INVESTIGATION OFTHERELATIONSHIP BETWEENEASE OFACCESS TO EDUCATIONAL FACILITIES IN THE ELDERLY PARTICIPATION RATE IN EDUCATION ANDLIFE EXPECTANCY

[1]ESMAEILZARGHAMI, [2]MILADOLFAT

[1]Associate Professor, [2]Graduate Student,
School of Architecture and urban design, ShahidRajaee Teacher Training University

Abstract - Nowadays, declining life expectancy and feeling of inefficient among aged people has become a significant issue in Iran.Particularly,this issue has become more important in nursing homes. Meanwhile, it seems that investigations and researches could lead to increase efficiency and life expectancy among the elderly. Although today this issue is considered in other countries around world, but so far it has not been observed in Iran, apart from little research about self-care training programs in the elderly, specific work has not been done. It is expected elderly education could be resistive and effective factors against ripe years, aging, disability and mental dissipate. It seems education for drug usageand treatment reduction, production increase and income and positive attitude in the elderly, as well as, other factors could be effective and cause to regaining dignity and social respect for elderly people. this study initially investigates relationship between life expectancy as an independent variable and elderlies education as a mediating variable, then it investigates amount and quality of the relationship between elderlies education and nursing home quality and its design as well as the ease of access to educational facilities as dependent variables and the educational participation and welcome rate of the elderlies.This study is going to demonstrate the need of new kind of design for elderly life space, where life expectancy has been increased and resident satisfaction in nursing homes is improved.so the study followed the characteristics of nursing home education from view point of psychologists, doctors and social scientists to forecast required training space and combine it with elderlylifestyle and their nursing home.
Results show that if learning process implicitly become part of elderly existence, it will affect the freshness of their time and the most important criteria will leave an impression on their life expectancy development.

Keywords - Education, Elderly, Educational Space, Learning, Life Expectancy, Nursing Home.

INTRODUCTION

Elderly life expectancy reduction in Iran and world along increasing aging population in Europe and other parts of the world has recently become a major concern.Elderly population is forecasted to reach one billion people in all over the world by 2020. On average, 16% of industrialized countries population belongs to elderly people and is expected increase 3% over the next few decades.

According to the Statistical Center of Iran, Iran aging population over 60 were 5/1 million in 2006 which this number is almost 7/3 % of country population. If this trend continues, we will observe Iran as aging population. Therefore, particular attention to the aging nursing home could increase the importance of elderly roles and life expectancy would have a positive impact on the community. Iran aging populationsufferfrom life expectancy reduction, meanwhile searching for factors affecting life expectancy is an important option.

Life expectancy from birth time represents the average age that a baby born will survive. Besides mortality, life expectancy index are important and effective component of health and social indicators «SDH» and also represents the cultural, social, economic and health state of community. Life expectancy indicator has become one of fluctuationindicator of health disparities in various communities [2]. One of the most important factors in increasing the life expectancy of the elderly that could play an important role in the efficiency of them is education and training space existence. Researches show 65years old men and women with higher education have more longevity. In the Czech Republic, 65-year-old male with a high education, have seven years longevity than those with less education. Education is not only an overall assessment of the social and economic situation, but also can be a tool to improve social and economic conditions in which people live and work. Recent research shows that higher education is not only life expectancy lifting factor but also leads to life expectancy without disability at age of 65 and above. It also has been confirmed in 10 countries members of the UE [3].

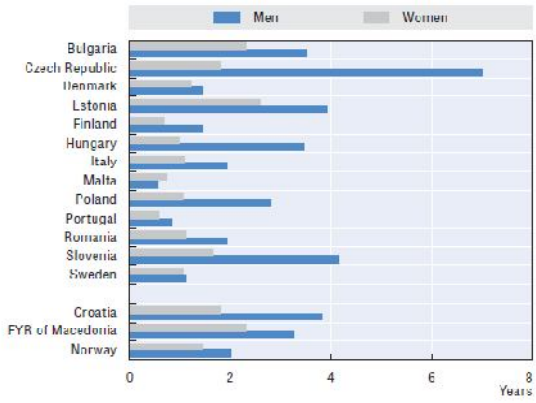


Figure 1 - Difference in life expectancy among men and women with low and high education at age of 65 years, 2010.

In recent years, educational opportunities has significantly increased for aging citizens in Europe. But it seems that older people respond to participate in a learning experience have been very slow. According to statistics reported by Canada, there is a significant drop in the percentage of adult participation in education plan after age of 45.

The highest participation percentage is (29%) among people 25 to 34 years. Next highest participation percentageis between the ages of 34 to 44 years (25 percent). Among the retired population (65 years and over) participation is only 3%. This estimation has been carried out on those older people who live in the general community, not including aging people who lives in organizational environments.

