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Full Length Research Paper

Education of the elderly in Turkey: their educational needs, expectations of educational programmes, and recommendations to the related sectors

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The world population is getting older especially in the developed countries and this phenomenon causes health, social, cultural, economical, and educational problems and needs. The ageing population shows a similar trend in Turkey too. This study aims to determine, using the survey model, the educational needs and expectations of the educational programmes to be organized for the education of the aged population in Turkey. The findings will help policy makers, the educational sector, and other related sectors to meet the needs of the aged population with the suggestions proposed.

Key words: Lifelong learning, elderly education, educational programmes, sectoral needs.

INTRODUCTION

It is a fact that recently there has been a gradual decrease in the birth rate and an increase in life expectancy due to qualified healthcare and nutrition. This in turn has caused a major increase in the number of elderly persons in the general population. According to WHO the period between 65 and 74 is considered to be the period of old age. However, in countries where the population of old age persons is smaller, this limit is taken as 60 years of age (Emiroğlu, 1992).

Between 1970 and 2025, a period of a mere 55 years, it is expected that the percentage of older people in relation to the total population will increase by 223% (Cámara and Eguizábal, 2008). It is estimated that the number of the individuals aged 60 or over will be more than 1.6 billion (WHO, 2002). According to the United Nations (UN) Program on Aging (United Nations, 2010), such a rapid, large, and ubiquitous growth has never been seen before in the history of civilization. One out of every ten persons is now aged 60 or above; by 2050 one out of five will be aged 60 or older, and by 2150 one out of every three persons will be aged 60 or older. In some developed countries today, the proportion of older persons is already one in four. During the first half of the twenty-first century that proportion will be close to one in two in some countries. The United Nations (UN) states that the twenty-first century will be the century of the old population. Furthermore, this phenomenon has been described in colourful terms as the “silver tsunami” (Boulton-Lewis, 2010).

The ageing phenomenon that is seen in more visible form in the developed countries is also now the reality of the developing countries (Camara and Eguizabal, 2008). Turkey, as a developing country, has a relatively young population, but the inevitable prospect of having an ageing population has been one of the challenges on the agenda in recent years. The Turkish population structure is becoming similar to that of most developed European countries. Studies have pointed out that Turkey is making a transition to a new demographic structure. It is foreseen that in the near future the total fertility rate, which is currently 2.23, will drop to replacement level, and as a result the number of children and the young population will decrease over time and the share of the elderly population within the overall population will increase (SPO, 2007).

Within the framework of WHO’s theme of “Health for All” in the twenty-first century, while Goal 5 relates directly to the elderly individual, Goal 13 brings regulations for the provision of a healthy environment. At the International Population and Development Conference held in Cairo, at which Turkey was one of the participants, the fact that the world population was getting increasingly old was

dwelled upon; its social and economic consequences were elaborated and it was emphasized that the elderly individual should be considered as an important source in social development. Again at this conference, goals such as providing the required social support systems to the family members to care for the elderly individual and formation of healthcare, economic, and social security systems for the elderly individual were set.

The 1st World Assembly on Ageing was organized for the first time in Vienna in 1982, with the purpose of establishing the policies on ageing. The "Vienna International Plan of Action on Ageing" was also endorsed by the UN General Assembly. The document included detailed recommendations which can be summarized under five headings: independent living, participation, care, living with self-esteem, and self-realization.

At the 2nd World Assembly on Ageing organized in Madrid on 8–12 April 2002, an "International Plan of Action" was devised on the axis of topics including improvement of the quality of life for the elderly population, their integration in society, problems concerning sustenance and health, and establishment of policies for all age groups. The 2002 International Plan of Action has defined the priorities and set the actions for policies and practices concerning ageing for the next twenty years especially. While both assemblies generated recommendations on a global scale, the emphasis was placed by the Vienna Plan of Action mainly on developed countries and by the Madrid Plan of Action on developing countries.

In parallel with the changing demographic structure, the impact of the ageing population on the Turkish social structure has been of high importance. In 2010, the aged population consists of 10% of the whole population and it is estimated that this percentage will be around 20% in 2020 (Tufan, 2009).

There are studies on the adaptation problems of individuals during the ageing period. The most common problem among others is that they start to isolate themselves from the outside world (Ültanir and Ültanir, 2005). After their professional life comes to an end, their income decreases in the retirement period and thus their economic life develops financial problems and they lose their social roles. Some studies (Aydemir, 1999) indicate that individuals have a higher tendency to commit suicide in this period. Integration into society, being functional, and having a high quality of life will help them to be more useful and socially more successful and thus they will have more social value.

