritage offers a reminder of the need for reconciliation, understanding and for all nations to live together peacefully. As such, it deserves our attention and protection.

Irina Bokova  
Director-General UNESCO

# The United Nations Educational, Scientific and Cultural Organization

© Michos Tzovaras/UN Photo



The United Nations Educational, Scientific and Cultural Organization (UNESCO) was created in 1945 in the wake of the two World Wars, which generated awareness of the urgent need to construct lasting peace in an increasingly interconnected world. UNESCO's Constitution states that 'since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'.

In creating the United Nations system and a specialized agency such as UNESCO, the international community sought to 'advance, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind' (preamble to UNESCO's Constitution).

The wide diffusion of culture and the education of humanity for justice, liberty and peace were considered indispensable to the dignity of all human beings; this task was singled out as a sacred duty of all nations. The international community created UNESCO for this purpose. Today, among the many ways in which UNESCO achieves this noble objective, the promotion and dissemination of knowledge and overseeing the protection of the world's common heritage stand out.

© UN Photo



*Headquarters of UNESCO - View of some of the 181 flags representing the Member States of the United Nations*

# The Centenary

The First and Second World Wars were two of the most destructive conflicts in the world's recent history. They were, however, also turning points in society's perception of war, encouraging us to look for more lasting peace for the future. In particular, the First World War led to the creation of the first permanent international organization with the mission to maintain world peace, the League of Nations, the predecessor of the United Nations.

© Mark Spencer



*Sunken WWI barge at Gallipoli*

The Centenary of the First World War will be commemorated from 2014 to 2018. It provides a unique opportunity to remind all people of the importance of peace, and to enhance our understanding of history through research and the preservation of heritage.

## Peace education based on the understanding of heritage

“ So that’s what war looks like! There behind me hundreds of seamen have drowned, men who have done me no harm, men who did their duty as I myself have done, against whom I have nothing personally; with whom, on the contrary, I have felt a bond through sharing the same profession.

Account of Georg von Trapp, commander of the submarine U-14, which sank eleven ships. His family was immortalized in the famous stage musical and film *The Sound of Music*.



Gallipoli, Turkey. The Lundy wrecked on 15 April 1915.

‘Since war begins in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed’, UNESCO’s constitution says. Protecting and sharing our heritage is key to fostering mutual understanding and a more perfect knowledge of each other’s lives.

Our history and our heritage are part of who we are. By reminding us of our past, they give us guidance for the future. History and heritage influence how we evolve, passing knowledge on to future generations, and provide a basis for tradition and value. While there is much written in history books, tangible heritage and artefacts may tell a truer story. Since a society’s history is often a reflection of an understanding that is susceptible to wealthy and powerful influences of the time, and dependent on the question of who won the conflict, heritage often proves to be a less biased witness. History books tend to leave out the voices of those less powerful or those not involved in political discourse, such as women, workers and minorities. History books also tend to forget stories of daily life, suffering, loss and anxiety.



A perfect example of such neglect is found in the accounts of the catalysts that started the Second World War, which often leave out the horrors of the First World War.

First World War heritage can tell us stories that are missing from official history, the story as experienced by average men and women. Heritage allows us to remember, reconcile, feel and understand. It brings participant's and victim's experiences in battle or conflict to us in a tangible and touching way.

© Nicolas Job



Eildon steamer ship (cargo) wrecked on May 1915

Underwater cultural heritage from the First World War is a special witness to these stories. Until now, however, it has been barely visible, barely researched and barely understood. Written naval history on the First World War tells of battles, strategies, technologies and power, but the wreck sites, which are filled with the remains of those who fell in battle, tell us a tragically different tale. By telling us about the human tragedy of war in every single tale, the reports stand as a call for peace and reconciliation.

History and heritage provide hope when shared among nations. They allow nations to step away from past victories and defeats. The experience of war and its effect on people and heritage can help foster peace and reconciliation.

Humanity shares the responsibility of protecting the memory of the past, contributing to a more aware and peaceful society. By sharing First World War heritage, those nations that were involved can embrace a shared part of their identity. Tolerating, respecting and showing compassion for different cultures, including those of former enemies, fosters peace.

*While the present educational materials focus on extensive underwater cultural heritage from the First World War, the same approach can be adopted using examples of underwater heritage from the Second World War, or other time periods.*

# The UNESCO 2001 Convention and First World War underwater cultural heritage

The Centenary of the First World War provides a unique occasion to improve the understanding and protection of underwater cultural heritage resulting from this worldwide conflict. This event also highlights the special importance of the UNESCO Convention on the Protection of the Underwater Cultural Heritage (Paris, 2001).



The Member States of UNESCO adopted in 2001 the Convention on the Protection of the Underwater Cultural Heritage to respond to the extensive pillage, commercial exploitation and traffic of underwater cultural heritage. It addresses these issues comprehensively, considerably augmenting the legal protection of sites and artefacts (in situ and for recovered and trafficked artefacts). The Convention also responds to the urgent need for ethical principles, scientific guidance, responsible public access and the facilitation of State cooperation. In drafting the Convention, it was moreover observed that many States had such a low level of development of underwater archaeology, and had such an urgent need for direct, immediate expert assistance, that a Scientific and Technical Advisory Body was created.

The 2001 Convention defines underwater cultural heritage as, 'all traces of human existence having a cultural, historical or archaeological character which have been partially or totally under water, periodically or continuously, for at least 100 years'. As such, throughout the course of the First World War centenary period, 2014–2018, the ships that sank during the War will begin to fall under the protection of the Convention.

## The maritime component of the First World War

Despite the fact that the majority of the First World War battles took place on land, the war at sea was significant. During the race to the sea (course à la mer) at the beginning of the war, there was an increase in the size of the fleets, and an attempt by the British to block the submarine ports at Zeebrugge and Oostende resulted in the Westhoek flood.

