



PITCHER PROJECT 2021-2024

NOV. 2021 – OCT. 2022

RESULT N°1: METHODS TO INCLUDE A CREATIVE AND CRITICAL THINKING APPROACH IN EDUCATION, SUPPORTING THE FIGHT AGAINST ILLICIT TRAFFICKING OF CULTURAL GOODS

What is the PITCHER Project about?

Preventing Illicit Trafficking of Cultural Heritage: Educational Resources

The PITCHER project consists of the design and test of open educational resources focusing on improving school teachers' and educators' capacity in preparing new learning experiences to support the fight against looting and illicit trafficking of cultural goods. To do so, the project relies on the expertise of a unique partnership which gathers European cultural organisations, police forces and schools which will design the resources together.

From Netcher (H2020) ... to Pitcher

➔ www.netcher.eu

PITCHER builds on the final recommendations of the European project NETCHER (H2020 - 2019-2021) coordinated by CNRS, which implemented a strong trans-sectoral approach and 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.



8 European partners



5 countries



An expertise in formal and nonformal education

The first part of the project aims to **create a common framework and methodology**.

For this purpose, the partners have produce **two intellectual outputs**, in order to create the Open Educational Resources about the fight against illicit trafficking of cultural goods for teachers and educators:

- 1 Analysis of the existing good practices, resources and initiatives already available.**
- 2 Assessment of the needs of teachers, educators, and students.**



INTELLECTUAL OUTPUT 1.1

State of the art of existing educational activities, curriculum, models, practices, policies, and teachers educational pathways

The objective is to search for all the information existing to date, closely or remotely related to educational resources and the fight against illicit trafficking in cultural property. This takes the form of an overview of existing resources, of which some examples are available below.

➔ Desk research, collect data and basic information from existing resources

- Prepared using desk research methods of key national and EU documents, regulations, and existing practices
- Some resources on other related subjects have been also collected, which could be transposed for the creation of Open Educational Resources (e.g., on fight against corruption and awareness of sustainable development)

➔ Research results

- Provide a broad overview and a definitive summation of the information in participating countries
- Some of the materials identified are chargeable, however, they can be borrowed from libraries or toy libraries
- The analysis has shown that there are no real "educational" resources on this topic, in the sense that they have not been designed for this purpose, but there are a few educational actions that could inspire good practices

DISCOVER EXISTING ONLINE RESOURCES:

Training, preparation & further development on your own

- [Observatory illicit traffic](#), EN/FR, website
- [UNESCO "Fight illicit trafficking, return and restitution of cultural property"](#), EN/FR, website
- [HAPPAH, French association : stop the plundering of the archaeological and historical heritage](#), FR, website
- [50 years of the fight against the illicit trafficking of cultural goods](#), EN/FR/E/CAT, online magazine
- [Fighting the illicit trafficking of cultural property: a toolkit for European judiciary and law enforcement](#), EN/ES/FR, online book
- [Culture & development: stop the illicit traffic of cultural property](#), EN/ES, online magazine
- [Colloque : Agir ensemble contre le pillage archéologique et le trafic illicite des antiquités](#), [vidéo 1](#), [vidéo 2](#), FR, YouTube videos
- ["Antiquités du sang", quand pillage et pandémie font bon ménage](#), FR, Podcast
- [Le trafic d'oeuvres culturelles](#), FR, podcast
- [Pillages archéologiques. Les "orphelins de l'histoire"](#), FR, online book
- [Vaincre le terrorisme et sauver l'art : même combat](#), FR, PDF
- ["El retorno de los cascos. Expolio y tráfico ilícito de los bienes arqueológicos; redes, estrategias y procedimientos", jornadas internacionales contra el expolio y el tráfico de bienes arqueológicos. Zaragoza - 10-12 de diciembre 2021](#), ES, YouTube video
- [L'espoli arqueològic a catalunya: sistematització de la tipologia conductual dels furtius](#), CAT, PDF
- [Pietro Bozzini, Seppellitemi con lo spillone](#), 2003, Stampalternativa, IT, online book
- [Fabio Isman, I Predatori dell'arte perduta. Il saccheggio dell'archeologia in Italia](#), Skira, 2009, IT, online article
- [Le Archeomafie: origini, problematiche e possibili strategie di contrasto](#), Isform, IT, online lesson

Good practices

- [Youth & the dangers of Illicit Trafficking in Cultural Property](#), EN, YouTube video
- [Les petits ambassadeurs du patrimoine](#), FR, Facebook post
- [Les aventures de la fille du pêcheur](#), FR, website