The role of ageing in productivity has been one of the issues discussed in this context, as many masterpieces in art, philosophy, and science have been done by persons over 65 (Kutsal, 2008). There has not been a relation between ageing and productivity, but studies indicate that there is increased performance when the required conditions are provided in this period (Rennemark and Berggren, 2006).

In the modern world, the understanding is towards helping the aged population to have a healthy, productive, and satisfying "active life". The term "active ageing" was adopted by WHO in the late 1990s. It is meant to convey a more inclusive message than "healthy ageing" and to recognize the factors in addition to healthcare that affect how individuals and populations age (Kalache and Kickbusch, 1997). Active ageing for older people means being proactive in keeping healthy, being physically and mentally active, engaging in learning, living in safe environments, working, and actively participating in family and community life (Boulton-Lewis, 2010). In the U.S. older adults themselves define successful ageing as multidimensional, including physical, functional, psychological, and social health (Phelan et al., 2004).

Education and learning are assumed to be important factors in active ageing (Dench and Regan, 2000; WHO, 2002; Hodkins, 2008). Participation within the broader community is important, firstly, for enjoyment and recreation; it is also to allow older people to adapt to changes within the environment in areas such as technology, lifestyle, finances, and health. Lifelong learning and continued education would enable elderly people to keep up with technological and scientific advances and to maintain the quality of their lives by enhancing their self-reliance, self-sufficiency, and coping strategies in physical, health, and social relationships areas (Boulton-Lewis, 2010). It is clear that education and learning play an important role in productive ageing.

In this context, especially in the developed countries, official and local organizations, universities, and civic organizations serve the educational needs of the aged population through various educational programmes (Cámara and Eguizábal, 2008). However, in the rapidly developing world, the needs of the aged population are to be determined regularly so that these education programmes can be successful (Niederfranke, 1992). But, there is little research that describes what older people themselves say they want and need to learn. There are statements about what others believe are necessary (Boulton-Lewis, 2010).

The aim and significance of the study

The efforts to provide the aged population – 60 years and over – with the facilities for lifelong learning are not yet at a satisfactory level and it is a clear fact that the analysis of needs to this end is not at the desired level or does not serve the actual needs (MEB, 1996). Thus, the aim is to determine the educational needs and expectations that are to be bases for the educational programmes that would be organized for the education of the aged population in Turkey. The findings will help policy makers, the educational sector, and other related sectors to meet

the needs of the aged population with the suggestions proposed.

MATERIALS AND METHODS

The survey model is used in this study. This model aims to describe present or past situations as they are (Karasar 1991). This survey model makes use of qualitative and quantitative research techniques.

The research was carried out in Ankara, the capital city of Turkey. According to SPO (2007), Ankara is the second metropolitan city in terms of population in Turkey with over 4.5 million people. Ten per cent of this population (458,867 people) is composed of individuals aged 60 or over. The research covers the aged population in Ankara since Ankara represents the average population distribution of the aged population in the whole country. The group between 60 and 74 consists of 74% of the population, which is the same percentage considering the whole population. Forty-six per cent of this group are male and 54% are female. Furthermore, there are immigrants from all over the country and from all social, cultural, and economic subgroups.

The data were obtained by personal interviews with the age group between 60 and 74 in Ankara. In order to determine the adequate number of interviewees, "theoretical sampling" was used within the qualitative research approach. In theoretical sampling, at the beginning of the research the volume of samples is not known. The data collection process continues until the data obtained start to repeat frequently (Yildırım and Şimşek, 2008). Thus, in the research, 128 aged individuals were included in the interviews as they were willing. The interviews were carried out over a period of six months in 2009 by visiting the interviewees in their homes or by meeting appointments at a certain place or at work. The researcher himself was involved in the interviews to obtain in-depth information.

The data were obtained by using interview forms consisting of semi-structured and open-ended questions. While developing the data collection tool, national and international literature was studied, the experts of the field were consulted, and especially the findings by Erişen et al. (2008) were used. The researcher was involved in the research and presented especially open-ended questions to get in-depth information using sub-questions. The researcher took notes on the form and used a video recorder depending on the willingness of the interviewee during the interview.