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A large number of important naval actions took place worldwide, such as the Battles of Coronel and of the Falkland Islands at the end of 1914, the Gallipoli Campaign in 1915, which aimed to keep the sea route to the Black Sea open or to take Istanbul, and the Battle of Jutland in 1916.

Most important, however, was the impact of unrestricted submarine warfare between the British and the German Empires in the English Channel and in the waters off Australia. As a result of food and medicine shortages caused by these blockades, famine and illness plagued the ships and the civilian populations inland. Eventually, such conditions led to the mutiny of the Imperial Fleet in Kiel and the subsequent breakdown of the German Empire.

## Submerged heritage from the First World War

Significant underwater cultural heritage from the First World War can still be found on the seabed around the world. This relatively unknown heritage encompasses numerous warships, but also civilian ships sunk by accident or as victims of naval blockades. Some of these wrecks are well preserved, but many have been destroyed or severely damaged by non-scientific salvage, commercial activities at the sites or by looters.

Even today, their significance for understanding our past has not been fully acknowledged. Indeed, the underwater cultural heritage of the First World War holds great historical significance. Experts estimate that up to 10,000 major, yet mainly unexplored or undiscovered, wrecks from that time remain preserved underwater. These First World War wrecks are sources of invaluable historical information. They contain tools and machinery that can inform us about early twentieth-century technology; they provide insight into the course of events during the First World War; but most importantly, these wrecks preserve human remains and personal belongings such as books, clothes and other personal items of those who perished. The very act of conducting research on these sites can foster reconciliation and peace-building.

The protection of the First World War's underwater cultural heritage is essential, and will enable humanity to understand and remember the horrors of war and its devastating human consequences.

Beginning in 2014, the underwater cultural heritage of the First World War will begin to fall under the protection of the 2001 Convention in those countries that have ratified this international legal instrument. By 2019, all the underwater cultural heritage of the First World War will be under this same protection.



SS Swansey Vale, wrecked in 1918

During the First World War, the German vessel Thüringen participated in all the major fleet operations in the North Sea against the British Grand Fleet, including the Battle of Jutland (1916). The Thüringen and her three sister ships were to take part in a final fleet action in October 1918, just days before the Armistice. However, many of the war-weary sailors felt the operation would disrupt the peace process and prolong the war. On the evening of 29 October, sailors on the Thüringen and several other battleships mutinied in Kiel, thus changing the course of history and ultimately triggering the German Emperor's abdication.

In April 1920, the Thüringen was transferred to France and used as a target ship for the French Navy. The Thüringen sank off Gavres and broke up in situ later. Nevertheless, considerable sections of the ship remain intact underwater and are frequently visited by divers. The wreck is a forceful testimony to the fateful events leading to the end of the First World War and the change in political power.

## The threat to submerged heritage

Despite huge naval participation in the First World War, the maritime component of First World War archaeological heritage is at risk of being forgotten and its relics threatened if they continue to be left unprotected. This lack of concern has mainly been due to the low visibility of this heritage, lying as it does at the bottom of the ocean. Furthermore, as a result of ignorance and, sometimes, the pursuit of profit, this heritage is often treated carelessly. Shipwrecks are scrapped and destroyed without record, research or consultation with the concerned Flag State, while low-irradiation metals and supposed valuable cargoes attract treasure hunters.

Moreover, many sport divers visit war wrecks within the framework of an activity we might euphemistically call souvenir hunting. The understanding of the historic significance of and the need to respect such sites is still lacking among large parts of the population. The fact that First World War wrecks are easier to find than more ancient wrecks, which may be embedded deeper and protected by sediment, does not help the situation.



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HMS Cressy, wrecked on 22 September 1914.

In this way, the collective memory, not only of the First World War, but both World Wars (as Second World War sites and other sites from twentieth-century conflicts share this fate), is gradually being erased, with little documented 'backup'. Now that the last eyewitnesses of the First World War have disappeared, the importance of heritage as a physical reference point increases, as the only remaining form of direct testimony to this crucial phase in world history.

Fortunately, more and more countries involved in the First World War have joined the UNESCO 2001 Convention and thus proactively engage in providing underwater cultural heritage with the protection needed. Nevertheless, it is also crucial to illustrate the historical and educational value of these sites and to raise public awareness, particularly in younger generations, about their significance. The message they contain is not only of importance for scientists, but for all humanity.

Letter from Albert Salman, Director of Sustainable Development of the European Coastal and Marine Union to the British Ambassador in The Hague

Leiden, 21 September 2011

Subject: Demolition of British Military Remains in the North Sea

Your Excellency,

We have recently discovered that two Dutch salvage vessels are demolishing British sea bed war graves, targeting specifically on the remains of the battle cruisers HMS Aboukir, the HMS Hogue and the HMS Cressy, some 22 nautical miles off the coast of Scheveningen - The Hague. The two Dutch vessels operate from the port of Scheveningen. Also other wrecks are targeted, including British. [...] The undersigned parties kindly ask for your assistance in our efforts to put an end to the violations. The salvage vessels are equipped with heavy machinery capable of tearing apart the sunk battle cruisers. They are mainly after copper and bronze.

The final resting places of the 1459 crewmembers aboard these sunk battleships, who were killed while on military duty on Sept. 22, 1914, are grossly violated. We are of the opinion that this is unacceptable, especially considering that these operations are only committed for profit. Moreover, these operations threaten to demolish important maritime cultural heritage associated with the ship wrecks as well as their value for marine biodiversity.

[...]

A public petition is presently online [...] inviting people to express their concern. We hereby kindly ask you to accept the petition and the first list of signatories.

Yours sincerely,

Albert Salman

## The content of the 2001 Convention

The main purpose of the 2001 Convention is to protect underwater cultural heritage for the benefit of humanity. The Convention contains ethical principles, regulations on State cooperation, legal protection rules, and, in its Annex, scientific guidelines for underwater archaeology. Additionally, it encourages access to sites and education on underwater cultural heritage.

