CALL 2020 ROUND 1 KA2 - COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

KA227 - PARTNERSHIPS FOR CREATIVITY

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VADEMECUM OF THE SOLUTIONS TO BE ADOPTED IN EMERGENCY SITUATIONS AND SOCIAL CHALLENGES

"SOLUTIONS' HERITAGE VADEMECUM"

3RD INTELLECTUAL OUTPUT

Index

Introduction

The *Solution Heritage* Guidelines (LG) are configured as a privileged means for the transmission of complex sets of practical knowledge and "problem solving" techniques; first of all, they act as a context for reflection on the research conducted, and then as an instructive tool to give concrete, interactive and communicatively effective form in terms of dissemination of the matured project.

Research essentially applies to two areas:

1. the construction of cognitive frameworks and conceptual instruments of a general nature;

2. the experimentation of behavioral codes through which to find a construct of comparisons and re-readings.

The theme of the tradition/behavioral innovation couple comes hand in hand by verifying the consequences of the solutions, albeit original, encountered by the new generations. The intention is to produce a social utility with effects on current practices in the contemporary context, i.e., the aim is to contribute to the improvement of relational and social attitudes, developing creativity, thinking skills, ability in complex solutions and, reworking the intangible heritage of knowledge of past generations. The ability to innovate is associated with what is assumed and critically interpreted as a reference for choices: shared knowledge, consolidated practices, and the very perceptions of the subjects involved.

The Guidelines therefore intend to contribute to the improvement of three fundamental values:

-   *learned knowledge*, or the ability to master knowledge oriented towards operational ends;

- *critical knowledge* or be able to understand the complexity of cases and issues;

- *creative knowledge*, the ability to conceive conscious and measured attitudes to events, to improve the effectiveness of responses to situations.

The document serves as a guide and accompaniment tool for the process of social transformation, it constitutes an exercise in critical reflexivity, through which to explore the implicit potential of behavioral culture.

The Guidelines are made up of three parts:

1. **Knowledges**, which return the theoretical-conceptual contribution of the different Research Units;

2. **Memories**, precious to collect good practices from direct interviews with elders;

3. **Practices**, which conclude the informational journey with address sheets for each case study, in which the correct attitudes functional for defining the solution and overcoming problematic situations are reported.

Knowledges

The Section deals with the issues developed by each of the project partners, representing the articulation of the investigation scales within individual themes, to bring out methodological approaches and contents. The goal is to include the different themes within the more unitary conceptual framework, oriented to seize the challenges and opportunities of research. This first part of the Guidelines contains the *Theme Maps* where the different positions on the subject are identified, and references are made to theoretical assumptions and good procedural practices.

They are conceptual maps of the different Partners, descriptive or interpretative, of the themes that have been addressed from time to time. They can be told by synoptic diagrams, placed on the title pages of each chapter, to summarize and introduce the themes of the chapter itself.

Knowing how to locate the positions that represent the field of initial references of the research is actually a necessary operation, partly also subjective of the project Partners, because it is based on a critical reading of the existing that somehow reflects the intentions of the interpreter. Therefore, the reconnaissance phase should be sized in such a way as to quickly bring out the most relevant positions and themes. The topography of the various aggregations recognizable by the Partners, especially if enriched by the relationships identified between the different parts, represents an important basis for proceeding along the path of innovation that the project intends to achieve.

Memories

The innovations of the choices that can be adopted in situations of emotional stress are the central object of study of the project, which does not lose sight of the strength of current practices, and their inertia to modifications. Learning from experience is connected to the ability to learn by doing, in any case based on analogous experiences analyzed and subsequent hypotheses formulated according to methodologies correctly practiced in the field of "problem solving". In particular, social behaviors are characterized by various interactions and relationships; this means that, depending on situations and people, we can modify behavioral patterns in a specific context. Social behaviors are acquired and learned through observations and interactions by everyone in the daily socialization process and differ from era to era, from generation to generation and from territoriality to territoriality. Certain cultural traits, abstract ones that have no material representations, are acquired socially by observing adult behavior.

The section is dedicated to *Interviews*, to behavioral strategies belonging to different cultural realities, deriving from the short stories of the elderly. Central to this section are the answers of the older generations to the questionnaire posed by the new generations on the types of reaction to situations of emotional and relational difficulty. For the positions considered most significant, the criticalities and other emerging issues are highlighted, thus marking the field of action for contextualized evolution perspectives. The objective of collecting past good practices is to identify initiatives in the personal sphere and/or relational situations that provide ideas and concrete examples of ways, activities and ideas that can be reproduced in the contemporary world.

We want to bring out the segments of the identity culture that pertain to the knowledge, beliefs, habits, values possessed by almost all the members of a particular society, recognizable in its cultural traits. We want to detect the strong ideas of the experiences collected, characterized by various approaches, as a possible contribution to the current vision of the goal towards which to evolve the cognitive decision-making process. The strong idea and the guiding vision are two fundamental resources, which help to maintain the course of the solution, or to consciously modify it when it becomes inadequate with respect to the objectives. The final choices of the new generations must be pertinent and legitimate, without exposing themselves to the excesses of arbitrariness that often betray too intuitive practices. Above all, the choices must be well arguable, in order to allow the achievement of truths ultimately to be considered plausible. The partners then sought to understand how the good practice is innovative in its scope and what are the main conditions (institutional, social, and environmental) that must be in place for the good practice to be successfully replicated.

Practices

Tradition (delivery of values) is, therefore, the oral and written transmission of something that is considered precious and important for subsequent generations: news, testimonies, memories, proverbs, habits, etc. able to guide decisions and behaviors. With the filter of tradition, we remain tied to cultural and behavioral models already tested and characterized by continuity. With innovation we open ourselves towards future perspectives and towards the invention of new cultural elements which we hypothesize can guarantee the evolution of man's mental and behavioral structures. These are "ready-made knowledge" and tested through which it is easier, faster and automatic to see the objectives that interest us and act accordingly. This is the strength of traditions, but they must be enriched by innovation and give added value to the changing reality under the impulse of the economy and scientific and technical development.

The third section of the guidelines consists of *Sheets* with suggestions and psycho-behavioral information essential for directing towards effective attitudes and correcting possible inadequate approaches. The cards are set up in relation to the specific application case covered by the card, with extremely synthetic references to the different areas of the project, made up of one or more images, a brief note and a reference for further information to the contributions present in section 1. *Knowledges*.

Summary of contents

The Guidelines consists of three chapters (Parts):

1) Knowledges,

2) Memoirs,

3) Practices.

For the *Knowledge* chapter, each Partner constructed its own conceptual map, based on the theoretical aspects applied in the development of the online training course modules of the role-playing units.

The *Memories* chapter is devoted to the results of interviews with older generations: the partners critically reread the contributions highlighting recurring aspects, emerging approaches, behavioral strategies, attitudes, etc.

The *Practice* chapter includes 5 worksheets, one for each case to which the administered questions refer, collecting the answers given to the questionnaires in the form of information and practical suggestions.

Knowledges

In modern educational contexts, the role of the school is to train, promote knowledge and enhance skills that the students will use in their lives, including in their future lives. The promotion of subject knowledge cannot be separated from providing the students with the tools and skills to live in the complexity of present-day reality.

Implementing this type of education means recognizing and accepting the diversity of which society is composed, promoting generational dialogue in the classroom, in the family and in society. From this point of view, education is not just the transmission of knowledge and disciplinary content but implies the promotion of a new organization of knowledge, as well as fostering the full use of intelligence in its entirety.

The school curriculum must accustom the students to using complexity and globality to cope with the changing and evolving nature of today's world, sometimes borrowing application insights from extracurricular environments.

In March 2000, in Lisbon, the European Council adopted a new strategic goal involving the world of education to transform the European economy into a competitive and dynamic reality through knowledge. The focus on education and the transmission of knowledge as a condition for development becomes one of the core principles of EU policies.

Every generation passes through events that influence the dynamics of knowledge awareness and development. Events change the way we see and interpret the society we live in; they change the desires, aspirations and actions considered priorities for improving society and regenerating a sense of the future.

The new generations, who have grown up with technology in the consumer society, live immersed in forms of experience that are infinitely greater than those their parents had when they were young.

In the relationship between generations, it seems that the greatest obstacle lies in identifying with each other's experiences, producing a reaction that is similar to rejection. Hence the lack of solidarity, trust, authority, but also the frequent discomfort in the relationship between generations. That between the adults and the adolescents is an intrinsically educational relationship that must be sown and strengthened because it is a place of transmission and conferring of environments, rules and existential perspectives, values and culture. An implicit contemporary educational action is the transmission of the cultural system that is not explicitly and consciously recognized by the subjects participating in the interaction. For example, all the relationships a child or young person has with adults, with more or less competent peers or with the mass media could be educational insofar as they produce, as if by contagion, the transmission and thus the learning of beliefs, values, behaviors or methods of reasoning typical of the social community to which the subject belongs.