It can be said that elderly's internal and certain unwillingness to participate in educational activities is not cause of this situation and it is essential to investigate its reasons. In a research was performed by (Mary Lewis Radcliffe, 1991) older population explicitly denies the notion of over- aging for learning. In this research, 'average age' people were those who completely and strongly had disagreed with above-mentioned. In fact some of them felt insulted by this talk. As a result, there are many obligations that can be tested. Resultsof Shahbazi and Heidari's study indicate self-evident educational program leads to increase quality of elderlylife. Also the overall average oflife quality in men was higher than women,as well as, married individuals was higher than others [5].

Although above-mentioned statistics show reduction of elderly participation in educational programs, but can't be claimed that this reduction is due to the inner desire and esoteric selection. Many factors, such as distance learning centers, lack of educational facilities and space, problems of access to facilities, training quality, education type and other factors can also contribute to the reluctance of elderly to be maximally effective participation. The study aim is searching factors to promote the participation of the elderly on the architecture and urbanism side.

It is noteworthy that effective promoting factors for participating elderly in training plan could have impact on life expectancy increase and quality of life. The questions that arise are:

Could attractive training centers for the elderly be effective in attracting more of them towards education?

Couldnear training center improve elderly's tendency and how much their tendency is?

Do we design the short-term training course for elderly or long-term one?

Have training influence on the life expectancy improvement of Iran elderly population?

Research Methodology:

Method used in this research is content and documents analysis. Data collection method is field and documentary studies which analyze incoming data by using qualitative content analysis. To make Structural targeted plan, questions are listed as below:

Is training essential for elderly?

What is elderly's motivation for training plan?

Do nursing homes need spaces for training?

Could training space increase elderly participation in the training period and finally help to increase the life expectancy of them?

What is elderly's sight about this field?

What is psychologists, sociologists and expert's opinion in this field?

Could near training center improve elderly's tendency and how much their tendency is?

Do we design the short-term training course for elderly or long-term one?

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In research process, our aim is to answer research questions and seek for solution through field methods and documentary study and content analysis.

Results:

Education role in different stages of human maturity

Based on Bullerclinical theory, nursing educators need to know process of maturing of older people to be able to create a strong theoretical basis. (Buller 1962).With advent of weakness markin individuals, afterage of 50 their attitude and aims to education will change. In this stage, aims change from finding job and work-based reason and education process explore personal experiences in interacting with others and creating interest and enthusiasm. [4]

Buller classifies education roles in different periods of age as below:

Table1- Role of education in various stages of human growth and maturity on the base ofage periods.

Age periods	Role of education in various stages of human growth and maturity
Age period of 20 to 30 years	- People are searching for identity through marriage, political, religious, employment affiliation - At this stage, most of the middle class, use education as a tool for employment or household progress - Trainingplan is on the basis of issues related to the utility readiness to assume social role for adults.
Age period of 30 to 40 years	- instrumental-based education carry on and focus on progress and skills enhancement - During this period, various forms of education are beginning to emerge, forming friendship groups, enrolling in a course to learn a second language or enjoyable learning experience will be appeared.
	- in this ages, concerns about the health and physical changes

Age period of 40 to 50 years	associated with aging emerge - Education reveals as interest-based forms which incline them to social and cultural activities. - in age groups of 40 to 60 years old, useful jobs in order to reduce concerns about employment and the role of the family, are taught. - The objective forms of training is more interestedly noticeable ,Like travel, study groups, music groups
Age period of 50 to 60 years	- Age of 50 to 60 years is seen as a education benchmark which pat attention to the personal occupation and a decline in essence and physical changes, moreover, limitedlifetime is accepted - Educators are confused about their role for this age group and say that maybe it's because of intensifying transition process to the aging period.
Age period of 70 to 80 years	- 60 to 70 age period emerge with disengagement and separation. - After age of 70, the process of disengagement will occur more quickly. - In this period there is strong desire to different definitions for success aging.

Adult education technique from viewpoint of psychologists

Until the mid-1920s, learning theory (Andragogy) did not differentiate between children and adults. Before 1928 Edward Torendik published his studies on ability of adult learning and this discourse simultaneously began to form.Torendik showed that adults have the capacity to learn and it had not been proven investigatory. Further, study of Torendik in 1935 and sorense in 1938 showed that adults learning ability are different from children ability.

