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## Preface

The *PITCHER* project (Erasmus+ Programme, 2021-2024) intends to design and test of a set of open educational resources focusing on improving the capacity of teachers and educators in preparing new learning experiences to support the fight against looting and illicit trafficking of cultural goods. The project intends to propose a new model for raising awareness of young people about the problem of fighting the looting and illicit trafficking of cultural goods, initially focusing on schoolteachers, to raise their interest and enhance their professional development in this field.

PITCHER builds on the final recommendations of the European project NETCHER (H2020 - 2019-2021) coordinated by CNRS, which implemented a strong trans sectoral network as well as Recommendations on the fight against looting and trafficking of cultural goods. One of the components of the recommendations is the need for awareness-raising and guidance toward Educational communities.

The project idea comes from ENSP (the Research Centre of the French national police academy), and the Michael Culture association - members of the NETCHER consortium - and brings together BIBRACTE major actor of Archaeology, MUSEOMIX a reference in mediation for museums, and schools from France, Greece, Italy, and Spain, in order to co-design and implement the PITCHER project.



Photo: Pexels, Oleksandr Pidvalnyi

We hope this resource will bring a new dimension to your work, as well as use it to develop these activities with your students. The selected topics have been chosen together with teachers and educators coming from France, Greece, Italy and Spain through focus groups and surveys. Each resource is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion.




Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each resource includes a link to other related ones. When available, a general list of additional resources related to the topics is provided. The resources and accompanying texts are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.

For more information about the *PITCHER* project, please visit:

<https://www.pitcher-project.eu>

## The PITCHER Educational Offer

The *PITCHER* open educational resources include the following learning modules, here listed according to subject matters and suggested age of the target students:

	 7-11	 11-14	 14-18
All the themes		Case Studies	Case Studies
		The Raiders of the Lost Art	
Theft of antiques and works of art	The Mysterious Theft	The Mysterious Theft	Guilty Treasures
	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Protect the sites!	Protect the sites!
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
Sale of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
			Guilty Treasures
Traffic channels and actors' identification	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
			Guilty Treasures
Fight against the traffic	Traffic 'Art	Traffic 'Art	Traffic 'Art

		Protect the sites!	Protect the sites!
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
Provenance research and traceability		Crossed interviews	Crossed interviews
Return of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
Preservation of memory of missing artefacts	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
Why it is forbidden, what consequence	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
		Crossed interviews	Crossed interviews
		Protect the sites!	Protect the sites!
		Journey of a Stele	Journey of a Stele

## Summary: Crossed Interviews

**Topic:** Theft of antiques and works of art, Traffic channels and actors' identification, Fight against the traffic, Provenance research and traceability, Why it is forbidden, what consequence

**Age range:**



**Educational programme:**

Ancient Languages and Cultures or EMC (Civic Education and Moral Education) for middle and high school, History programs for middle and high school, Heritage studies in HGGSP (Human Geography, Geopolitics, and Social Sciences) at the high school level, career guidance in middle and high school, foreign languages, philosophy workshop (ethical reflection)

**Time:**



50 minutes

**Materials and tools:**

Projection equipment, a large chalkboard or markers and erasers, sheets of paper for students

**Skills achieved:**

Active listening, information synthesis, diagram creation, sharing and collaboration, oral communication, acquisition of specific knowledge and vocabulary, media literacy

**Learning objectives:**

Encourage students to:

- Better understand the reasons why combating the trafficking of cultural heritage is so important;
- Understand that there are multiple ways to combat it;
- Discover that this fight involves actors from various professions.

## Instructions for teachers

You will find several interview videos of different individuals involved in the fight against the trafficking of cultural heritage goods, namely:

- Corinne Chartrelle participates as a police expert. Video at: [https://drive.google.com/drive/folders/19y6qLE29PEfoXla8OzVwjUH41jIZy\\_YH](https://drive.google.com/drive/folders/19y6qLE29PEfoXla8OzVwjUH41jIZy_YH) , in French.
- Marino Ficco participates as an archaeologist. Video at: [https://drive.google.com/drive/folders/19y6qLE29PEfoXla8OzVwjUH41jIZy\\_YH](https://drive.google.com/drive/folders/19y6qLE29PEfoXla8OzVwjUH41jIZy_YH) , in French.
- Daniel Roger participates as a museum curator. Video at: [https://drive.google.com/drive/folders/19y6qLE29PEfoXla8OzVwjUH41jIZy\\_YH](https://drive.google.com/drive/folders/19y6qLE29PEfoXla8OzVwjUH41jIZy_YH) , in French.
- Christos Tsirogiannis participates as a whistle-blower. Video at: [https://drive.google.com/drive/folders/1Lk5m\\_azqc2TAPbskrUnbPdTOwKnGCVkR](https://drive.google.com/drive/folders/1Lk5m_azqc2TAPbskrUnbPdTOwKnGCVkR) , in English.

In each interview, individuals respond to the same three questions:

- Why is it important to combat the trafficking of cultural heritage goods?
- What is your role in this fight?
- What actions can be taken to combat the trafficking of cultural heritage goods?

You can find their biographies in Annex 1.





## How to use this educational resource

These videos have been designed to be freely used according to everyone's pedagogical objectives. We are just proposing some suggestions.