The Convention responds to threats, against which submerged heritage ought to be protected.

It considers one of the foremost threat to be pillagers and specialized salvage companies that track down and remove archaeological 'treasures' to sell for profit. In doing so, they disregard the fact that this heritage belongs to humanity's collective memory and should be preserved and experienced by everyone. Thanks to technology, it is estimated that 98 % of the sea bed is accessible to activities ranging from petty souvenir hunting to large-scale salvage activities, which have targeted sites with up to 750,000 artefacts. Such threatening activities make ratification of the Convention increasingly urgent. The Convention prohibits the sale, illegal dissemination and commercial exploitation of underwater cultural heritage, and establishes sanctions and measures for the seizure of illegally recovered heritage.

Furthermore, the Convention encompasses provisions on activities that, while not specifically targeting cultural heritage, indirectly have an impact on it. According to the Convention, States Parties will undertake, according to their means, to protect heritage against activities that have a negative impact and to mitigate against them. Although not enumerated, protective measures can address the impact of dredging activities, the recovery of minerals, construction



Archaeologist examining a wreck from the First World War at Gallipoli, Turkey

work and trawling. For example, due to the impact of trawling nets that have dragged across its hull, the *Lusitania* wreck is not as well preserved as the *Titanic*, which is a wreck of a similar age.

The protective measures referred to by the Convention apply to the cultural heritage present in areas under the jurisdiction of the Convention's States Parties, but they also extend to all waters worldwide through the States Parties' jurisdiction with respect to their own citizens and ships sailing under their State's flag, reinforced through cooperation with other States.

In addition to protection, State cooperation is central to the UNESCO Convention. Ratification allows a nation to join a 'club' of States, all of which commit to the protection of underwater cultural heritage and wish to support each other in that pursuit. This cooperation can take different forms, including State cooperation to protect sites in international waters. In order for a State to enter into formal cooperation with another State through the assistance of the Director-General of UNESCO, a 'verifiable link' with the concerned underwater cultural heritage is required. States are encouraged to enter into mutual agreements on specific cases.

Last but not least, another important pillar of the Convention is that of the guidance of scientific research.

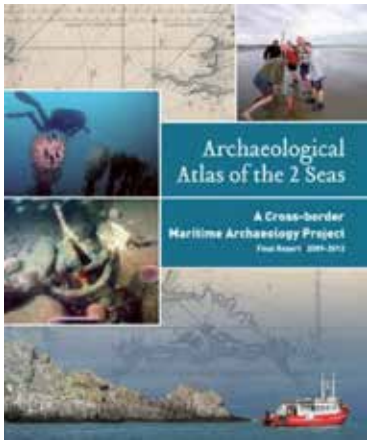
As the Convention highlights, primary consideration is given to the preservation of heritage in its authentic location. If this *in situ* protection is not possible or desirable, underwater cultural heritage can be recovered for the interest of science or the public – but not for commercial interest or treasure hunting. Any intervention directed at underwater cultural heritage, whether for pure documentation or recovery, should comply with the Rules that have been added as the Annex to the Convention. These Rules do not differ substantially from land-based archaeological research standards, but in fact provide further reference. Accordingly, they are highly recognized by archaeologists.

The Convention does not regulate the ownership of heritage or change jurisdiction at sea. It is applicable to wrecks of State Vessels, such as many of the wrecks from the First World War.

States Parties to the Convention meet at least bi-annually, and the Convention has a twelve-member expert Scientific and Technical Advisory Body.

*More information concerning the Convention can be found on the UNESCO website: [www.unesco.org/en/underwater-cultural-heritage](http://www.unesco.org/en/underwater-cultural-heritage).*

# Learning about underwater cultural heritage, reconciliation and peace



Cover of the final report of the 'Atlas of the 2 seas project' which contains a detailed description of the 'The Mystery Shipwreck' – A maritime school project across borders. Download on [http://www.maritimearchaeologytrust.org/uploads/publications/FINAL%20REPORT%20A2S%20Project\\_EN\\_LD.pdf](http://www.maritimearchaeologytrust.org/uploads/publications/FINAL%20REPORT%20A2S%20Project_EN_LD.pdf)

Shipwrecks, coastal installations, cemeteries, memorials, battlefields and shelters are among the many tangible traces of the First World War. Alongside museums, traditions and written personal testimonies they form the last bridge between the past and the present, as there are no longer any direct eyewitnesses. They serve as a reminder of dramatic events in the past to future generations. However, heritage concerns more than purely material relics of the past. It is something that is part of our identity. It helps us define who we are and it affects our response to the present world. Thus, the national or international community has come to see it as inherently significant. Value is assigned to the sites by many actors, including local communities, associations, youth, heritage workers, artists, journalists and politicians.

Education plays an important role in our perception and appreciation of heritage, but also in our response to it. Education reaches all future citizens. At school, young people learn more than reading and maths. They also learn about peace, respect and tolerance. They learn to work together, they learn who they are and how to relate to the world they live in. In addition to giving each individual child a future, education contributes to building the future of a country and the international community. History, heritage and the past play an important role here to ensure a safe and peaceful future.