This means, however, that if education can take place also through the informal exchanges that characterize every relationship, these may be the seat of implicit as well as explicit education: in fact, beyond the educational objectives that teachers and parents consciously set themselves and the ways they choose to achieve them, the complex and concrete unfolding of their relationship with students and children may convey educational choices and effects that are not explicitly chosen and therefore remain implicit.

The Guidelines are intended to be a possible field of mediation between generations that confront and dialogue precisely through the device of the **direct interview**, which fuels the spirit of collaboration and empathy, fostering personal well-being and interpersonal relations. The confrontation takes place within the framework of lived experience and the sedimentation of knowledge acquired in situations and events to which real solutions are matched, moved however by an appropriate emotional state. Experiences are deposited in the store of knowledge that the individual acquires in his or her life, leaving traces and information for the definition of the correct reaction in the case of similar or similar events or situations.

Historical memory is a special memory, one that preserves representations of events, people, situations, or objects of which the individual has not had direct experience, but which belong to a past that preceded his or her life, and of which he or she therefore has a memory mediated by the accounts of others. It is these representations that define the field of what we can call historical memory, within which, again following the common usage of the term, we must also include facts that, although they happened during the speaker's lifetime, were not experienced by him or her personally, but belong to what is perceived as collective history. Understood in this way, historical memory performs the function of placing subjects in historical time. Not so much as 'knowledge' of history, but as a significantly and emotionally charged lived connection between subjects and events that transcend their singularity. National institutions have long been concerned with historical memory. Modern states have taken it as their responsibility to recount it through monuments, memorial stones, commemorations, and speeches, and to promote its internalization by citizens through their educational institutions.

To identify the role of communication in the use of memory on the part of society, it is useful to analyze Luhmann's philosophy. From his point of view, memory is first and foremost a social process through which the system can guarantee itself a certain control over events, which therefore do not constitute an absolute surprise every time they occur, but being remembered, can be anticipated and recognized. Thanks to the memory, events are coordinated through a coherent series of relations, which are then projected onto the external environment. Central to this process is repetition, that is, the possibility of recognizing already known situations that are repeated. The idea of repetition is linked to the concept of memory. With repetition, a redundancy is produced that prevents the system from repeating information processing each time: something is recognized as known and does not always have to be repeated. In fact, when an event occurs that is unique and individual, the system stores it and at the same time reprocesses it, providing a 'second evaluation' that will constitute its memory. It is the memory of the event and not the event itself that feeds the redundancy, and

it is therefore the memory that performs the information function for the system and allows it to recognize and 'automatically' evaluate the reality that is gradually forming.

The concept of memory is closely related to that of **cultural heritage**, understood as a set of concepts based on the history, culture and past of a circumscribed territory or community. According to the Central European University definition, cultural heritage can be perceived as the legacy of cultural assets and intangible attributes of a group or society inherited from the past. Cultural heritage is a concept that provides a bridge between the past and the future with the application of particular approaches in the present. Thanks to the values attributed to these groups or societies, cultural heritage is maintained in the present and given for the benefit of future generations, precisely through memory.

Cultural heritage is the testimony of an experience, developed and transferred to subsequent generations by maintaining its existence with new syntheses, enriching it and ensuring its continuity throughout the ages. The concept of cultural heritage encompasses not only tangible cultural assets but also intangible cultural values.

Cultural heritage is the common heritage of mankind. Every nation, and even every civilization, has its place in the world with its language, culture, and heritage. The rootedness and socialization of individuals takes place within this heritage, which reveals the structure and cultural tissue of people.

The **popular culture** is important for the transfer of cultural values in terms of the creative indicator of people, not only as a cultural structure, but also as the facts.

The national contexts from which the Partners came and which distinguished the training and information content created to pursue the objectives of this project will be explained below.

Turkey

The modern state of Turkey is one of the most archaeologically and culturally rich places in the world. However, the intangible products of cultural heritage have started to change or even disappear with the effect of the development of technology and globalization.

According to the World Heritage Convention, each member state has the obligation to define, determine, safeguard, reconstruct and present its cultural and natural heritage together with their transmission into the next. It is possible to recognize the UNESCO World Heritage Convention as the first international document to discuss cultural heritage in terms of risk. Within this 1972 Convention, it is pointed out that "the cultural and the natural heritage is in danger of destruction because the social and economic conditions of the world continue to change at an increasing speed and this situation constitutes a danger of impoverishment for all states of the world".

Only in relatively recent times, therefore, has the need emerged to transfer these products, linked to the heritage of popular culture, to new generations.

The memories of people and societies of past events can sometimes be identified with objects that acquire value as witnesses of the historical memory of the population of that area or country. In addition to tangible evidence, oral expression is an important means of cultural transfer. The products, customs and traditions of popular culture have been passed on to the next generation over the centuries. This changed first with industrialization and then with the spread of communication tools, especially radio, cinema and television. From children's games to weddings, from birth customs to funerals, everything in the lives of the Turkish people began to change and resemble what the media broadcast. Due to the weakening of the transmission of oral culture, the inadequacy of written and printed works, the effects of television productions, and the inability to transmit and reproduce national culture, future

generations are in danger of becoming people of a completely different and impoverished culture.

The needs of individuals for communication and interaction have changed dimension and traditional values have started to disappear rapidly. In response to this fear, there is growing community and national interest in the protection and transmission of intangible heritage to future generations, through policies aimed at identifying, supporting, promoting and transferring the tradition of popular culture and cultural heritage, with an emphasis on knowledge and education.

Besides their fundamental role as teachers and educators, wise elders also have an important potential to enable young people to benefit from their knowledge and experience. If the experiences of the elderly are evaluated in terms of theoretical, practical (use of wisdom in everyday life) and productive (use of existing knowledge for the benefit of others) knowledge, the relationship between generations can be considered a treasure trove. When considered in terms of social, economic, psychological, biological, and physiological dimensions, when individuals age wisely, they develop strategies for coping with difficulties in different periods of life. When life experiences are considered because of theoretical and practical knowledge and skills, they can lead to important decisions from different perspectives.

Intangible cultural heritage can be used as a tool for intergenerational communication, so that wise elders can contribute to the development of resilience and solutions to life's challenges for younger people through life experiences.

To achieve a full intergenerational dialogue in the initial phase of the project, both the target group of wise elders (over 55) and the target group of young people (14-20 years old) took part in an interview which led them and the researchers to reflect on aspects of personal life, psychological and behavioral implications in relation to historical and digital changes, but above all to focus the analysis on the knowledge people have of the territory and its historical,

environmental and artistic value. The survey showed the values, attitudes, and habits of two generations in comparison, and it was possible to create the basis for this tool for the transmission of knowledge between generations with non-formal content.

Poland

In analyzing the situation of cultural heritage in Poland, some specific aspects of the concepts were considered. Firstly, the heritage of Polish culture, starting from the Middle Ages, was examined. The focus was on the analysis of Polish cultural heritage that is, music, paintings, sculptures and other handicrafts and literary works. Subsequently, the history of the Polish nation behind the emergence of particular cultural notions was explored in depth. All these aspects built step by step the basis for developing the idea of looking for solutions to modern problems, faced by the current generation, in the history, culture and experiences of the elderly.

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The sample group of so-called wise men consisted of people of different ages, but one important aspect they all had in common was their experience shaped by the violent times in which they had grown up. The era in which parents and grandparents formed their personalities and experienced life as children or teenagers was full of problematic issues such as the struggle for freedom of speech, crucial political changes, hunger, poverty and so on. The issues mentioned may seem abstract to today's teenagers. However, the experience and knowledge of elders on how to handle these difficult situations form the basis for an intergenerational dialogue leading to solutions to modern problems of the past.

To enable young people to consciously benefit from the experience of the sages, several other concepts and notions were introduced and discussed with them. Firstly, the young people had to understand the idea of creativity as a way of finding new solutions by combining available elements and modifying existing solutions to make them better for the context. Before they

could realize the idea they had invented, they had to prepare their own strategy for dealing with the problem; then, they let it "incubate" until it became systematic. Furthermore, they were guided not to consider failure as an excuse to stop trying to solve the existing problem. However, it would be impossible to accept failure as an indispensable step to success without a full understanding of emotions, or so-called emotional intelligence. Adolescents were presented with five elements of emotional intelligence, the understanding of which facilitated their attempts to model their own emotional intelligence. An understanding of one's own emotions and the processes that accompany their formation is fundamental to the appropriate realization of the problem-solving process.

