



Applying New Solutions for Cultural Heritage protection by  
Innovative, Scientific, social and economic Engagement

МИТНИЦА

# Training Programme models

## Law Enforcement Agencies

*Awareness and Good practices Against  
Illicit Trafficking of Cultural Heritage*



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# 1 Module identification and context

- **Module name:** LEA Awareness and Good practices Against Illicit Trafficking of Cultural Heritage – Module Training Proposition based on the French context
- **Target community:** Law Enforcement Agencies
- **Responsible partner:** ENSP

## 1.1 Specific justification

### Particular challenges:

- To provide members of Law Enforcement Agencies (LEAs: Police, Gendarmerie, Customs) with a set of knowledge and good practices aiming at reinforcing their capacities to fight against looting and trafficking of cultural heritage. Unlike other professional fields, and except for dedicated units, LEAs may face this phenomenon punctually. This is thus important to share a common ground of practices, allowing them to react properly, implying also the relevant related authorities.

### Current training gaps:

- Lack of time, knowledge, awareness, information sharing and coordination.

### Professional needs:

- Basic knowledge on “cultural goods”, understanding of the information chain, cooperation, legal framework.

### Added value:

- More relevant information/intelligence collected and properly shared, increased efficiency in addressing cases –objects, profiles- and in data sharing, more judicialization.

## 1.2 Target audience definition

### Student prerequisites:

- Proposition that all audiences in police schools (not only Superintendents) have access to 6-hour module and, in the French case, perhaps to include this module in Judicial Police Officers educational path. Specific interest for investigation team members. Perhaps also in the trainings made for Customs and Gendarmerie. No need of specific knowledge before the training.

### Professional prerequisites:

- No need of specific knowledge before the training; in the French case, need for access to LEA apps.

### Recommended group size:

- No group size limitation for 6 hour module; 20 people is good to ensure two-way exchanges.

# 2 Format and audience breakdown

- **Students/Academics**
- **Professionals**

## 2.1 One-day format (6 hours)

*Students/Academics:*

Learning objectives:

- Introductory module
- Theoretical training
- Overview of the topic.

Content structure:

- Session 1 (1.5h): Cultural good – Overview – Introducing a few objects
- Session 2 (1.5h): Cultural goods as licit merchandises – The Art Market – Databases (possible link with the art market module)
- Session 3 (1.5h): Overview of the main offences
- Session 4 (1.5h): Focus on the trafficking of archaeological remains (possible link with the ARCH module)

Teaching methods:

- Presentation of different objects and cases in order to raise the audience's awareness; monitored discussion

Required materials:

- PowerPoint.

Assessment method:

- No evaluation, but wrap-up technical sheets provided to the audience.

Expected outcomes:

- Reflexes acquisition: consultation of databases – contacting special unit(s).

*Professionals:*

Learning objectives:

- Theoretical training – How to fight against trafficking of cultural goods

Content structure:

- Session 1 (1.5h): Identifying cultural goods – Actors of cultural heritage
- Session 2 (1.5h): Art Market – Provenance and Traceability (possible link with an art market module and/or a module on provenance)
- Session 3 (1.5h): Main Offences – General approach on counterfeiting
- Session 4 (1.5h): Focus on Archaeology (possible link with the ARCH module)

Teaching methods:

- Focus on offences and processing, notably fencing; the audience is already skilled in investigation.

Required materials:

- Addressing a few cases as examples of offences.

Assessment method:

- No evaluation nor certificate, but the trainees are provided with wrap-up, thematic technical sheets.

Certification/recognition:

- N.A.

## 2.2 One-week format (30 hours)

### *Students/Academics:*

Devoting 30 hours to the topic during LEA initial trainings may be hardly reachable. Consequently, this format does not appear appropriate for LEA students (Police, Customs, Gendarmerie).

### *Professionals:*

#### Learning objectives:

- Theoretical and practical training
- Acquisition of thematic knowledge enabling to undertake investigations autonomously
- Recognising cultural goods
- Understanding the illicit trafficking and mechanisms of the fight
- How to prevent the illicit trafficking – The available tools for prevention and repression
- Archaeology at National and International levels, and its mechanisms

#### Modular programme structure:

- Module 1: Case study (aiming at evaluating trainees' level of awareness/knowledge) Cultural goods – Actors of cultural heritage
- Module 2: International conventions – Circulation, traceability and acquisition (possible link with the MUS module)
- Module 3: Fakes and counterfeiting – case studies
- Module 4: The illicit trafficking and criminal offences – national and international cooperation
- Module 5: Archaeology – national and international legislation (possible link with the ARCH module)
- Module 6: The Future and development of Technological Tools – Needs and Expectations – European projects

#### Professional case studies: 4–6 detailed cases involving:

- Theoretical and practical training; examples based on real cases. Number to be defined according to the time available.

#### Peer learning components:

- Invitation of lecturers (investigators from specialised units; aiming to complete and develop the contents previously addressed by the teacher in charge of the training).

#### Assessment for professionals:

- Practical evaluation:
  - Use case.
  - Professional portfolio:
- Technical sheets.
  - Peer feedback:
- Association of professionals in order to address some topics (magistrates for legal aspects).

#### Follow-up mechanisms:

- Evaluation based on a case study. No marks, but a certificate to be delivered, and a status of “Work of Art Correspondent”.

### 2.3 Semester format (60 hours distributed) - students only

60 hours appear far too long and not suitable for initial training. 30 hours may be enough for a professional audience.

# 3 Practical implementation

## 3.1 Instructor requirements

### Required expertise:

- Professional audience, from a specialised unit – Perfect knowledge of the topic.

### Training for instructors:

- To capitalize on the experience accumulated; to collect resources (including bibliographical ones) on the topic.

### Guest speakers:

- Magistrates – Technological companies – Archaeologists.

### Instructor-participant ratio:

- One main instructor per 20–25 students.

## 3.2 Logistical requirements

### Physical space:

- Regular classroom with computer and IT-related technical equipment.

### Technical requirements:

- Office Automation.

### Documentation:

- PowerPoint, including slides on case studies, technical sheets.

### Budget considerations:

- Staff time for preparation and teaching.
- Travel and fees for guest speakers.
- Licences or subscriptions to specialised tools if needed.
- Possible small budget for simulation materials.

# 4 Contextual adaptations

## 4.1 Local / national variations

### Legislative differences:

Although this is an internal-European curricula, legal frameworks can vary from a country to another. For example, no prescription applies for fencing in France, whereas it does in Belgium. The law related to the use of metal detectors is more homogenous in Europe. Only a few countries have a dedicated unit addressing the trafficking of cultural heritage. Awareness raising is needed on this topic that is sometimes regarded as of secondary importance.

## 4.2 International standardization

### Core universal elements:

- Provenance research; European legislation on importation; international conventions.

### European best practices:

- Reference to EU Action Plan against trafficking in cultural goods and related initiatives.
- Use of shared tools such as ICOM Red Lists and international databases.

### International cooperation aspects:

- Provenance research; European legislation on importation; international conventions.

### Transferability guidelines:

- Legislation, local tools.

## 4.4 Hybrid adaptations

### Online / hybrid format feasibility:

- Most of the contents (legislation, generic knowledge) can be delivered online

### Technology and platform requirements:

- Apps able to run on-spot and online trainings.



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