Tommy Bay © Strandingsmuseum St George



Students from Holstebro Gymnasium at work on underwater cultural heritage and peace education

*One specific characteristic of remembrance education is its starting point – the memory of the past. Ultimately, however, the goal is what is important. We should not study the past merely to know or understand it as such. The study of the past primarily concerns what we can learn from it in order to improve the future.*

# Remembrance Education in Class <sup>1</sup>

1. Remembrance education not only teaches history, but also helps students to understand the past from an involved point of view. Moreover, it challenges students to see the present with the past in mind.
2. Timeless mechanisms, such as propaganda, exclusion and the abuse of power can be thought-provoking topics in education. These mechanisms can be studied in a historical context to better understand how they function in today's world.
3. Stories of hope are important in remembrance education. People wage war, but they also make peace. Thus, war is not the only solution to a difficult situation.
4. Teachers need to be aware of the fact that one conflict, depending on the place and time, can evoke different memories for different cultures or groups of people.
5. Fostering historical empathy should create and understanding of human choices rather than commiseration with victims or the judgement of perpetrators.
6. Personal stories and concrete heritage sites help eliminate indifference towards the war. Personal stories demonstrate that historical events are never black-and-white stories.
7. Learning about war can provoke intense reactions. We need to keep in mind that it can especially affect young people with a war history of their own.
8. Teachers need to be careful when re-enacting historical events. Seeking to understand war should not turn into a 'game'.
9. Commemoration events and eyewitness accounts foster the involvement and understanding of students. However, we need to be aware that witnesses' stories are often biased.
10. Teachers should incorporate moments of reflection on the activities into their education project. Students should be encouraged to develop a reflective attitude towards peace, heritage and reconciliation. In this regard, the most important rule is not to tell students WHAT to think, but to encourage them to think for themselves.



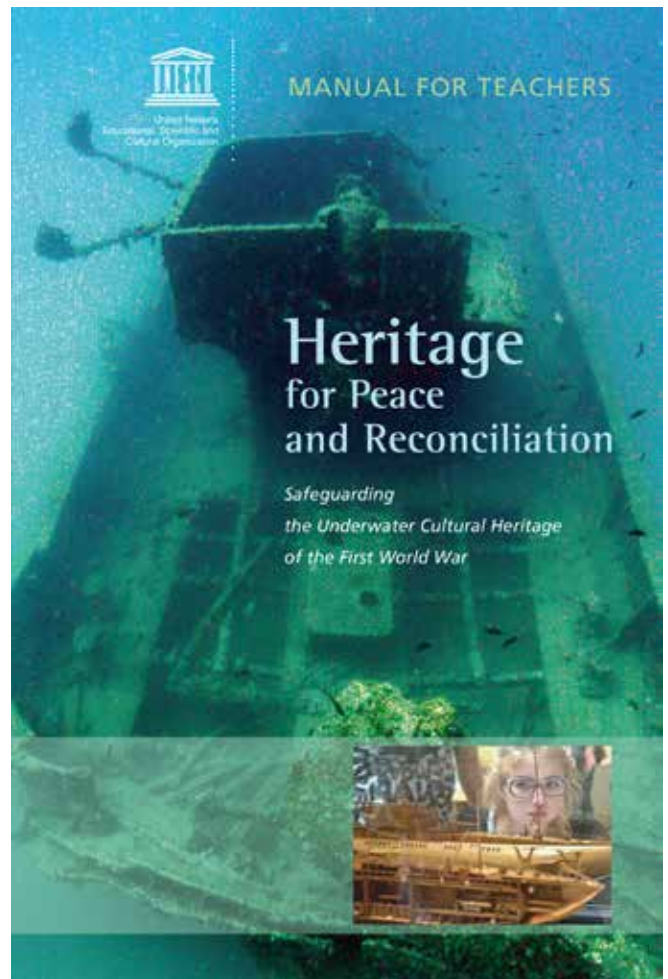
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<sup>1</sup> Inspired by the 'Touchstones for Remembrance Education' developed by the Flemish Special Committee for Remembrance Education. <http://www.herinneringseducatie.be/toetssteen>





Youth working on Remembrance Education and Underwater Cultural Heritage during a Flemish pilot project



*The complementary teacher's manual 'Heritage for Peace and Reconciliation' can help teachers to prepare their own school projects. This manual aims to inspire schools and invite them to thoroughly reflect on the issues at hand. It offers didactical suggestions and examples that can stimulate both the commemoration of the First World War through the example of underwater cultural heritage, and innovatory reflections on peace, reconciliation, human rights and tolerance today.*



*The tower from SM-U20, the U-boat that torpedoed RMS Lusitania, Collection Strandingsmuseum St George, Thorsminde, Denmark*

### **Accounts of First World War naval survivors**

Henry Allingham, who died in 2009, was one of the last surviving British veterans to have witnessed the naval Battle of Jutland. He confessed that he did not realize what war meant when he signed up, and barely realized what the Battle of Jutland meant when he took part in it. But his experiences later in the war, when he saw fallen young men around him, resulted in his naïve enthusiasm for battle and glory giving way to a passion for peace. He said that the scenes he witnessed – of soldiers waiting to go into battle and of his comrades blown to pieces – have stayed with him ever since.

Another war veteran, British-born Claude Choules (born in 1901), signed up for the war at just 14 years of age and served in the British Royal Navy. At the end of his service and after the First World War he recalled how he had been taught to think 'that the Germans ... were monsters, terrible people', but how he soon realized 'they were exactly the same as any young people'. Having seen what it was really like, he hated war.

# Peace education: educating towards a better future for all

Peace education is a very broad concept and bridges various domains of education. In fact, we often engage in peace education without realizing it – in particular with regard to primary and secondary education. Whenever we discuss conflict management, sustainable development or justice, whenever we point out to children that there are things such as prejudice, human rights, respect and discrimination, whenever we explain to students that freedom without rules is not possible, when we make students aware of their rights and obligations and help them to become citizens, during all these moments, we are actually engaged in peace education. In this sense, peace education could also be called ‘global education’.