Another important aspect, without which the entire process of finding and applying solutions would be disrupted, is the knowledge of what resilience and adaptability are and how to build and develop them. Therefore, the young people who constituted the project's target group were provided with a set of examples and ideas to improve their skills related to these notions.

Finally, intergenerational dialogue would not exist without communication. In terms of communication, the intrinsic part of it is the ability to actively listen. It is commonly believed that young people lack this ability, especially when it comes to following the examples and advice of their elders. Although some argue that such generalizations should be adapted, the target group of young people was presented with active listening strategies together with a description of the most important techniques of effective communication.

Italy

Like for the other two national realities considered, for Italy as well it is of current and fundamental importance to theorize and elaborate tools to pass on the memory of the past to the new generations, creating a ramification of contributions that find in continuity and links with the past a deep relationship with cultural heritage. Cultural heritage is people's legacy, it

is the tangible memory of what man has lived, created, discovered, elaborated, and passed on to posterity. Establishing what is meant by cultural heritage is neither simple nor unambiguous, as different historical periods have developed very different sensitivities to what constitutes cultural heritage. Italian researchers therefore focused their cognitive research on aspects of societal transformation that influenced the recognition, valorization, and protection of intangible cultural heritage.

In a second phase, two target groups were involved, one representing the category of wise adults and one that of young people. The behavioral practices that emerged from the interviews, administered directly to the two generations, thus produced a wealth of potential indications, knowledge, and information useful for guiding choices.

Identifying the common points and the differences between the two generations in the three different countries and comparing them allowed us to understand the current knowledge of cultural heritage and its evolution, which is inevitably linked to emotional ties and the desire to protect it. The different ways in which the two generations perceive cultural heritage brought out different facets, which proved crucial in the attempt to bridge the gap and the generational filter. The resulting guidelines encourage coping and managing the unexpected and establishing more relaxed and intimate social relationships, avoiding pleasing, and monitoring other people, but developing trust and the ability to empathize with each other's emotions.

The students who benefited of the Solutions' Heritage experimentation, made aware of the importance of their role within the project, became an active part of this complex model in which they were able to acquire important information for the development of their critical thinking and self-esteem and, at the same time, interact with their fears and emotions in facing the proposed situations. The research instrument adopted included five specific questions aimed at detecting the possible attitudes of a generational set, that of the 'wise old men', apparently distant from that of the young people.

The target group of young people consisted of adolescents close to entering adulthood. Their generation is characterized by an easy assimilation of technological concepts and a tendency to learn from the adult world through observation and imitation. In their growth path, the presence of grandparents or wise examples to inspire them in their lives is considered indispensable. The role of adults is to pass on life experience, family history, to give support in daily choices; they must share their wisdom with simplicity. There is no better and more tangible testimony than to show one's life through a human example. Only through the human example set by the family, parents, grandparents, and adult references can young people find confidence and perseverance in facing difficult situations.

The history of a nation and the history of heritage find other sources besides schoolbooks. The most real and authentic source is memory knowledge, that which is passed on from generation to generation, which is lived and experienced knowledge of events. Memory knowledge comes from listening and the easiest, quickest, and best way to listen is in a friendly or familiar environment, where the first concepts and values are formed, where there is closeness and attention.

In a world that is constantly changing and where the weak are left behind, old age is perceived as stagnation and infirmity, destined to forgetfulness. How then to combine these two realities

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that need each other but do not find the common language to dialogue? As a premise it is necessary to outline, first of all, the typical family framework that is lived in contemporary reality. Being parents and grandparents today is not easy. With the rising retirement age, the increasing number of fragmented households and economic emigration, the role of grandparents and their presence in the lives of grandchildren is very limited. On the other hand, there are also cases of grandparents who do not enjoy sharing their time with young people by devoting attention to them. So how should they be an example, how should they share their life experience, and how should they support parents in their children's education, since their contacts are limited? To make the meeting between generations possible, it takes effort on both sides. Although the matter does not seem easy, it is worth making the effort to share the experience with each other. Young people need to know that they have the opportunity to sit with their "wise men" and listen to their stories, absorb their wisdom and breathe in their life experiences. In this way they will be able to understand the value of closeness in family relationships. At the same time, the elderly must be able to find time to dedicate themselves to their grandchildren, to tell them stories, to share their experiences with them and to encourage them to follow in their footsteps with hope and dedication. This is the result to which the partners have coveted with the social survey carried out. Two different generations met to give answers to five questions. Older people met with young people to talk about their experiences related to problematic situations that may arise in everyday life. The young people listened carefully to memories and advice that will be useful to them in dealing with similar situations in the modern world.

The aim of these encounters was to develop new skills to deal with problematic situations through the oral transmission of the experience from the wise old to the young. With the questions, the same for all partners, we focused on crisis situations, on feelings that evoke extreme emotions in people and accompany people for generations. The fact that the questions were the same for the three countries' targets allowed researchers to gather valuable information to compare to understand respondents' experiences and behaviors in a

uniform, exploratory and structured way. Below are the texts of the open-ended questions to which the interviewees were able to answer in free form, conditioned exclusively by their own experiences, values and skills:

1. What are the values and behavioral criteria that you have adopted in the situations of difficulty and failure of your life?

2. What behaviors and procedures have you developed in your life to manage situations of emotional stress (anxiety, sadness, anger)?

3. Compared to the system and your life context, what are the principles and actions that have allowed you to achieve full success or even just a part of the dreamed results?

4. If I lose my job for reasons beyond my control, what would you advise me to do?

5. How would you support a person who has just learned about a negative health diagnosis?

The reflections on the generational comparisons collected by the different Partners will be illustrated below.

Turkey

In Turkey, due to regional language differences, the texts of some applications have undergone slight modifications to allow older people to understand more intuitively the subject of the request. Turkish researchers considered it appropriate to make these changes due to cultural differences, differences in life prospects and differences in educational achievement found among the participating individuals, for example, older people with different educational and sociocultural backgrounds. Reporting a figure related to the education of the participants, only 3 or 4 of them, for example, had a university education. These changes did not, however, alter the object or meaning of the concepts, but only made the texts more understandable to the target.

The first question posed to the elderly asked them how they have overcome the difficulties encountered so far in life. In general, it turned out that no desired result was achieved without encountering difficulties and that they had to work hard to overcome these obstacles. There will always be obstacles in life and there is nothing more natural and normal than this. According to respondents, it is not possible to reach a solution to a problem without first understanding the source of the problem. If the source of the problem is obvious, eliminating it means solving the problem directly. However, the solution is not always so obvious, and in such situations, it is necessary to apply different methods and techniques of solution developed according to the problem itself.

Thanks to the second question that asked the elderly what their reaction to stories of sad events is, young people were able to learn that when people get angry or worry about sad events, sudden reactions often lead to mistakes. Elders advise to maintain a calm approach that prevents them from making errors of judgment dictated by impetus. Some have suggested practicing meditation techniques to first pinpoint the source of anger or sadness. Often the reasons on which we find ourselves investigating and that are the cause of strong anguish are precisely those that we want to hide or not see. It is a greatness and a virtue to be able to remain calm and behave calmly in the face of all events, no matter what happens. A technique to resort to can be to take deep controlled breaths or count for a few seconds to keep calm. Another way to alleviate sadness and ward off pessimism could otherwise be to think about the good times that will come.

As a third question, the wise men were asked what they had done so far to realize their dreams and to succeed. One response fully achieved the objective of the experimentation by giving concrete indications of lived experiences and motivating advice. The essay got involved by saying that: "The human mind begins to dream from childhood. The imagination continues if life lasts. The size and diameter of dreams change with age. A childhood dream can be seen as simple and meaningless for an adult. It is a fact that dreaming is extremely important for the

development of human intelligence. Just as the more an athlete trains, the better his game improves. Dreaming is also the reason for the development of human intelligence. It is not possible to progress without dreaming and developing in science and technology. Look at the lives of scientists who lived in the past and successful people living today, it all definitely started with a dream." What the students learned from this story and from the stories of the other elderly interviewees is that only through hard work can they realize their dreams. It is important to never stop dreaming and strive with every means at your disposal to get what you want.