For the analysis of the data, a descriptive analysis approach was adopted, the notes and the video records were combined, and unnecessary information was eliminated. The data obtained were coded and categorized using frequencies, percentages, and direct quotations to make the data meaningful and reliable. To indicate the profile of each interviewee, the following symbols were used:

M = male
F = female
A1 = aged 60 – 64 years
A2 = aged 65 – 69 years
A3 = aged 70 – 74 years
A = alone
W = living with partner
L = living with family
E1 = illiterate
E2 = primary education
E3 = secondary education
E5 = high school
E6 = university graduate
W1 = working
N = not working

FINDINGS AND DISCUSSION

To give more detailed profile information on the samples, the data obtained are presented below based on each question asked:

What is your sex?

69.5% of interviewees are male while 30.5% are female.

How old are you?

When grouped according to the categories, 61.7% of interviewees (more than half) are between 60 and 64, 26.6% are between 65 and 69, and 11.7% are between 70 and 74.

Who are you living with?

3.9% of interviewees live alone, 51.6% live with a partner, and 44.5% are living with family (with or without a partner and family members).

What is your education level?

0.8% of interviewees are illiterate while 2.3% are literate, 24.2% have primary education (five years), 42.2% have secondary education (eight years), 25.0% have high school education, and 5.5% have a university degree.

Are you working?

67.2% of interviewees are not working and are spending a pension; 8.6% are working and spending a pension. The working group consists of male individuals aged between 60 and 64. 24.2% are not working and are living on income from a partner and/or family member. A quarter of this group is composed of females.

Is your income satisfactory?

12.5% of interviewees find it "satisfactory" while 29.7% find it "partly satisfactory" and 57.8% find it "not satisfactory". In other words, the majority of the interviewees have insufficient income.

Are you considering working to increase your income and/or to be useful for yourself and society?

23.9% of interviewees say "yes" while 70.9% say "no" and 5.2% are not sure. 90% of the interviewees saying yes are male.

Are you a member of any civic organization or socio-cultural club?

3.9% of interviewees say "yes" and all of them are male. However, 27.6% of this group are willing to be members of any civic organization or socio-cultural club if they have

more facilities, a higher level of income, and competences.

Do you want to take on social responsibilities to share your knowledge and experiences if you are provided with the required facilities?

28.9% of interviewees say "yes".

Do you have digital competence (computer use, Internet surfing, computer games etc.)?

75.7% of interviewees say "no" and 28.8% of this group would say "yes" if they had more facilities and their conditions were improved.

Are you pleased with life?

32% of interviewees are "pleased" with life while 49.2% are "partly pleased" and 18.8% are "not pleased".

Do you have problems adapting to society?

79.6% of interviewees say "yes".

What are your expectations of society for making your life more active and increasing your life satisfaction and social adaptation?

The expectations related with this question are indicated in the quotations below:

"Our financial situations must be improved"; "We don't have an active life because we cannot go out of the home due to economic problems"; "Health care should be improved"; "Social and cultural facilities for the aged group should be increased and there must be planned activities for us, because we should enjoy life despite our old age"; "The general perspective of society towards old people is not good, and should be changed"; "The young generation must be trained so that they become respectful to the old"; "It is also our right to travel and it is not enough to give free travel cards to travel within the city"; "My partner died and I feel lonely; there must be facilities to make myself useful to society"; "I want to live like the old people live in Europe"; "Our financial conditions must be improved and some facilities like language learning should be presented to develop ourselves"; "Technology is developing rapidly; we are not capable of taking care of our personal needs like bank use. Therefore, the government must help us"; "The government must find ways to educate us and our society so that we understand each other"; "Look, my feet are disabled. Why don't they think of us while constructing roads, buildings, shopping centres, hospitals, and so on to help us to do our own tasks independently?"; "We can do a lot and we can learn a lot of new things but we must our experiences and make our contributions if necessary"; "I'm living alone. The government must help us with our housekeeping and healthcare with well challenges like health problems, financial challenges,
problems adapting to technological developments, inadequate education, and the rapidly changing structure of society qualified services"; "The government ignores us and places more emphasis on the young generation because they are the majority, but the aged population is increasing, so this will cause a lot of problems in the near future. The government should be aware of this problem and should improve many services like healthcare, the economy, education, and so on"; "There are not enough civic organizations to represent us; we need such organizations"; "I want a life of respect and honour, and everything must be done for this".

Have you ever been involved in any educational programmes in the context of lifelong learning in your aged period?