© Courtesy UNA Flanders



Students from the Sint-Jozef-Klein-Seminarie (Flanders) doing research on Underwater Cultural Heritage

In recent decades, the emphasis on peace education has systematically increased. This has occurred for two reasons. On the one hand, the horror of the two World Wars incited international leaders to take the initiative to encourage world peace. This initiative led to the creation of UNESCO, the United Nations specialized agency for educational, scientific and cultural issues and also the most well-known organization in this regard. On the other hand, it has also been influenced by technological progress (radio, television, the internet, transport, etc.), through which we have all become global citizens. Intercultural society has become a reality, which we have to deal with and also teach our children to deal with. In this regard, protecting and understanding heritage has become increasingly important and a common concern for humanity that allows us not only to reflect on peace, but also to achieve reconciliation.

Our goal is to raise children to become peaceful and concerned cosmopolitan citizens who can participate in events at a local, national and international level. To this end, we try to provide them with the necessary knowledge, values and skills. If peace is a house where people can live safely and comfortably, what building blocks should we use to construct it?

The Teacher's Manual accompanying this brochure gives some guidance.



Posters on Underwater Cultural Heritage and Peace created by art students at the Municipal Secondary School Cadix/Jan Landau

Peace education takes place inside and outside school. For this reason, formal education institutions, NGOs and international organizations are developing materials that fit within one of the fields listed above, such as the present materials on the underwater cultural heritage of the First World War.

It is the responsibility of the school (or schools in a school community) to structure content and concepts according to their educational programmes, in which links can be made between the subject, the field of peace education and the core objectives of the education level (e.g. primary or secondary). These core objectives correspond to the curriculum, and may differ between countries.

In this way, teachers will be able to successfully establish policies on peace education within their school. Peace education can thus become a transversal or pan-curricular framework which runs across the different classes and interdisciplinary organization. This common peace curriculum makes it possible to turn young people into citizens who are able to participate in democratic debates and are aware of social challenges. The idea is to not only build historical knowledge, but also to teach young people to interpret contemporary problems and conflict areas – close to home or even in school, or elsewhere – and place them in a human, social and historical context. This enables young people to understand their past and their heritage in relation to and dialogue with citizens of other nations.



Student from the Holstebro Gymnasium exploring an SM-U59 deck gun with carved barrel at the Strandingsmuseum, Thorsminde, Denmark

Tommy Bay© Strandingsmuseum St George

# Major Naval Battles of the First World War and their Underwater Cultural Heritage

© Harun Ozdas



Canakkale Seddulbahir Majestik

The naval engagements of the First World War were extensive. On the whole, however, they were not so much large continuous battles, such as Jutland and Gallipoli, but characterized more by long-term naval blockades, unlimited submarine warfare and a great number of small skirmishes. Below, we list some of the most important exchanges that can still be retraced on the sea bed. Reference is also made to the fate of the resulting submerged heritage, which can serve as a basis for teaching projects.

## **Battle of Heligoland Bight** (began 28 August 1914)

In this first naval encounter of the war, the British attacked the German naval base of Heligoland. They sank two German torpedo boats, as well as the SMS *Mainz*, *Cöln* and *Ariadne* and damaged three other cruisers. The Germans lost over 1,200 men while the British lost 35. The wreck of the *Cöln* was moved in August 1979 to render it less of an underwater hazard. Some parts of the ship were salvaged and are now preserved in the Cuxhaven Shipwreck Museum. However, the *Mainz* is still lying on the sea bed at her original location near Heligoland Island. It is possible to dive its hull.

## **The Bombardment of Papeete** (22 September 1914)

The German armoured cruisers SMS *Scharnhorst* and *Gneisenau* entered the port of Papeete, Tahiti, in September 1914 and sank the French gunboat *Zélée* and the freighter *Walküre* before bombarding the town's fortifications. The wreck of the *Zélée* has become a common diving site.

### **Battle of Coronel** (began 1 November 1914)

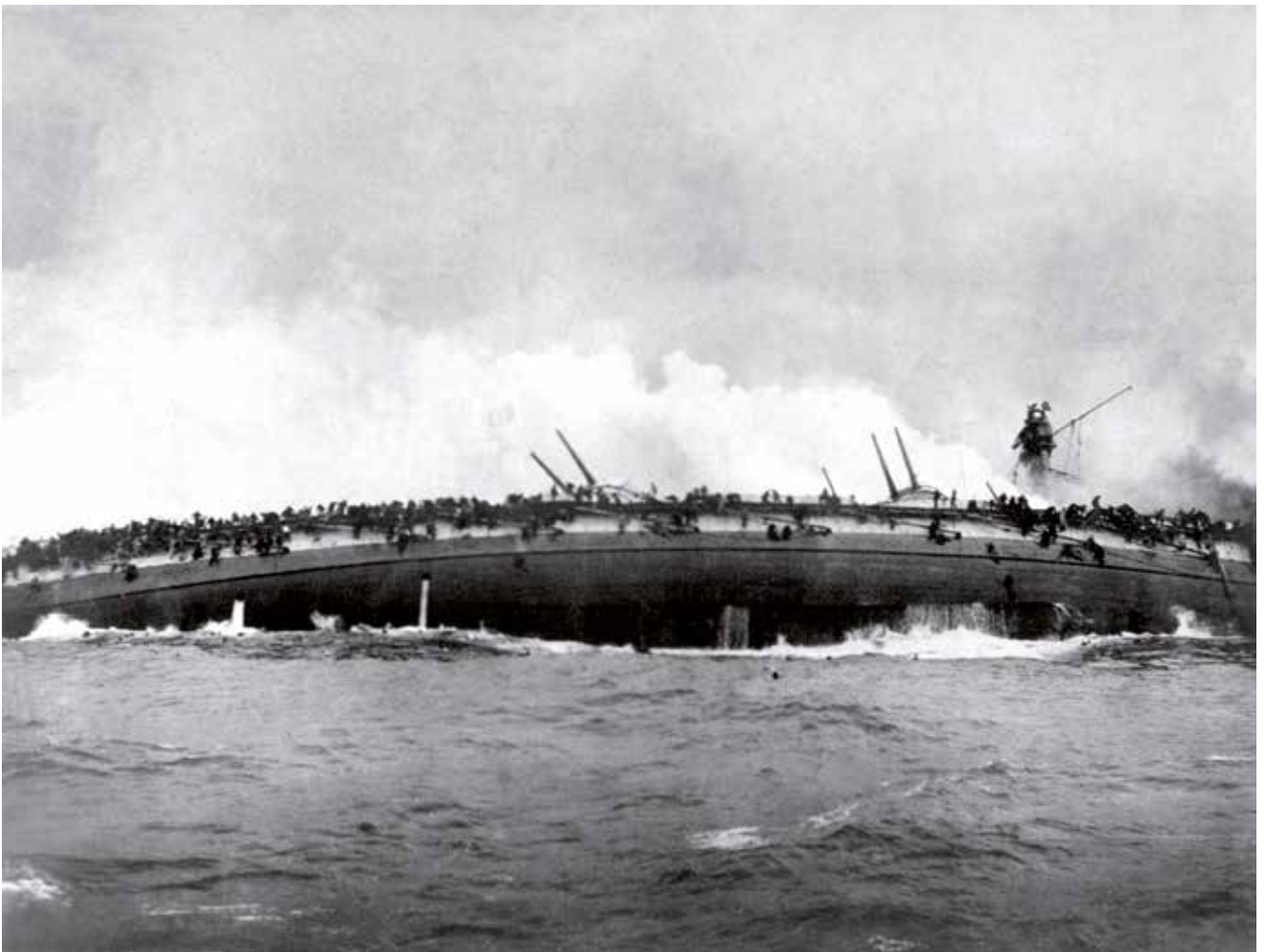
This battle took place off the coast of Coronel, Chile, between British and German forces. The British ships *Monmouth* and *Good Hope* were destroyed and sank. There were no survivors from either ship. The German forces suffered little damage.