With the fourth question, the elderly were asked to give their advice to young people in the event of loss of work for reasons beyond their control. Sometimes people lose their jobs and must reinvent themselves for reasons that do not depend on their will but rather for reasons related to environmental conditions, the conditions of the country of residence and developments in the world. It is a common opinion among wise men that knowing their skills and abilities in finding a job and looking for a suitable job can facilitate young people in the face of the difficulty of looking for new employment. If unforeseen situations occur during your working life, it would always be advisable to rely on close friends and family sharing the situation and fears to avoid making sudden and wrong decisions. The working sphere also involves the economic sphere and the family one. In case of job loss, all aspects of the individual, starting from the psychological one, are brought into play in a sort of chain collision. For an adult, not having a job, not being able to afford the needs of his or her family, continuing his life with the constant support of others, is a reason for anguish and torment. For this reason, helping a person who has lost their job to find a new job in line with their needs and expectations will allow the person to gather in a shorter time and continue to be a useful member of society. Finally, with question five, the wise men were asked how it is possible to support a person who has just learned that he or she is seriously ill. From their experience, the elderly, who have already faced similar situations, have found it normal to find themselves, during life, facing such situations. Diseases exist and will continue to exist, so the best weapon

to deal with such a situation is openness, dialogue and sharing. The sick person, looking around, may find that he can rely on or take inspiration from people who face a similar experience. Often sick people feel lonely and loneliness feeds pessimism. Sometimes, to help a sick person, not being able to heal him, it is enough to lift his spirits with one's closeness. Helping those in need also alleviates those who offer support, as kindness breeds kindness. One of the best advices that is given by the elderly to the young is to treat everyone well, even those who treat badly.

Poland

The impact of the questionnaire on Polish respondents was to arouse broad interest in the topics of the survey. Seniors found a high level of familiarity with the questions which translated into engagement and reliability of the answers. Although on paper there are many similarities with the responses of the targets of Turkey and Italy, analyzing the individual interpretations it is observed that no two respondents with perfectly equal opinions. Putting oneself in the shoes of respondents to understand their point of view and to identify any commonalities and discrepancies is the role of researchers engaged in the construction of a model capable of dictating univocal and established guidelines.

Proceeding in order, the young Poles asked as a first question what behaviors and procedures the sages had developed in their lives to manage situations of emotional stress such as anxiety, sadness and anger. The elders agreed that it is a matter of training to be developed with years of practice. Sometimes it can be useful to relax, for example by taking a walk or reading a good book. It is equally useful to try to find a life path suited to one's attitudes and ambitions so as not to suffer, as far as possible, the stress of an unfulfilling everyday life.

The interview continued with the investigation of the type of attitude to maintain when you become aware of a negative health diagnosis by a close person. The elders were asked if they had advice on how to support that person in need. Opinions in this regard have found very different nuances. Some think that it is superfluous and superficial to utter phrases like: "Don't worry! Everything will be fine!", "Because maybe not everything is always good, but medicine is at such a level nowadays that maybe everything will be fine and end well". So, what could be the alternative? To step aside or stop to listen and accept any requests for psychological support from the sick person? Faced with this question there is a generalized hesitation about how to cope with the situation, although it is always recommended to actively listen, keep calm and demonstrate empathy with the person involved.

To the next question, the young people asked the elderly for advice on what to do if they lost their jobs for reasons beyond their control. The elderly, accustomed to a concept of stable work for life, however, think that losing work, nowadays, is not an insurmountable problem. The new generation can enjoy ample opportunities for vocational education and training that can guide and support them in the long-term work perspective. At the same time, young people are advised to keep their passions alive by cultivating hobbies and interests. The work of the new recruits should be set in a direction that minimizes difficulties and stress, to find satisfaction in daily activities and collaboration with others. Everyone grows up in a family with a well-organized value system and these values are projected onto life as students and workers. As with any difficult situation, even in this case, it is good to focus attention on the specific problem, share your experience, breathe deeply and try to remove all anxiety and focus on the aspects for which you still have control, letting go of the superfluous and bad feelings.

The next question suggested to young people the inspiration to dream big and achieve results in life. The elderly were asked what are the principles and actions that have allowed them to achieve full success or even just a part of the dreamed results, with respect to the system and

their life context. In all the areas weighed up, from school goals to sports, from family to work, adults find that the strength of achieving a result lies in perseverance. When you set yourself a goal, whether it is your own dream or someone else's inspiration and that you like to the point of becoming your own dream, if you realize you can achieve it you have to try with all your strength and commitment.

Among the factors that contribute to the realization of a dream there are economic and structural elements, which can also be overcome with perseverance and time.

The experiment, which has promoted the cooperation of apparently distant generations, makes us reflect on problematic situations that could affect anyone and that often do not know how to deal with. There are no right or wrong addresses to follow but only life experiences that can guide new customers towards the best way. The suggestions of the wise can protect young people from certain mistakes in the future and can open their eyes to thoughtful behaviors to adopt. Beyond the answers collected, the most important thing was to convince young and old that it is worth joining forces and that the heritage of a people is not only made up of monuments and places, but also of everything that is inherited and what is handed down from generation to generation.

Italy

Italian users were also asked the same questions on specific topics to collect useful advice on how to behave in the face of certain situations of particular difficulty. The young people were given the task of conducting the interview because the act of addressing the elderly and listening to their answers was a key part of the experiment. The transmission of knowledge and experiences through storytelling has activated a greater predisposition to welcome and complicity between the two generations. In the first instance, the elderly shared the values and behavioral criteria they adopted in situations of difficulty and failure in their lives. Everyone

agreed that a failure cannot mark the end of everything, but rather a point from which to recover, trying not to be knocked down. In case of failure, as in so many other difficult situations, it is important to listen to and support close people and family, who are often able to give the strength and calm to support the changes. Certainly, factors such as the experience of faith, family values and even the desire to find the solution to the difficulty at all costs were the aspects most recorded in the experiences of the interviewees.

The second question delved a little deeper into the emotional sphere of the respondents, asking them to think about what behaviors and procedures they have developed in their lives to manage situations of emotional stress (anxiety, sadness, anger). In situations of sadness some adults tend to isolate themselves, while others find refuge in the affection of their family; So, trying to accept the difficulty and then hold on deeply to the values on which they based their lives. Respondents brought out important points of view that were not always common. In the face of situations of anger sometimes it seems to be enough to take a walk or engage in pleasant activities to recall beautiful moments that bring back situations of tranquility and away from aggressive or senseless behavior. Sometimes it is difficult to decipher emotions, so relaxing the mind with pleasant alternative activities is almost always seen as a solution to anxiety management. You should always be calm when something is not going in the right direction.

At the third point, the students asked the wise men what were the principles and actions that allowed them to achieve full success or even part of the dreamed results, with respect to the system and their life context. With modesty someone admitted that he did what he could, without harboring great ambitions, but still appreciating and fully enjoying everyday life. Others have cultivated dreams and skills directly in the practice of learning a trade and some of them, with perseverance, luck and the support of the family, have achieved success. The advice of the people who have made it is to always seize the opportunities and make them bear fruit thanks to their skills and effort. Sacrifice, strength and determination are recurring

terms when it comes to achieving one's dreams. Some dreams are identified in work goals, others in stability for their home and family, but they all have in common the will to fight against everything to bring their goal to completion. The results are often automatic when you do something with pleasure; Therefore, the first thing is to have a clear idea of the goal you want to achieve in order to draw up an actionable plan to achieve it. There are also those who argue that the new generations do not have strong enough shoulders to support hard work and sacrifice, but this is better left to young people to demonstrate.

The fourth question was about work and, more specifically, asked adults what advice they would give to a young person who finds himself losing his job for reasons beyond his control. Instinctively, the wise always suggests not to beat yourself up, never get discouraged, and always have the strength and courage to move forward. First, it would be helpful to be able to confront with someone who can offer moral support so as not to lose self-esteem. After that, one should take advantage of the opportunity to look for a job that can highlight one's own identity and aspirations. Work should also be a vehicle for self-actualization and livelihood. One must always continue to train so as not to be caught unprepared and leave doors open in various fields. Young people, compared to older generations, are also considered more versatile and enjoy a greater professional culture that allows them to update more easily to respond to changes in the world of work.

Question five involved the sphere of health. Adults surveyed were asked how they would support a person who has just learned of a negative health diagnosis. Among the worst things that can happen to a person, health certainly has a prominent place. Being affected by a disease is never easy for anyone and often the greatest support is given simply by making one's presence felt, without doing great things. Giving courage and company in these situations is never easy because it depends a lot on the sensitivity of those in front of you. Often, however, those who are sick are also very lonely or believe they are, which is why wisdom often lies in listening, sharing time and emotional support. Where there are no solutions, one still has the

possibility of seeking hope in the beautiful things that remain. Family, faith, values and friends can be a source of courage and strength, indispensable for overcoming moments of strong discouragement. For wise old men the idea of indulging in negative thoughts is not even remotely to be considered.