**Proposal:** Start the activity by posing the three questions to the class before watching the videos. Create a mind map presenting the reasons for combating this type of trafficking, the roles of different actors, and the actions that can be taken. Divide the class into several groups, asking them to work on either a question or an actor. If they work with an actor, they can also research their biography to present it to others and discover their professional journey. Students develop their mind map and then share it with their classmates on the classroom board. The mind maps come together to form one.

## Suggestions for further activities

### Did you know?

The video by YouTuber Charlie Danger (30 minutes) can also complement this exercise or provide teachers with a good overview of this trafficking and its issues. This Black Market is Destroying Our History - <https://www.youtube.com/watch?v=y1ljwCdj47E>

### Ideas for additional tasks

Conduct an activity about the professions of the various people interviewed to explore career guidance with students.

Expand to involve other professionals engaged in this fight or follow the same approach on a different topic, such as the conservation of endangered species.

Watch these interviews and then have students answer the same three questions in their interviews.

Create awareness posters or videos to raise awareness about this trafficking after watching these videos, especially in the context of International Day for the Fight Against Plunder and Trafficking of Cultural Property.

## Annex 1: Biographies of Interviewed Individuals

### Corinne Chartrelle

National Police Expert in European Projects - Honorary Divisional Commander of Police. Former Deputy Chief of the Central Office for the Fight against the Trafficking of Cultural Property (O.C.B.C.). After 20 years at the Ministry of the Interior, in the Central Directorate for Public Security, Corinne Chartrelle joined the Central Office for the Fight against the Trafficking of Cultural Property in 2005, a specialized judicial police office, attached to the Central Directorate of Judicial Police, responsible for the protection of heritage and cultural property crimes. She held the position of head of the operational section, leading national and international investigations. From 2009 until October 1, 2019, she served as the deputy chief. Since October 1, 2019, she has been a national police expert on European projects to combat the trafficking of cultural property within the research Centre of the National School of Police. Holder of a master's degree from Panthéon-Assas University (Paris 2) in Market and Heritage Law, she teaches criminal protection of works of art there as well as at Paris 1 Sorbonne. She contributes to training programs at the Institute of Advanced Studies in the Arts, the Louvre School, the School of Archivists, and the Paris Higher School of Business. Corinne Chartrelle, an expert in combating cultural property trafficking, has participated in numerous seminars and provides training both in France and abroad (Jordan, Lebanon, Libya, Iraq, Bosnia-Herzegovina, Serbia, Bulgaria, Spain, Italy, Belgium, etc.). She is also certified as a security coordinator within state services.

### Marino Ficco

An archaeologist and historian trained at the University of Paris 1 Panthéon-Sorbonne and the EHESS, Marino Ficco is interested in 'public archaeology,' heritage protection, and valorisation. His doctoral thesis, completed in 2021 and titled 'Archaeomafias: The Impact of Criminal Organizations on Heritage and Archaeological Research,' focuses on the impact of organized crime on heritage and archaeological research. He joined the French School of Athens in February 2023 as the project manager of the ANCHISE program, a European project to combat the trafficking of cultural property.

### Daniel Roger

Agrégé in classical literature and later a heritage curator in a regional archaeology department, Daniel Roger was responsible for the Roman sculpture and painting collections at the Louvre Museum from 2003 to 2019. He also led the Gabies project at the Louvre in collaboration with the Archaeological Superintendency of Rome. Since 2019, he has been the head of the scientific department at the National Museum of Archaeology and the chief of the major department of national antiquities.

### Christos Tsirogiannis

Christos Tsirogiannis is a forensic archaeologist, and the Head of the Working Group Illicit Antiquities Trafficking of the UNESCO Chair on Threats to Cultural Heritage and Cultural Heritage-related Activities, at the Ionian University, in Greece. He was an Associate Professor and a Research Fellow (2019-2022) at the Aarhus Institute of Advanced Studies, University of Aarhus, Denmark, researching international networks of trafficking in antiquities. Dr Tsirogiannis studied archaeology and the history of art at the University of Athens. He worked for the Greek Ministries of Culture and Justice from 1994 to 2008, excavating throughout Greece and recording antiquities in private hands.

He voluntarily cooperated with the Greek police Art Squad daily (August 2004 – December 2008). He was a member of the Greek Task Force Team that repatriated looted, smuggled, and stolen antiquities from the Getty Museum, the Shelby White/Leon Levy collection, the Jean-David Cahn AG galleries, and others. Since 2006, Christos has been identifying illicit antiquities, depicted in the confiscated Medici, Becchina and Symes-Michaelides archives, in museums, galleries, auction houses and private collections, notifying the relevant government authorities. In 2013 he won the annual Award for Art Protection and Security from the Association for Research into Crimes against Art.

Christos also served as a Researcher at the Scottish Centre for Crime and Justice Research at the University of Glasgow. Christos received his Ph.D. in 2013 from the University of Cambridge, on the international illicit antiquities network viewed through the Robin Symes–Christos Michaelides archive. He had a regular column, “Nekyia”, in *The Journal of Art Crime* (2013-2020) and has published various cases of previously undetected illicit antiquities. He is annually invited to teach at the Department of Archaeology, University of Cambridge, at the MPhil course 'Heritage Management' and in other universities around the world.