### **Battle of the Falkland Islands** (8 December 1914)

On 8 December 1914, German Admiral von Spee attacked a British radio station and coaling depot on the Falkland Islands in the South Atlantic. The British waited for him with a well-armed squadron. Four German cruisers, the *Scharnhorst*, *Gneisenau*, *Nürnberg* and *Leipzig* and the fleet's colliers *Santa Isabel* and *Baden* were sunk. A further ship, the SMS *Dresden*, was sunk shortly afterwards. In total, 2,200 soldiers were killed. In 2006, *Dresden's* 115 kilo bell, decorated with the Imperial Eagle, was recovered from the wreck, lying at a depth of 70 metres, and is now in Germany.

### **Battle of Dogger Bank** (began 24 January 1915)

On 24 January 1915, the German forces attacked three North British coastal towns. The British intercepted the German fleet and sank the *Blücher*. The rest of the German squadron managed to flee. The *Blücher* remains at Dogger Bank, at a depth of 60 metres.



*The SMS Blücher was sunk at the Battle of Dogger Bank, 24 January 1915*

## The Gallipoli Campaign (25 April 1915 and 9 January 1916)

The Battle of Gallipoli took place in Turkey near Çanakkale. British and French forces tried to capture Istanbul and to secure a sea route to Russia. The attempt failed, with heavy casualties on both sides. The campaign was considered one of the greatest victories of the Turks and a major failure by the Allies. In Turkey, the battle is perceived as a defining moment in its history. The campaign was also the first major battle undertaken by the Australian and New Zealand Army Corps (ANZAC), and is considered to mark the birth of national consciousness in both of these countries. Anzac Day, 25 April, remains the most significant commemoration of military casualties and veterans in Australia and New Zealand. Over 120,000 men died in the Gallipoli Campaign. Between April 1915 and January 1916, nine British submarines sank two battleships and one destroyer, five gunboats, nine troop transports, seven supply ships, 35 steamers and 188 assorted smaller vessels at a cost of a total of eight Allied submarines which were sunk in the strait or in the Sea of Marmara. The British ships *Irresistible*, *Bouvet* and *Ocean* and the Australian submarine *AE2* also sank. Turkish and Australian archaeologists have discovered an 'undersea museum' at Gallipoli. Their finds include the wreck of a barge that carried injured and dead Australian and New Zealand soldiers from Anzac Cove during First World War Gallipoli campaign. In 1993, a coal-mining operation revealed the wreck of the German submarine *UB-46* near the Kemberburgaz coast. On its way back from carrying out missions in the Black Sea, *UB-46* hit a mine near Karaburun and sank with all hands. It is now on display at the Dardanelles Naval Museum at Çanakkale.

© Harun Özdaş



Gelibolu English Barge

## Battle of Lake Tanganyika

The Battle of Lake Tanganyika consisted of a series of naval engagements between the British Royal Navy, the Belgian Force Publique and the German Kaiserliche Navy. During the first action, on 26 December 1915, the ship *Kingani* was damaged and captured. During the second, the *Hedwig von Wissman* sank, while the *Graf von Götzen* was later scuttled. Developments in the land-based conflict caused the German forces to withdraw and control of the Lake Tanganyika passed to the British and Belgian forces. The exploits caught the public's imagination due to the eccentricity of the commander in chief and the location. The story was retold by C. S. Forester in his book *The African Queen*, and later made into the film with the same name.

The *Graf von Götzen* was raised by the British Royal Navy and towed to Kigoma, but sank again at her moorings in a storm. She was raised again in 1921 and returned to service on 16 May 1927 under the name *Liemba*. Today, she still sails Lake Tanganyika.

## Blockade of Germany and U-Boat Campaign (1914–1919)

The Blockade of Germany was a prolonged naval operation by the Allies to restrict the supply of materials and food to the Central Powers, which included Germany, Austria-Hungary and Turkey. It was one of the key elements in the allied victory. An academic study from 1928 estimated the resulting dead due to starvation at 424,000.<sup>1</sup> The U-boat campaign, or submarine warfare, was fought by German U-boats against the trade routes of the Allies in retaliation for that blockade. It took place largely in the seas around the British Isles and in the Mediterranean.