Comparison of attitudes and advice of wise old men interviewed

The qualitative data collected in the three European realities made it possible to collect impressions, opinions and points of view related to the attitudes arising from the experience of adult respondents. The questions and stories allowed us to deeply understand the value of historical memory applied to the resolution of critical situations. The goal in these meetings and these five questions was to learn the life experiences of the elderly, considered wise people in society, and the solutions they developed in the face of problems. In the interviews, it was observed a full availability of all the elderly to meet the young people, perfectly in line with the objectives of the project. It was observed that they gave sincere, clear and concise answers to the questions of the boys.

The elderly interviewed have all found themselves, at least once in their lives, having to face a difficult situation or having to recover from a failure and the solution was not always easy to find. From experience, these people advise young people not to let themselves be discouraged and to rely on the support of close people who, in these cases, can help to find calm and strength to react by directly solving the problem at the source.

A common line among respondents from the three countries was also observed in the answers given to the second question, where they were asked what behaviors or procedures they had developed to manage situations of strong emotional stress. Young people generally tend to make instinct prevail in this respect by making mistakes. The sages recommend instead to

practice meditation or to shift the focus to more pleasant alternative activities in order to promote controlled breathing and relieve bad moods.

Thanks to the third question, the wise men were able to express themselves on their own experiences by providing the children with examples of life. Everyone tried to remember what their ambitions were as a young man and the road they traveled to achieve their goals to the fullest. Turkish respondents focused on the theme of dreaming, on how important it is to train the mind to think about goals to achieve to keep motivation alive. From the interviews collected in Poland it emerged how important perseverance is to achieve full success in life and so also in Italy, where components such as sacrifice, and study are added. The wise men teach you to count on values and determination to achieve your goals, whether it is educational or work goals, whether it is personal or family fulfilment.

When, on the other hand, a negative situation such as losing a job does not depend on the individual will but on external factors, what do the wise propose to do? The imperative is not to break down. It is widely believed that the new generations must deal with an unstable and rapidly changing work scenario, however, older people point out how today's young people are much more versatile and encouraged than them. Although finding yourself without work can be economically and psychologically demotivating, continuously updating your training in various areas and not being satisfied can, in addition to allowing you to face the evolution of the work sector, also highlight your skills and facilitate the fulfilment of your expectations.

Finally, when the interview focused on the sphere of health, the elderly gave very different opinions based on personal experiences and characters. Young people asked how one should behave when it turns out that a close person is seriously ill. It has happened to all the elderly at least once in their lives to be faced with a similar situation and deciding what attitude to have is never easy, because sensitivity, pain, pessimism and indecision come into play. It is a common observation that it is essential to offer the sick person all possible support, but how? Many times it is enough to listen, be kind and show empathy.

The solution proposals of the wise men, although they came from different cultures and backgrounds, had the common goal of transferring from the elderly to the young. This mode of dialogue constitutes the solid foundation to create an opportunity for the implementation of different methods and techniques in the solution of problems in the European dimension, saving in years of formal training. The method of transmitting knowledge through intergenerational dialogue is an effective learning method that complements, but does not replace, formal learning. Its strength lies in the fact that some events can be learned by experimenting and doing. You can help minimize some mistakes by transferring the experiences of the wise to young people. The use of acquired knowledge and skills should be assessed in order to simplify the lives of future generations.

Relevant propositive attitudes

From the answers obtained through the administration of the questionnaires, preponderant attitudes emerged that can be understood in different representative behavioral categories that describe the predominant attitude of the respondents. Each attitude is a manifestation of one or more corollaries of skills that allow orientation in a given field.

Below, is the evaluation grid used by Solutions' Heritage researchers and technicians:

OPTIMISTIC
Being in a good mood and enjoying life helps us to better overcome the problematic and most critical moments in a creative way. Optimism in relation to self-confidence, motivation, perseverance, the ability to pursue multiple goals simultaneously and self-regulation are the determining factors in achieving goals.
VISIONARY
The visionary is the one who sees a possible reality and knows that it is up to him to realize it (or bring it to light), because there will be no one who will do it in his place. He sees the whole even before the individual parts, the connections present in the whole, and he also knows that he will have to offer his vision to others. We could say that the visionary has a generative capacity: if the vision is accepted, it can bear fruit for the benefit of others. Assuming a visionary attitude means being creative, that is, having a combinatorial creative capacity, which allows us to see the relationships between things and events.
CREATIVE
The ability to see where it is not usual, looking for new possible solutions that can benefit themselves but also others. In other words, the will to break away from existing and usual models to introduce something new that is both useful and decisive. Creativity is not only artistic inventiveness, it is not only imagination, it is rather concrete action and the desire to try

despite the risk of failure, from each test you can learn something new and perfect your idea, your creative solution.

CAREFUL
Attention is a cognitive process that allows us to select environmental stimuli while ignoring others. Attention is the ability to direct mental resources to specific aspects of reality at certain times. A detail-oriented person is extremely focused on all the specifics of a situation. In other words, it's that person who doesn't just try to "do things" or see them from a general point of view, but who rather pays attention to the details to ensure that everything is done correctly.
HARDWORKING
Hardworking attitude is inclined to cultivate perseverance, which requires meticulousness and dedication. The present difficulties can only be overcome with assiduous application and total commitment.
CURIOUS
The curious attitude invites us to observe and experience events with the desire to explore them rather than immerse ourselves completely in them. This curious attitude takes the form of an intention to examine the lived experience and not necessarily to self-regulation, directing attention inwards and also outwards, moment after moment, in a non-judgmental and non-interpretative way, letting things flow for what they are. This attitude places the individual in an active position (with reference to the concept of agency) because the change in emotional regulation capacity is achieved through an active and subjective observation of one's own experience, accepting one's emotions and not acting on the basis of them.
AWARE
Rejoicing in the virtues motivates, makes you happy, and is a direct antidote to envy, which is the inability to tolerate the happiness and success of others. It is a rich practice, which feeds self-esteem and gives clarity to one's qualities and resources. Rejoicing in one's virtues involves

looking back, observing one's behavior, aspirations and desires, to rejoice when we realize that we have a good nature.

DETERMINED
It implies total commitment to a given objective for a sufficiently long time, but it does not mean stubbornly sticking to wrong solutions, but having the ability to start over with a new strategy every time the one adopted up to that moment has not proved effective.
SERENE
The serene attitude is a state of mind that allows you to always grasp the positive side of things, expecting the best in every situation. It is about the ability to maintain oneself in a state neither of depression nor of agitation, but of stillness in relation to what surrounds us and what happens. This balance is achieved through the right approach to life, but also by building it consciously through precise daily choices.
OBJECTIVE
It implies total commitment to certain goals or for a sufficiently long time, but it doesn't mean stubbornly sticking to wrong solutions, but having the ability to start over with a new strategy every time the one adopted up to that point hasn't proved effective.
SATISFIED
Failure is an integral part of life in general and success in particular. Failure shows us which path is best for us, it can help us improve and it can give us the right time to act. But very often failure is experienced as a drama or as a trauma to overcome, when in reality it is simply a starting point for reflection to elaborate and start again in a new direction.
WELCOMING
Knowing how to listen to each person carefully, creating an equal dialogue for the circulation of ideas and working towards the same goal. Establish an effective dialogue channel to build a relationship of mutual trust and collaboration, to devise new solutions. Being welcoming

means having empathy with the interlocutors, understanding their requests and investigating their needs.

PARTICIPATED
Rejoicing in one's own virtues and acknowledging those of others motivates, makes one happy and is a direct antidote to envy, and the inability to tolerate the happiness and success of others. It is a rich practice, which feeds self-esteem and gives clarity to one's qualities and resources. Rejoicing in one's listening virtues implies looking back, observing the behaviors assumed, the aspirations and desires that belong to us and to our interlocutor, to rejoice when we realize we have a good nature.
EMPATHIC
Empathy is the human ability to put ourselves in the place of others to better understand them. Knowing how to feel and interpret the emotions of others, understand their perspective and be able to give an emotional response as well. Therefore, not only "putting oneself in the other's shoes", but knowing how to activate an exchange, knowing how to put the perception and vision that the other has of reality in the foreground, without confusing it with one's own, at the same time. Furthermore, being able to communicate our participation so that the other actually perceives it.
BALANCED
A balanced person is able to evaluate his own degree of well-being and to give a personal direction to his life. He is also a person who tends to feel good both with himself and with others. Emotionally balanced people are those who manage to take hold of their emotions, manage them, not get carried away by negativity. Those with emotional balance live better, in a more serene and satisfying way. Improving your daily life means actively and consciously seeking well-being and balance without waiting for others to do for us what we can do every day. The secret of balance and good living is harmonizing self-care with the relationship with the other.
HABITUAL

Routine behaviors represent a fundamental aid for the brain and its functioning, as they allow it to consume as little energy as possible. Routines are totally subjective. They depend both on everyone's personality and on the freedom or rigidity that the routine itself implies, an important role is played by individual commitment and choices. We need to know how to recognize what we want, and what makes us feel better. However, it is worth remembering that establishing routines and creating new habits allows us to consume less energy and to be able to open up to new stimuli and nuances of reality. A habit goes from being a repeated behavior to an addiction, it turns against us.