2.3% of interviewees say "yes". When they were asked about where and what type of education they were given, two out of three (males) said that they took BELTEK courses, which were organized by Ankara Metropolitan Municipality and Gazi University together. They took courses in first aid and decoration for two months. One female interviewee took a short term course organized by a civic organization on spiritual subjects. The remaining members of the group, who had no educational activity, were asked about the reasons and they expressed their answers like this: "I don't need it"; "I'm old and don't need any more"; "I don't have money to participate"; "I was not informed about it"; "Do they accept us on the courses?"; "I don't have this capacity"; "I cannot get there and return"; "I would like to but I'm afraid that some people might make fun of me"; "My partner wouldn't accept it"; "I have some other problems besides the course"; "I'm not healthy enough"; "The young students on the course may laugh at us because of our age"; "I'm working and have no time"; " I don't know what they teach "; " They have nothing to teach". The quotations were repeated by many interviewees using similar expressions.

The profiles of the interviewees are given above. In order to find out their educational needs and their expectations of an educational programme the following questions were asked:

Suppose that you were given an educational programme to improve yourself and to make your life more active, in what fields would you like to have an education, and what would you expect from the educational activities organized for this purpose?

The answers to these questions were analysed, the expressions about the educational needs were be informed about the environments where we can share determined, and the categories were formed as shown in

Table 1. Educational needs.

The Field of educational needs	f	%
Healthcare competencies (physical, mental, spiritual, etc.)	119	92.9
Leisure time activities (hobbies, painting, handicrafts, cooking, etc.)	76	59.3
ICT competencies (use of computer, Internet, mobile phones, etc.)	51	39.8
Self-sufficient life competencies (meeting personal needs, using household appliances, driving, bank use, etc.)	42	32.8
Socio-cultural activities (being aware of such activities, types of activities, procedures, etc.)	36	28.1
Skill development to improve income	33	25.7
Care giving (childcare and education, patient care, etc.)	27	21
Adaptation strategies for change and developments	24	18.7
Spiritual subjects	22	17.1
Policies and practices for the old (rights of the old, services, etc.)	21	16.4
Voluntary organizations (types, membership procedures, etc.)	18	14
Financial management (heritage sharing, grants, bank transactions, renting procedures, etc.)	13	10.1
Facilities and opportunities for travel and holidays	11	8.5
Consumption awareness	9	7.0
Language competencies	5	3.9
Reading and writing courses	1	0.7

the tables below.
These needs are displayed according to the codes used in the method as sample quotations:

MA1AE4N: "… we need education in a lot of fields; everybody needs it in this world. Look, I'm living alone; I have difficulty in cooking, washing up, house cleaning. I don't have enough money to pay someone to do these things …. I'm bored at home, I have bought a computer for myself, but I cannot use it well. I read the newspaper on the Internet and play computer games …. I would like to learn different ways to spend time at home. I don't know, but I think we can learn something new if they show us and we choose what we like … ".

FA2LE1N: "… My son, I don't know how to read and write; I couldn't go to school although I wanted to so much. Now I'm old and have difficulty even going out …. how can I learn? Will they come and teach us something? In this case I would like to learn at this old age. I asked my grandchildren to teach me but they were not interested in …. What else can I ask? I want to leave this world without begging, my health is going worse, I wish I could learn how to take care of myself …".

MA2WE5W1: "… Our government ignores us because of the young generation at the moment, but the number of old people is increasing in Turkey, and the government should be aware of our problems before it faces more and bigger problems. Our state is improving a lot of things from healthcare to the economy in order to solve our problems …. Everything is changing rapidly and we need education in many fields. For example, I try to read and watch documentaries, health programmes, and news related to education. I use a computer to learn about the world and I do marketing. I feel that I need to know much from the Internet about this …. I think education must be provided for all of the older generation but we don't have it. It is impossible to get it from some places and our government is not interested in this problem. We can have private lessons but our financial situations are not good enough …. I want to improve my foreign languages; I know some French but I wish I could speak English …. I would like to get education in some other fields; for example, I would like to play a musical instrument and to understand more about the changes and developments in the world …".

FA3LE2N: "… I'm not illiterate but I cannot understand the world now. My son, it is difficult to live in this world; I'm lucky that I'm healthy and can take care of myself …. It is good if we can learn new things. For example, it is good to know how to use an electric oven, dishwasher, and modern televisions. I cannot manage them. My grandchildren know better. But I cannot communicate with them. I take care of two grandchildren, I would like to communicate better with them. I wish I knew about child care and communication … and what if I could use this mobile! ...".