A notable victim of the submarine warfare was the *Lusitania*, which was torpedoed on 7 May 1915 off the southern coast of Ireland with 1,195 lives lost. The loss of 123 Americans eventually led to the declaration of war by the US in 1917. The media attention paid to the event due to the great loss of life, the discussion of whether or not ammunition was on board (making the ship a valid war target), as well as the rumour that valuable art works were also on board, have made this wreck especially well known. It was heavily damaged by later destructive activities.

Another victim, the British ship SS *Mantola*, was targeted in late 2011 by a US treasure-hunting firm for the artefacts it contains.

## Battle of Jutland (began 31 May 1916)

The Battle of Jutland was fought between the British and German Navies on 31 May and 1 June 1916 in the North Sea near Jutland, Denmark. It was the largest naval battle and the only full-scale clash of battleships in the First World War. The losses totalled 9,823 men. During the battle, the British lost the battle cruisers *Indefatigable*, *Queen Mary* and *Invincible*, the armoured cruisers *Black Prince*, *Warrior* and *Defence*, the flotilla leader *Tipperary* and the destroyers *Shark*, *Sparrowhawk*, *Turbulent*, *Ardent*, *Fortune*, *Nomad* and *Nestor*. The German Imperial Fleet lost the battle cruiser *Lützow*, the pre-dreadnought *Pommern*, the light cruisers *Frauenlob*, *Elbing*, *Rostock* and *Wiesbaden* and the destroyers (heavy torpedo-boats) *V48*, *S35*, *V27*, *V4* and *V29*.

The wreck of the *Invincible* was found by the Royal Navy minesweeper HMS *Oakley* in 1919. After the Second World War some of the wrecks were commercially salvaged. For example, the Hydrographic Office record for SMS *Lützow* shows that salvage operations took place on the wreck in 1960. In 2000–2001 a series of diving expeditions located the wrecks of the *Defence*, *Indefatigable* and *Nomad*. During these expeditions it was discovered that the *Indefatigable* had also been ripped apart by salvagers. In 2003, a detailed survey of the wrecks of Jutland was undertaken. The 14 British vessels lost in the battle were designated as protected sites under the UK Protection of Military Remains Act.

<sup>1</sup> C. Paul Vincent, *The Politics of Hunger: the Allied Blockade of Germany, 1915-1919*, Athens, Ohio: Ohio University Press, c1985 Page 141; and Grebler, Leo (1940). *The Cost of the World War to Germany and Austria-Hungary*. Yale University Press. Page 78.



In 2000, the wreck of the German ship *Frauenlob*, largely intact, was located by Danish divers. The wreck lies upright on the ocean floor and largely in one piece. The after mast lies in the sand with the crow's nest still in place. Human remains are still present on the wreck.

© Dirk Timmermans / UNA Flanders



Collection Strandingsmuseum St George

### **Battle of Otranto Straits** (began 14 May 1917)

In this, the largest battle of the First World War in the Mediterranean, the Austro-Hungarian Navy attacked the Allied Otranto Barrage. They sank two Italian ships on their way to Otranto and fourteen Allied patrol ships at the barrage. Subsequently, two British cruisers, *Dartmouth* and *Bristol*, four Italian destroyers and the Italian flotilla leader *Aquila* cut their way home. *Aquila*, *Dartmouth* and two destroyers were damaged in the ensuing combat and one destroyer was sunk by a mine.

### **Raid on Zeebrugge and Ostend** (began 23 April 1918)

Zeebrugge and Ostend were compulsory passages for the German submarines based in Bruges. The Zeebrugge Raid, which took place on 23 April 1918, was an attempt by the British Royal Navy to neutralize the port by sinking three older British ships, the HMS *Thetis*, *Intrepid* and *Iphigenia*, in the canal entrance to prevent German ships from leaving port. Almost 200 crew members died, but two of the three ships were successfully sunk in the correct place (the third sank too early), and their wrecks blocked the port of Zeebrugge for two days, after which, German forces reopened the passage.



HMS Vindictive memorial in Ostend.

### **The scuttling of the German fleet at Scapa Flow (21 June 1919)**

Finally, the dramatic scuttling of the German Fleet at Scapa Flow occurred on 21 June 1919, that is, after the armistice of 11 November 1918. Rear-Admiral Ludwig von Reuter was convinced that naval hostilities would soon be resumed and, on this basis, 72 German battleships were scuttled in order to prevent them from falling into enemy hands. Many were recovered from the sea bed; however, some, including the battleships *Kronprinz Wilhelm*, *Markgraf* and *König* and the light cruisers *Karlsruhe*, *Dresden*, *Brummer* and *Cöln* have not been raised and remain an attraction to scuba divers.

*For a day-by-day chronology of First World War naval losses, see the project 'Lost Beneath the Waves' by the Nautical Archaeology Society (NAS), an NGO accredited by the Meeting of States Parties to the 2001 Convention and Official Partner in the UNESCO WWI Research Network: [www.nauticalarchaeologysociety.org/lbtw](http://www.nauticalarchaeologysociety.org/lbtw)*

# Experiencing Submerged Historical Sites from the First World War

© Mark Spencer



Responsible non-intrusive access to observe or document in situ underwater cultural heritage shall be encouraged to create public awareness, appreciation, and protection of the heritage except where such access is incompatible with its protection and management.

Article 2.10 UNESCO 2001 Convention

It is possible to visit submerged heritage from the First World War and to experience the sense of history and tragic loss caused by war that the authentic sites exude. While some artefacts can be seen in maritime or military museums, others can be seen in their original location on the sea bed. No artefacts should be taken from those sites by the non-scientist so as to avoid damage to them and the loss of historical information.