ASSERTIVE

The assertive personality is that of an individual who is able to express their views and emotions openly, enthusiastically and spontaneously. Assertiveness is the ability to express one's feelings, to choose how to behave in a given moment/context, to defend one's rights, to calmly express a disagreement when one deems it appropriate, to carry forward one's ideas and beliefs while respecting those of others.

COMPASSIONATE

A compassionate person develops a keen eye for identifying the qualities that make each person special. By compassion we can mean an emotional participation in the pain of others (and, more generally, in their needs), which is expressed with feelings and gestures of solidarity and altruism. Compassionate is someone who empathizes with how the other lives and chooses to place themselves at their disposal.

CONCILIANT

The conciliator will consequently be someone who has a tendency towards agreement, and is therefore accommodating, open, flexible. An attitude that by acknowledging differences accommodates unity. This type of person has a strong desire for affection and approval, for human intimacy and belonging. With this system of needs he "goes towards" people and tends to overestimate the commonality of interests with those around him, rather than highlighting the differences. The conciliatory type manifests this need in all its forms: the need to be

welcomed, desired, loved, accepted. Need to feel approved, appreciated, needed, important, especially for a particular person. Need to be helped, protected, cared for, guided. With this system of needs he goes towards people, confident and hopeful of finding acceptance, very often overestimating the commonality of interests with those close to him, rather than highlighting the differences.

CAUTIOUS
Accurate, attentive to detail, cautious, competent, conscientious, correct. He is a precise, careful, judicious, curious and scrupulous person. The predominant emotion is apprehension and the main fear is that of receiving criticism of one's work with a focus on thought and with a marked perceptiveness. Person exercising care or caution, to be careful and avoid danger. Being alert means being smart, seeing and recognizing impending danger and avoiding it, but it also indicates being ready for danger and planning accordingly. While cautious is interpreted as an overly cautious person who prepares for any disaster, he may have a slightly negative view because he is looking for danger everywhere.

FARSIGHTED
The results will not come immediately, but will be obtained in the medium to long term, through constant commitment. An attitude of protagonist and not of victim, with a great sense of responsibility accompanied by the ability to take risks. This approach is fueled by a continuous and lifelong learning process from life experiences and inspires to look beyond and never stop.

AMBITIOUS
Concept not linked, in narcissistic terms, to power and success, but, rather, to being able to do what we like and love most, an important condition for following the road to well-being. Ambition can be used as fuel for motivation. It can be combined with a determination to be successful in anything one wants.

Practices

The tradition transmitted to other generations consists of some patterns of behaviour applicable in particular situations. These models are based on experiences, memories, aspects of general knowledge and socially accepted rules of behaviour. Different communities and nationalities are based on various patterns of behaviour linked to their culture and history, i.e. heritage. However, regardless of one's background, there is a general pattern for approaches to problem-solving and intergenerational communication aimed at finding solutions.

The sample groups of students from Turkey, Poland and Italy were divided into small groups which were provided with a set of 5 sheets containing questions and tasks prepared with reference to the different areas covered by the Project, such as critical thinking, identification of one's emotions, attitudes for reaction strategies in critical situations, approaches to problem solving, effective communication, etc. Adolescents were also asked to evaluate the usefulness of intergenerational dialogue and advice provided by older people, based on their wisdom and experiences. After choosing their answers from the options provided in the tables, students were asked to explain their choices.

With this system it was also possible to have a clear picture of how much the experiment of intergenerational dialogue has had an impact on the new generation by recording the influence of the advice of the wise on the potential behavioural choices of young people.

The sheet showed at the top the question that was followed by a grid to be filled in schematically simply by marking one or more recurring behaviours. The first column on the left reported adjectives of distortions and emotional interruptions present in critical situations; in the second column the behavioural values; the third is proactive attitudes to reaction strategies; the fourth and last is the dimension of the social and affective relationship involved.

As an example, the model is shown below:

DISTORTIONS E EMOTIONAL DISRUPTIONS IN CRITICAL SITUATION	BEHAVIORAL VALUES	PROPOSITIVE ATTITUDES FOR REACTION STRATEGIES	DIMENSION OF THE SOCIAL AND AFFECTIVE RELATIONSHIPS INVOLVED
stress	professionalism	optimistic	
frustration	will	visionary	
rage	objectivity	creative	work environment
wrath	passion	careful	
anxiety	courage	hardworking	
restlessness	equity	curious	
dichotomous thinking	wisdom	aware	
catastrophizing	honesty	determined	
imperative ideas	trust	serene	
disqualify	faith	objective	family
customization	self-control	satisfied	
labeling	self-esteem	welcoming	
emotional reasoning	lucidity	participated	
indifference	humility	empathic	
mistrust	involvement	balanced	
leisure	competence	habitual	friends
imprudence	stubbornness	assertive	
impulsivity	tolerance	compassionate	
insecurity	resilience	conciliant	
dissatisfaction		cautious	
pessimism		farsighted	
		ambitious	

- value and attitude more recurring in the answers of the older generations
- less recurring value and attitude in the answers of the older generations

In the first task, students who worked in groups, chose the values and behavioural criteria that they adopted in situations of difficulty and failure. The question posed to them read: What are the values and behavioural criteria that you have adopted in situations of difficulty and failure in your life? Boys could choose an unlimited number of answers from the options provided in the sheet. First, they worked with naming distortions and emotional disturbances in critical situations in their lives. The choices they made are presented on the bar chart below.

DISTORTIONS AND EMOTIONAL DISTURBANCES IN CRITICAL SITUATIONS
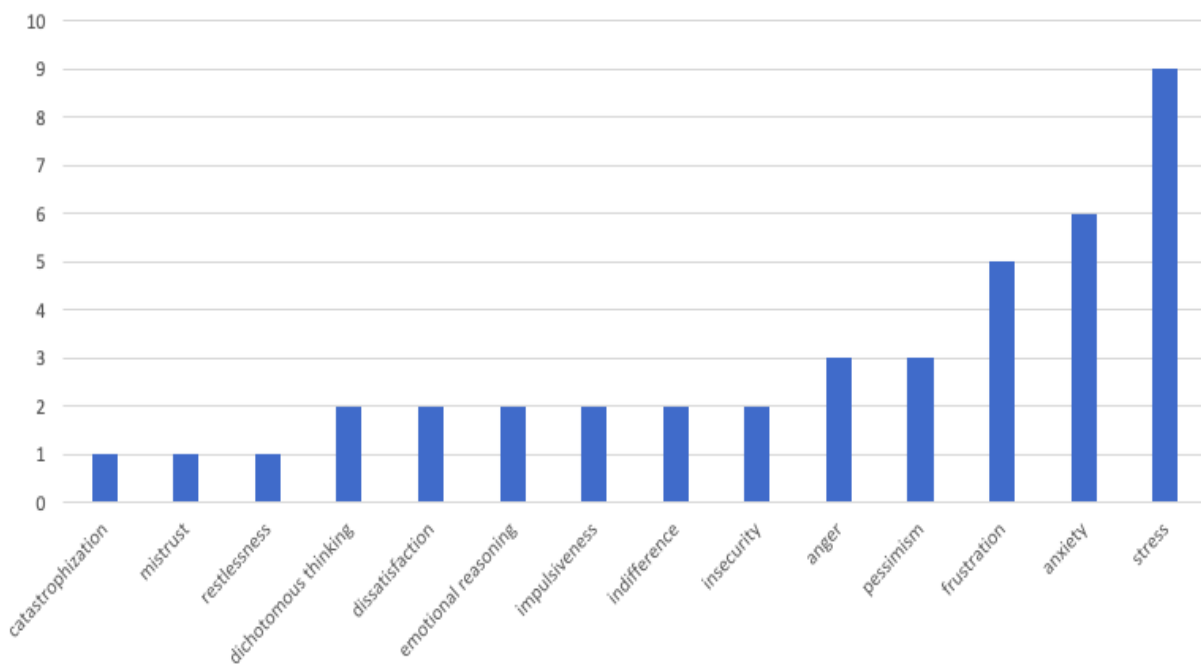
As seen in the graph, for most teens making critical decisions is inextricably linked to feelings of stress, anxiety, and frustration. Young people reported that the dimension of social and emotional relationships involved, whether they are relationships with their friends or family or those created in the work environment (school) greatly influence the level of emotions

mentioned above. However, regarding their age, every single decision that can be described as critical is the decision that induces rather negative emotions as it is related to potential failure and fear of the negative consequences of the actions taken.