Use with students

- [End trafficking, save culture \(UNESCO\)](#), EN/FR, YouTube video
- [The trail of stolen cultural objects - stop trafficking and save culture \(UNESCO\)](#), EN, YouTube video
- [Heritage is identity, don't steal it - Africa, South East Asia and East Asia \(UNESCO\)](#), EN, Youtube videos
- [Ce marché noir en train de détruire notre Histoire](#), FR/EN/IT/ES, YouTube video
- [Archeological Business, French version, Italian version](#), FR/IT, YouTube video
- [Erasing Memory: The Cultural Destruction of Iraq](#), EN, YouTube video
- [FOUILLER / PILLER, Ce n'est pas la même Histoire !](#), FR, YouTube video
- [Le problème des détecteurs de métaux](#), FR, YouTube video
- [Il TPC - Comando Carabinieri Tutela Patrimonio Culturale](#), IT, YouTube video
- [Thirteen Works : Explore the Gardner's Stolen Art](#), EN/IT/ES/CAT/FR, online Google Art&Culture
- [Les œuvres volées de Johannes Vermeer](#), EN/IT/ES/CAT/FR, online Google Art&Culture
- [Looty](#), EN, website
- [ID-Art Interpol](#), EN/IT/ES/CAT/FR, smartphone application
- [Virtual Reality Stolen Art Gallery](#), EN, virtual art gallery
- [Mission Zigomar](#), FR, online game
- [El talismà perdut](#), CAT, online game
- [Le pillage c'est bien !](#), FR, pictures
- [Cosa fare se si trova un cocciò per strada?](#), ArcheoStorie Magazine, 2016, IT/EN, online article
- [Quando facevo il tombarolo: Storia di Antonio, contadino e cercatore \(illegale\) di tombe etrusche. Da "Prima Pagina", quindicinale di Chiusi \(Siena\)](#), IT, online story
- [Vittorio Neri, Tombarolo per una notte](#), IT, online story



INTELLECTUAL OUTPUT 1.2

Analysis of Training Needs and Identification of Learning Priorities

The objective is to identify the main needs of teachers and educators in terms of training and resources, to define learning priorities, as basis for the development of Open Educational Resources. It is founded on the results and achievements of the NETCHER project, and on the field experience of professionals.

➔ Defining the Methodology and organising the Questionnaire for collecting information on Training Needs:

- 2 groups of partners: the organizations that participated in the NETCHER project, in order to mobilize the experience and knowledge previously acquired, and the other educational and cultural organizations of the project to mobilize their knowledge of the field
- The questionnaire aims to lead teachers and educators to identify the most relevant elements for the creation of an educational program and was available in English, French and Spanish, on the internet

➔ Analysis of the Feedback received from Teachers and Educators

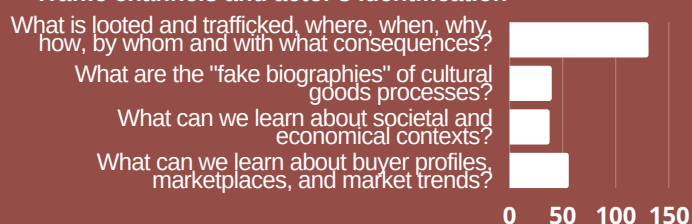
- 148 responses of teachers and educators from the different partner countries
- Few of the suggested items received an interest less than 50%
- The fight against illicit trafficking of cultural goods is a topic that has been up to now neglected, due to lack of information flow

DISCOVER THE ANSWERS OF TEACHERS AND EDUCATORS:

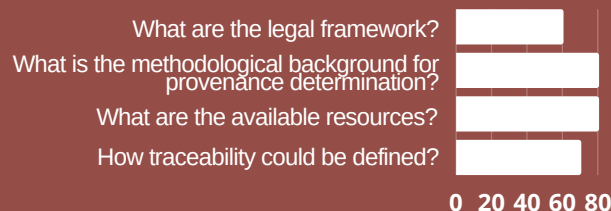
A. THE STEPS

Understanding the problem

• Traffic channels and actor's identification

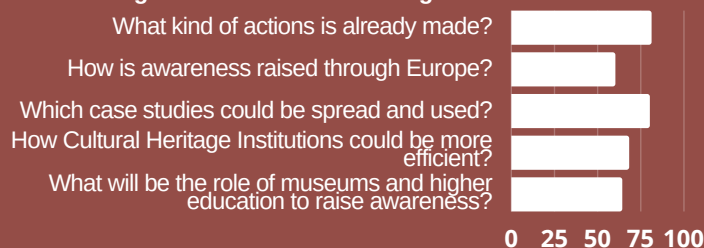


• Provenance research and traceability

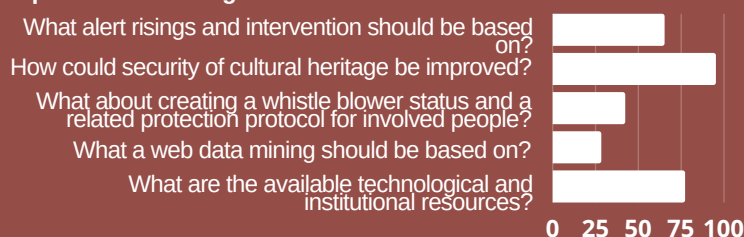


Activating prevention measures

• Knowledge on recovered cultural goods

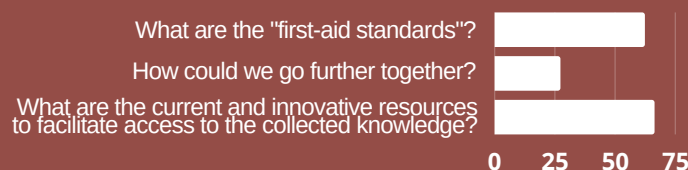


• Operational and legal interventions

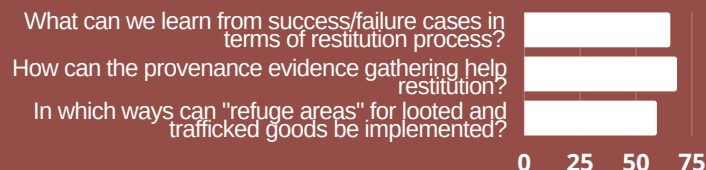


Preserving and repairing

• Preservation and reconstruction

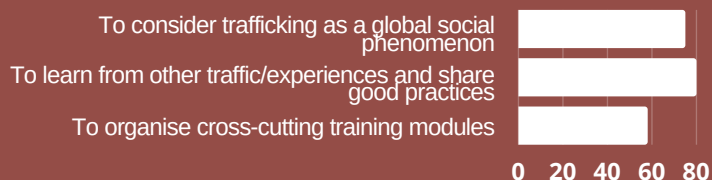


• Returns and restitution

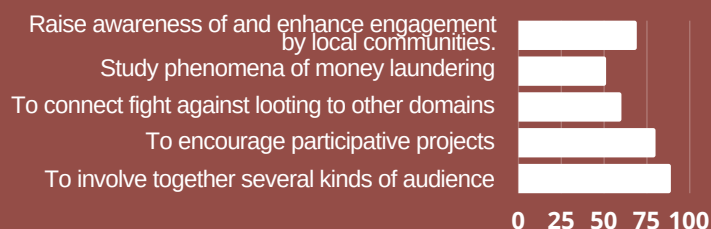


B. THE CHALLENGES

• Understand



• Prevent





• Act

- To better demonstrate the serious consequences of looting and trafficking
- To deconstruct a popular culture that values the treasure seekers
- To better demonstrate the links between organized crime and trafficking
- To inform art amateurs that the probability of buying a looted object on the art market is very high
- To remind that the money paid for an object of uncertified origin can support trafficking/finance a war
- To see cultural heritage as a non-renewable and threatened resource



• Preserve/Repair

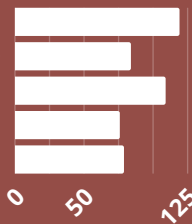
- To empower young people to mobilise them for the defense of their shared heritage
- To share stories, both successful and unsuccessful.
- To use social media to disseminate information.



C. THE EDUCATIONAL TOPICS

• Theft of antiques and works of art

- Where and when? (different scales, specific periods...)
- Who? (profiles of looters and traffickers, typology...)
- What? (cultural goods, looted or stolen objects...)
- Why? (socio-economic, psychological reasons...)
- What consequences?



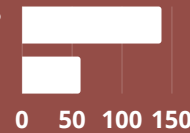
• Scale of these stolen objects

- Where? (local and international)
- From whom?(Museums, collectors...)
- How? (Which networks and tools)
- For how much ? (sums generated by this traffic)



• The return of stolen objects

- What benefit for the communities?
- What media coverage?



• The fight against this traffic

- Since when?
- By who?
- How?
- What are the obstacles?
- With what results?



D. ADDITIONAL TRAINING NEEDS

• The return of stolen objects

- Computer support
- Tools to create posters, cards...



NEXT STEPS



NOV. 2022 – JULY 2024 : DEVELOPMENT AND TEST OF OPEN EDUCATIONAL RESOURCES

Based on the first step, the project will develop Open Educational Resources for teachers and educators to use in order to raise awareness on the topic. They will be tested with partner schools and targeted stakeholders.



APR. 2024 – OCT. 2024 : MODELLING AND RECOMMENDATIONS

The project will deliver a model of intervention and a series of guidelines and recommendations for drafting a document paving the way to amass use of the training model and resources at the local, regional, or national level.

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