MA1WE6N: "… I'm sure we must improve ourselves; I'm a mechanical engineer and this issue seems confusing even for me as an educated person …. Today, television, the Internet, and so on help us to learn a lot of things but they are not enough …. I would like to learn what services the government provides for the old people. I don't

think they have enough services for us and that's why we are deprived of many things as the older generation …. My income is sufficient and I would like to acquire education about hobbies like painting, how to spend my free time, and what to do to be more useful to society and share my experiences with others …".

MA3LE3N: "…Death is coming soon; I'm 74 years old and I cannot see well …. I couldn't take care of myself in the past and had many problems due to my smoking habit. We didn't know much about it: look around, there are many old people who still smoke; we don't know the value of our health. We need to be educated about this …. My son, I'm too old now and I think I don't know much about spiritual issues. I would like to live according to the rules of my religion. This is my weak point. What else can I ask …?".

FA2LE3N: "… My wife died five years ago and I live with my daughters. I would like to learn a lot including how to use the telephone, computer, and so on. They are all necessary in this world and you must use them. It is better if you can do so all by yourself and for this education is essential …. I have some money in the bank and I receive rent from a house; my family do these things, but I wish I could do them all, especially concerning monetary issues like bank transactions and rent …".

MA1WE6W1: "… I'm retired now; I used to be a teacher. I think we need education in a lot of fields. Many old people have adaptation problems; many people are seeking jobs to do but these require new education programmes for us …. I would like to improve my computer use and foreign language ability. Now, there are no borders with Europe. Foreign languages are necessary; otherwise, how can we travel in Europe? … I feel I need education about the policies for old people …. However, I think society needs education about old people as well. Old people should be considered when constructing roads, hospitals, social facilities, and so on. The persons responsible for these constructions need education too. The individuals in society need education to help old people with their adaptation to society …".

The findings of other researchers in this field are in parallel with the findings here. Many researches (Kerschner and Pegues, 1998; Crane, 2001; Camara and Eguizabal, 2008; Erişen et al., 2008) stress the urgent needs of the old people for education in order to live in a healthy way. Some other researches (Brink, 1997; Hough, 2004; Erişen et al., 2008; Grimes et al., 2010) state that new technologies, especially ICT, are vital for old people: they have increasing interest in the new technologies and need to learn how to use them. In this context, the researches indicate the urgent need for education. According to Boulton-Lewis (2010), old people are in need of education about other cultures, new things, new talents, new skills, vocations (e.g., counseling, gardening, welding), crafts, painting, drawing, driving a car, languages, technology, spiritual aspects of life, hobbies, current affairs, politics, new subjects, piano, new music, family history, people, and practical things.

In this study, the expectations of the participants and the properties of educational programmes are determined with respect to the case of organizing an educational activity. The answers given in this context have been analysed and similar answers are grouped under subtitles and are presented in Table 2.

As seen in Table 2, the first important category of expectations of an educational activity – according to more than half of the participants – is that the location must be nearby and easily accessible. Nearly half of the participants state that the educational programmes must be free of charge or affordable. In addition, short duration, comfortableness, and simple and easy teaching techniques for their age group are important expectations of education programmes for nearly one third of the participants. About one fifth of the participants express that the educational programmes must include encouraging social activities, must be in groups with few members, and must not be too official, and the course environment must address their physical conditions. According to more than one tenth of the participants, there must be flexible timing, their experiences are to be used, there must be no exams, and teachers must be experienced, not too fresh. Some participants – less than one tenth – state that educational programmes must be enjoyable; they can entail tuition but this must be by qualified teachers, males and females must be grouped separately, programmes must have healthcare staff, and there must be one-to-one education.

The expectations given in Table 2 are in parallel with the factors considered in adult education and adult education principles (Cantor, 1992; Cranton, 1992). Detailed planning and implementation is required to reach the targets determined for the education programmes. While developing educational programmes, firstly the educational needs for the subjects should be determined and then proper educational activities and environments should be provided (Urevbu, 1991). According to literature (Bacanlı, 2002; Reece and Walker, 1993; Taşpınar, 2010), when organizing educational activities and environments, individual characteristics and expectations should be taken into account. This motivates the individuals and leads to success. Thus, in order for the education programmes for the elderly to be successful, their educational needs, individual characteristics, and expectations should be considered during the programme development stage.

CONCLUSION AND RECOMMENDATIONS

The world population is getting older, especially in the

Table 2. The expectations of educational programmes.