Subsequently, the sample group of students was asked to determine behavioural values and proactive attitudes for reaction strategies based on the examples given in the card. They were able to discuss their choices with members of their groups and, after reaching agreement on selected values and attitudes, they chose those they consider most crucial and effective in critical situations and in solving problematic situations.

For most teenagers, from all European backgrounds, making critical decisions is inextricably linked to feelings of stress, anxiety and frustration. Young people reported that the size of the social and emotional relationships involved, whether they are relationships with their friends or family or those created in the work environment (school) greatly influence the level of emotions mentioned in the table. However, regarding their age, every single decision that can be described as critical is the decision that induces rather negative emotions as it is related to potential failure and fear of the negative consequences of the actions taken.

The graph above shows, by way of example, the Polish data of the size of the social and emotional relationships involved in response to the first question, but these results are easily attributable to the other two targets, as they are appreciably compliant.

All target groups considered fundamentals attitudes such as objectivity, determination, foresight, optimism, balance, creativity, passion, courage, confidence, assertiveness and ambition. Attitudes such as empathy and discernment have had little consideration in this context.

All the data have therefore allowed the tracing of a strategic profile of proactive attitudes to be adopted when faced with situations of difficulty or failure.

Among the relevant proactive attitudes, common to all three target groups of the three countries, optimism is certainly the most successful. Being in a good mood and enjoying life helps to better overcome problematic and more critical moments in a creative way. Optimism in relation to self-confidence, motivation, perseverance, the ability to pursue several goals at once and self-regulation are the determining factors for achieving goals. For the Italian target, optimism comes before anything else, while for Polish children it is very important but no more than objectivity, determination and vision; Turkish students placed greater emphasis on hard work as a solution to any difficult situation.

Immediately after optimism, for the Italian target, the hardworking attitude seems to be a determining factor, since with assiduous application and total commitment it is possible to overcome any difficult situation. The Polish boys have put determination in second place, which for the Italians and the Turkish is only fourth. Determination understood as a total commitment to a given objective for a sufficiently long time, having the ability to start again with a new strategy whenever the one adopted so far has not proved effective.

In third place for the Italian target and absent among the choices of the Polish target there is awareness understood as nourishment for self-esteem that gives clarity to one's qualities and resources. Both ambition, linked to knowing how to do what you like and love, and foresight, understood as a constant and permanent commitment to achieve objectives, are other attitudes considered important for all the targets involved, even if not of equal importance.

Assertiveness, balance and creativity are more relevant for the Polish target than for the Italian one, which did not consider it essential to include them in the strategy of reaction to a difficult situation. Creativity is a winning strategy also according to the opinion of Turkish students who also believe in the importance of being brave.

The second paper with which the students worked referred to the problem-solving approach. The reference question was: What behaviors and procedures to develop in life to manage situations of emotional stress (anxiety, sadness, anger)? During the course of the project the topic was extensively discussed, with examples of steps to find solutions effectively. The attitude presented in the Project included the following phases: definition of the problem, listing of all possible solutions, evaluation of options, choice of the best solutions and, finally, creation of an implementation plan for the chosen solution. Each step was discussed in great detail in order to reassure adolescents of their meaning and applicability.

The students' task was to choose one of the proposed approaches and present a brief explanation of their choices.

30% of Polish students said that the best approach to problem solving would be to find the solution immediately and then apply directly. According to them, it is advisable to act quickly and consistently to solve the problem immediately, removing the burden without delaying the response.

The majority of Polish students, 40% of them chose the approach where the first step should be the definition of the problem and the last one to create an implementation plan for the solution. This was the response of the expected model as it included all the troubleshooting steps and techniques discussed in the project. As explained by the students, this answer is considered the best because in this way you avoid acting hastily and you have enough time to rethink your decision. In addition, according to adolescents, applying this approach would allow to solve the problem in the most favourable way and to avoid making wrong decisions.

Turkish students argue that strong stressful situations can be better handled with conviction, awareness and balance. Emotionally balanced people are those who manage to take their emotions in hand, manage them, not get carried away by negativity; Those who have emotional balance live better, in a more serene and satisfying way.

The target of Italian students prefers the optimistic attitude to solving the problem. Problem solving for them involves, in addition to optimism, also relevant attitudes such as the visionary attitude, which allows them to see the relationships between things and events using the combinatorial creative capacity; the attitude to industriousness that implies meticulousness and dedication; the awareness of one's abilities and resources; determination; the mood of serenity and assertiveness, that is, the ability to express one's opinions and emotions openly, enthusiastically and spontaneously.

The third sheet consisted of techniques for effective communication. Among the ten techniques listed below, there were seven that were presented and described in the modules. The purpose of the task was to determine which of these students consider useful to build a positive relationship with the interlocutor and allow people to communicate effectively.

Students could choose an unlimited number of answers from the following options:

1. The purpose of communication must be clear to everyone involved in the communication process.
2. Grammar and spelling don't matter these days. The shorter the message, the more likely the recipient is to understand what you mean.
3. Take into account the opinion, knowledge, background, mentality of the recipient, etc.
4. Show your respect to the recipient.
5. The message must include all the information you want to communicate. You should delve into everything.
6. The message should be correct in terms of spelling and grammar because it has a greater impact on the recipient.
7. The message must be clear to avoid misinterpretation.
8. The message should be accurate and timely. The shorter the message, the longer you can keep the recipient's attention.
9. Convey the message as quickly as possible to avoid misinterpretation.

10. The message should be comprehensive, that is, it should include all relevant information.

Student responses suggest that young people view effective communication as a situation in which the message is conveyed clearly, with respect for the interlocutor. The least important aspect of communication seems to be the speed with which the message is conveyed, although some students believe that information should be communicated concisely, remembering that long expressions might discourage the listener.

It turned out that the clarity of the message is the key to effective communication. According to the opinions of students, the message should be clear so that the interlocutor understands its main context. In order to facilitate communication, students also mentioned the meaning of gestures and body language, the use of which helps the interlocutor to engage in conversation.

More than clarity, especially in work environments, Turkish guys think that there are other fundamental skills to have effective communication, namely: will, industriousness, accuracy and attention to detail, for example.

The answers chosen by the students were mostly those discussed during the project and, as some of them reported, these are the techniques they use in their lives, which is why they consider them successful.

Effective communication, essential to achieve every goal in life, requires very specific attitudes and attitudes. In line with what the old sages said in interviews and what students learned, these values include honesty, humility, confidence, hope, self-control, objectivity and, again, determination.

In the following task, the young people were presented with a sheet with a problem-solving situation to analyze. Since through the previous tabs they have already demonstrated their knowledge of the appropriate attitudes and approaches towards finding solutions in critical life

situations, they were asked to apply theoretical training in practice. One of the main objectives of the project was to present to the sample group of young students different problematic situations of everyday life, in which, after receiving the advice of the elderly, their task was to opt for the right solution to the problem described in the game. The situation described in the sheet was based on students' general knowledge of problem solving and their experiences with modern critical situations of daily life.

As students face various difficulties in their learning process, they were asked to provide the most effective and useful advice to someone their age who has difficulty learning. There were four options for the solutions presented to the sample group and each of the groups was asked to choose an approach and explain its applicability.

The solution options for the problems presented were as follows:

1. Tell the truth to your friends or parents and reassure them that they are not the cause of the problem.
2. Don't say anything about your problems. You can handle all this yourself.
3. Ask the teacher for an explanation of all the material covered in the lessons. Don't just focus on the things you don't understand because the teacher should explain everything once again.
4. Ask your teacher(s)/friends for support. Explain what your problems are and try to find the best solution. You can follow the advice of people you trust.