## Visiting the Wrecks *in situ*

The shallow part of the site of the Battle of **Jutland** lies at a depth of 50 to 60 metres on Dogger Bank. This is relatively deep for the average leisure diver, and the wrecks should ideally be visited only by professional divers with experience. More readily accessible, by comparison, are the submerged sites at Gallipoli and Scapa Flow. Several diving tour companies are specialized in the organization of underwater tourist excursions focused on the underwater cultural heritage of these wrecks.

At the **Gallipoli** site, it is possible to visit the wrecks and grave sites of the Australian and New Zealanders who arrived in Europe to fight with the Allies. There are also several French and English wrecks. The different types wrecks that can be visited include troop transport boats, gunboats and supply boats.



At **Scapa Flow**, well-preserved warships from both World Wars can be seen. Some of them are lying on their sides, making it possible for divers to see inside the wreck. There are vessels of the Royal Navy, as well as three German battleships, *König*, *Kronprinz Wilhelm* and *Markgraf*, the four light cruisers *Brummer*, *Dresden*, *Cöln* and *Karlsruhe*, the destroyers *V83* and *S54*, one submarine *UB-116*, as well as the 4,600 ton gun turrets of the *Bayern*. Three ships scuttled by the British to prevent the penetration of submarines into Burra Sound are also visible. These are the *Tabarka*, *Doyal* and *Gobernador Boris*.<sup>1</sup>

Near the island of **Heligoland**, the *Mainz*, a German light cruiser, can be visited under water.

The French ship *Zélée* can be visited near **Papeete, Tahiti**.

## First World War Underwater Cultural Heritage Museums

The 115 kilo bell of the SMS *Dresden*, which sank during the battle of the Falklands islands, can be seen in the city of Dresden, Germany, at the Militärlhistorisches Museum der Bundeswehr.

Relics from the Battle of Jutland are on display at the Strandingsmuseum St George, Thorsminde, Denmark. The collection includes an *SM-U59* 88 mm deck gun and the tower from the *SM-U20*, the submarine that torpedoed RMS *Lusitania* on 7 May 1915.

The National Museums and Galleries at Merseyside, UK, contain galleries telling the story of the *Lusitania*, while the Musée de la Marine, Paris, France preserves models of the First World War submarines as well as personal belongings of marines who took part in the war.

The wreck of the German submarine *UB-46*, found near the Kemerburgaz coast in Turkey, was recovered and is now on display at Dardanelles Naval Museum in Çanakkale.

*A comprehensive list of museums on underwater cultural heritage is available on UNESCO's website.*

<sup>1</sup> [www.divescapaflow.co.uk/index.php/en/stromness/scapa-flow-wrecks](http://www.divescapaflow.co.uk/index.php/en/stromness/scapa-flow-wrecks)

# The International Day of Peace on 21 September

The First World War was a historic event with a large impact on contemporary society today. Its centenary will be commemorated from 2014 to 2018.

Underwater cultural heritage includes sunken ships and aircraft as well as sunken cities, prehistoric sites and other human artefacts. These sites all have a very rich and important story to tell. In the case of underwater cultural heritage resulting from the First World War, the stories behind the sites are still relatively well preserved in common memory. The submerged heritage itself is, however, less known, little protected and threatened by destruction.

UNESCO thus proposes that schools and teaching institutions communicate the importance of heritage to the understanding of history, in this instance, First World War heritage and the example of underwater cultural heritage. This can also serve as a basis for teaching the values of peace and reconciliation.

This brochure and the complementary teaching kit will help you to prepare your own school projects. You can find a suggested plan of action enclosed here.

*We suggest that special events around this topic be prepared each year on 21 September, the International Day of Peace.*

Tommy Bay © Strandingsmuseum St George



Student from the Holstebro Gymnasium at work on Underwater Cultural Heritage

The United Nations General Assembly established the International Day of Peace in 1981 to coincide with its opening session, which is held annually on the third Tuesday of September. The first Peace Day was observed in September 1982.

© Michos Tzovaras/UN Photo



'Non-Violence'. This sculpture is a gift from the Government of Luxembourg and was presented to the United Nations in 1988. It consists of a large replica in bronze of a .45calibre revolver, the barrel of which is tied into a knot. It was created in 1980 as a peace symbol by Swedish artist Carl Fredrik Reuterswård, and is located at the Visitors' Plaza, facing First Avenue at 45th Street

In 2001, the General Assembly, by unanimous vote, established that 21 September would be the annual day of non-violence and cease-fire.

The United Nations invites all nations and people to honour a cessation of hostilities during this day, and to otherwise commemorate the day through education and raising public awareness about issues related to peace.

### For a successful start:

1. Identify your subject. What do you want to do? (Choose a topic on peace and underwater heritage).
2. Create a team (class, several classes, entire school ...).
3. Determine your goals (be clear, be specific, be reasonable).
4. Assign roles and responsibilities (who is going to do what and what is the timing?).
5. Determine your needs (what will you need to make your project successful).
6. Look for other stakeholders who might be involved (e.g. museums, national or local heritage agencies, NGOs, etc.).
7. If possible, look for an international exchange. E-twinning is one idea.
8. Make a financial plan and look for resources, if needed.
9. Make time to promote and communicate about the project.
10. Find a place and a time to present the results of the project. For example, you might present results to parents, the local community, experts or the wider public.

*JOIN US!*  
*REJOIGNEZ-NOUS !*  
*UNASE A NOSOTROS!*  
加入我們, 請  
يرجى الانضمام إلينا  
ПРИСОЕДИНЯЙТЕСЬ К НАМ!

© Mark Garten/UN photo



A close-up of a young student at the UN International School (UNIS) in Hanoi, Vietnam



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UNESCO

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