Expectations	f	%
Location must be nearby and easily accessible	78	60.9
It must be free of charge or affordable	63	49.2
It must be have a short duration	54	42.1
It must be comfortable	42	32.8
There must be simple and easy teaching techniques for our age group	41	32.0
We must be motivated to attend	34	26.5
There must be encouraging social activities	33	25.7
It must be in groups with few members	27	21.0
It mustn't be too official	27	21.0
The course environment must address our physical conditions	25	19.5
There must be flexible timing	21	16.4
Our experiences need to be used	17	13.2
There must be no exams	16	12.5
Teachers must be experienced, not too fresh	13	10.1
It must be enjoyable	11	9.1
It can involve tuition but teachers must be qualified	9	7.0
Males and females are to be grouped separately	8	6.2
There must be healthcare staff	6	4.6
There must be one-to-one education	5	3.9

developed countries, and this phenomenon gives rise to health, social, cultural, and educational problems and needs and so on. As a developing country, in Turkey the ageing population is showing a similar trend. It is a clear fact that there will be problems related to ageing in the near future. The ageing population, healthcare, and fields like the social, economic, and educational fields will have the potential to impact on all aspects of society. There must be policies in education, health, social, cultural, and economic fields to help the aged population by providing them with a healthy, productive, and satisfying "active life". However, it is not possible to say that the present policies and practices are satisfactory. The educational programmes used in Turkey for the old population are insufficient. In this context, studies to determine the educational needs and expectations of aged populations based on the views of the old participants do not exist. Therefore, this study tries to determine the educational needs and expectations to serve as bases for the educational programmes that would be organized for the education of the aged population in Turkey. The findings indicate that the elderly are in need of education about healthcare competencies, leisure time activities, ICT competencies, self-sufficient life competencies, socio-cultural activities, skill development to improve income, care giving, and so on. The expectations of the participants and the properties of educational programmes are as follows: the educational location must be nearby and easily accessible; programmes must be free of charge or affordable and for a short period, enjoyable, and in groups with few members; there must be simple and easy teaching techniques for their age group; programmes must not be too official; course environments must address their physical conditions, and so on.

The findings and related literature in this research will help policy makers, the educational sector, and other related sectors to meet the needs of the aged population with the recommendations proposed.

Recommendations for Policy Makers

The old population has problems related to life satisfaction and adaptation to society. The factors affecting these problems should be identified to help old people to lead satisfactory and active lives.

Some strategies and policies should be developed and implemented considering the terms mentioned in the UN International Plan of Action on Ageing (2002), EU policies applied in Europe, and other international contracts.

The formation of civic organizations related to the aged population should be encouraged.

There should be cooperation with all related organizations (state, civic organizations, local authorities, media, etc.) to solve the problems of the aged population.

The financial position of the elderly should be improved and their contribution to the development of the country should be praised.

The aged population should be informed about the official policies and practices.

Recommendations for the Educational Sector

There should be more comprehensive studies to determine the problems and needs of the elderly in Turkey.

Many countries, including Turkey, do not make sufficient effort to solve the problems of the elderly and to determine their needs.

Many sectors, including the educational sector, have employment and financial opportunities. Related sectors should be aware of these opportunities.

Various educational programmes at different levels should be organized and guidebooks should be published so that there are well qualified individuals who can serve the aged population and meet their needs.

There should be researches and projects – governmental or EU financed – to determine the constantly changing educational needs of the elderly in the context of lifelong learning.

Government, civic organizations, and/or private organizations should offer opportunities to help the elderly to share their knowledge and experiences.

The educational needs determined in this and other researches should be met by organizing courses and other educational activities. This is a part and task of the economic sector.

The educational sector should have staff that has expertise in the psychology, problems, and needs of old-aged people. These experts can serve as guides and consultants to the educational sector and other sectors.

The related sectors should organize in-service training for their staff to serve the elderly well. They should hold events, conferences, and other activities to increase the awareness of society about the elderly.

Recommendations for Other Sectors

The elderly need equipment, tools, household appliances, clothing, furniture, and so on. The related sectors should produce user-friendly products mentioned. In addition, roads, buildings, and hospitals should be reorganized according to the needs of the elderly. These needs create a special market for the other sectors.

There should be companies to serve the elderly by providing them with repairs, cleaning, healthcare, accompaniment, and so on.

The elderly would like to participate in social and cultural activities to spend their free time. This need requires entertainment spots, clubs, and agencies.

Some sectors can make use of the knowledge and experiences of the elderly so that they can gain.

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