None of the students in the Polish sample evaluated option C, that is, to ask the teacher to explain all the material again. Most students in the sample groups of the three countries decided that solution A, which consists of asking for support from people you trust after admitting the problem, is the most appropriate for the situation. A small proportion of students said that parents or friends can help solve school problems, but they need to be

reassured that they are not the cause of these. 20% of Polish students believe it is wrong to talk to others about their problems and say that this will help a person avoid being teased.
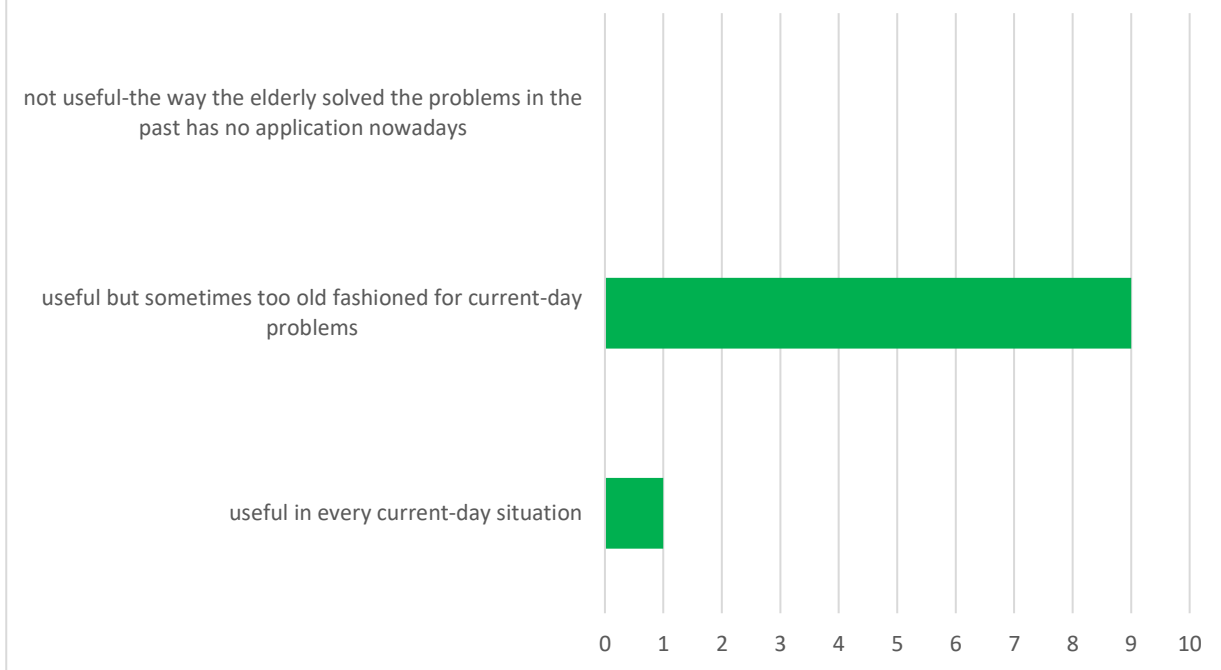
The vast majority of students surveyed, regardless of background, saw the D answer, that is, admit that they have a problem with learning and ask for support from people you trust, as the most effective and suitable solution. This suggests that adolescents from the sample groups involved in the experimentation of the Solutions' Heritage model analyzed the materials embedded in the modules uploaded to the learning platform with understanding, since this response was the expected one.

Regarding the reasons for this choice, the students admitted that young people should not try to face their problems alone and resign themselves to not taking advantage of the experience and wisdom of their parents and/or teachers. These people, according to teenagers, are always willing to provide assistance along with mental support and clarify incomprehensible issues. Dialogue with adults can provide an objective vision of the situation and promote positive and proactive attitudes that are crucial for the effective resolution of problems.

The last one, the fifth sheet, on which the adolescents worked was related to their general opinion on the value of advice given by the elderly. The purpose of the assignment was to determine how much students perceive such advice in terms of solving current problems. This constituted the overall conclusion of the project and the validity of the heritage of the solution.

To have a representative and instantaneous image of the results, we take, as an equal and overall example, the graph obtained from the elaboration of the results of the answers given by the Polish target, as it is perfectly uniform to the answers given by all groups, including Italians and Turks; answers from which the new generation turns out to be humble, compassionate, empathetic and wise, more than expected.

USEFULNESS OF ADVICE | GIVEN BY THE ELDERLY

Bar chart categories and approximate values:
- not useful-the way the elderly solved the problems in the past has no application nowadays: 0
- useful but sometimes too old fashioned for current-day problems: 9
- useful in every current-day situation: 1

Horizontal axis: 0 1 2 3 4 5 6 7 8 9 10

None of the adolescents who participated in the project consider the advice given by the elders as completely inadequate in the modern world or useless. The advice that older people are quick to give to young people concerns students as non-expendable as older generations have already gained experience facilitating the problem-solving process. Their advice can often direct the younger generation towards favorable and proven solutions to problems. However, adolescents express some hesitation about the proposals for solutions to modern problems put forward by the elderly. Although teens fully appreciate the advice of more experienced people, they are afraid to take it in its entirety because they argue that older adults sometimes have difficulty understanding the surrounding and rapidly changing world. This is why their advice may not always be fully relevant.

This bivalent attitude of openness and closure towards the advice offered by a generation different from one's own is not dictated exclusively by the perplexity that accompanies the different, but also by a real evolution of the social context that leads people of different ages to have dissimilar attitudes in the face of identical situations, beyond the experience gained. The suspicion is that skepticism can lead to erroneous judgments; Therefore, the generational comparison is always useful when evaluating the behavioral strategies to be followed.

Conclusion

The Solutions Heritage Vademecum aims to provide Guidelines as an agile support for teachers, students and families in the transmission of complex sets of practical knowledge and "problem solving" techniques. The document aims to compare and unify the results obtained in three years of work in which research and implementation of an innovative, technological, concrete, interactive and communicatively effective formal and non-formal educational model was conducted in terms of applicability and dissemination of results.

Schools and the environments that make up the educational sphere of young people must teach them the ability to learn, interact with others, select information, use all available resources to solve problems; to know how to listen, criticize, choose and decide. Competence becomes a fundamental element of the educational cycle and its evaluation is a complex process, not limited to the results of experimentation but prolonged over time, through the systematic observation of young people when faced with different, new and real situations to deal with.

The Guidelines suggest the path and provide the tools to implement the model that, at first and peaceful, turns out to work. The evaluation of results, however, does not end with the theoretical evaluation of learning, but is completed in the observation of authentic tests and reality tasks.

The Solutions' Heritage model allows students to have the appropriate training and the most convenient exercises to interpret and solve any problem thanks to their skills, knowledge and skills. With these tools, to which is added the precious cultural heritage of the historical memory of the old wise men, students will have everything they need to wisely select information, to identify links and to enhance the resources available. In this way the learning experience is reshaped according to the specific needs of the student, as much as possible responding to real demands.

The Vademecum shows the actions, strategies, methodologies and tools with which the partner technicians and researchers have conducted the experimentation of the model.

It should be noted that not all phases and not all activities necessarily need to be carried out with the same methodology. For the project teams, for example, it was useful to review the texts of the interviews and the analysis of the work carried out based on the characteristics of the national context or the social/training origin of the targets. Individual modulation has led to an objective recording of the results that is entirely consistent with the work carried out in concert between Turkey, Poland and Italy. In fact, in the final evaluation phase it was important to think not only in terms of results obtained, but also in terms of methods, tools, replicability and sustainability.

The first phase, that of research and knowledge demonstrated that education can be achieved through the informal exchanges that characterize every relationship and these can be the siute of implicit as well as explicit education. Through dialogue and comparison between generations, collaboration, empathy and sedimentation of knowledge are fostered. The stories of the experiences, if the target is adequately prepared to welcome, leave traces and information that allow to have adequate attitudes and reactions in case of situations similar to those envisaged. The standardisation of the guidelines recorded in the initial phase has favoured this method of learning through informal exchange and has made it possible to guide the development, use and outlets of the model.

The transmission of the adult experience in the form of historical memory and advice enabled the fruitful collaboration of two distant generations who were positively influence each other. The project has therefore fostered learning through the informal exchange of experiences and this is a valuable element to consider in this form of alignment and orientation of results.

The next step was the social investigation that allowed the two generations to meet with the aim of developing in adults an attitude open to the new and in young people to develop new

skills to cope with problematic situations through oral transmission from the experience lived and told by the wise elders.

The target audiences of both generations proved to be collaborative in view of the exchange and learning exercise carried out. Remaining a priority the preparation of personalized paths, the results obtained in relation to the objectives set, have recorded a strong motivation and commitment in the people involved, as well as wide applicability in different European contexts of the learning potential of the model.

Finally, the practice provided feedback to the progress made by the target of young people, in relation to its potential applied to real situations. The practice path was developed through a progression of situations in which the students were asked to put into practice the skills and teachings acquired using a grid including alternatives of differentiated and diversified solutions.

In relation to the data collected and processed, and given the connecting role that the Vademecum is called to play, it can be argued that the benefits obtained from the verification of the model determine its validity in terms of idea, implementation and proposability. The purpose of the experimentation was to analyze the validity of the processes and products, also with a view to a possible improvement of the project beyond its completion, and to leave an example of an innovative highly technological training path that can be reproduced for the sharing of good practices. In this sense, the partnership can be largely satisfied with the feedback obtained and confident of its effectiveness.

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