Further studies Sorenson Tvrndyk in 1935 and 1938 showed that adults with a learning ability that children are different. The old claim that state learning after early adulthood is not necessary gradually faded with advent of new ideas. These ideas about the importance of adult learning for the adults and the community were at large scale. Although this was a big change in those time, but cause to the current trend of self-learning, which today is dominant in adult learning theory.Besides, this notion is intensified "learners maturity have been made them self-centered". Subsequently, Malcolm knowles were impressed by Lindmanin forming adults learning theory (Andragogy). These two principles began to operate until 1960. The Malkomnolz began working on his theory about elderly learning. He published his work resultin a revolutionary book and it became the most special structural and scientific issues of that age. [6] knowles and Lindman agreed that learning is a lifelong journey, but the adult learner was seen as someone who has evolved to autonomy and independence. knowles have identified characteristics of adult learners as the following:

- Adults are autonomous and self-command.
- Adults have a tendency toward their goals.
- Adults tend to be relevant to their future.
- Adults have a wealth of life experience.
- Adults need to be respected and favored.

Moreover, Andragogyknowles's theory which has propounded as educating science and art, applies following assumptions to equip adult learners:

- Adults need experiential learning.
- Adults learner in the best possible form,when they are taught subjectswhich areconsidered important.
- Adults should be related to a particular subject they know. [7]

The following table shows the differences in adult learning assumptions (Andragogy) and children (Pedagogy) separately. According to this diagram, adult learning experiences are considered as a source of training, but the education of childrenhave been a teacher-centered education and are taught by them.

Table 2 - Differences between Andragogy and Pedagogy theories about learning (6)

Learning assumption	Pedagogy (children learning)	Andragogy
Needs for knowing	Learners just pay attention to what teachers teach and don't be involved with its application in their life	Learners love to learn to do things that are related to their lives
Personal idea of learner	Learners are dependent on teacher for learning	Students feel a sense of evolution and like to accept responsibility
Role of learner 's experience	Learners have limited experience that often can't be used as a resource of learning. Learners are Relatively dependent on teacher learning experiences, such as educational materials like textbooks	Learners come to learningenvironment with handful of experiences in order to use them as a resource of learning.
Readiness for learning	Students like to be ready for what the their teacher says and what it is being evaluated	Learners are prepared to go thing they want to learn and would like to be able to do things for achieving their goal
Tendency to learn	Learners would like to learn things is taught by their teacher	Learners are focused on more learning and duties. They would like to know how use their learning for achieving their goal

Motivation for learning	Learners are usually influenced by external motive by grade and well acceptance motive suc ads	Although adult learners are also affected by external motive but most of the time are guided by internal forces.

Needs and motivation for elderly learning:

Elderly's motivation for learning is dependent on how they perceive the usefulness of outcome and results and also whether they are able to get these results or not. In contrary to young leaners who take special education period formally, elderly learners usually make free decision for what to learn or what not to learn. Therefore, it is important to attend needs of elderly learners and development of learning opportunity. Various and related learning needs can be discussed in the field of learning for knowing, learning for working and learning for activities. Most aging groups are interested in learning things related to their own personal welfare, including health and safety. They are interested in learning about aging, culture and politics in order to understand the society and people around them. Younger elderly citizens are often interested in learning new languages and anything else contributed to activities such as travel. Technology is not considered as a main learning need. Younger elderly citizens are updated by ICT that may be interpreted they still have motive. In addition to specific learning needs perceived by aged people, there are other needs which may they don't know about them, but it is so important for society like Information resources and services that can improve the quality of life and independence. It is significant to learn practical works for new condition (for example after being widow) and new devices. For example, managing money, organizing transportation, or using devices to help disabled people and how care for a person's safety or how behave with other people. while the younger respondent's interest (50-64) are often associated with trips, vacations and other leisure activities, Learning needs related to the daily activities is known as significant factor for the oldest age group. Older employees often learn new techniques and needed tools related to perform their jobs better. As third approach, act of learning can often be a target for older people. Older people consider learning as a way to be backwardness active, also avoid and isolation. Learning is often a way to preserves mind activities, membership in meaningful activities contributes health, life expectancy and a good life. Life after retirement may also provide older people with opportunities like to going to the university or studying their favorite subjects which were not be able to do them. Besides, learning activities provide an opportunity to interact with other people and cause to be socially active. Also studies have shown older people demand learning as a way to being in society and use their skills and share their knowledge. Especially, in-depth knowledge of older employees can be very valuable for younger workers in the workplace and new tools of science are being entered do not reduce their importance and competent which acquired during old and long experiences. [8]

Factors attracting older adults to higher education:

Although population statistics are most consistent predictor on the adults participation in higher education levels, but these statistics reveal just part of the outline. For example, white women with higher income and education, are more likely to participate in higher education levels. At the same time, women with lower incomes and less education level also have a higher participation percentage, exactly opposite of male in contrast [9]. Besides the statistical data, what make older people to participate in a higher education levels?

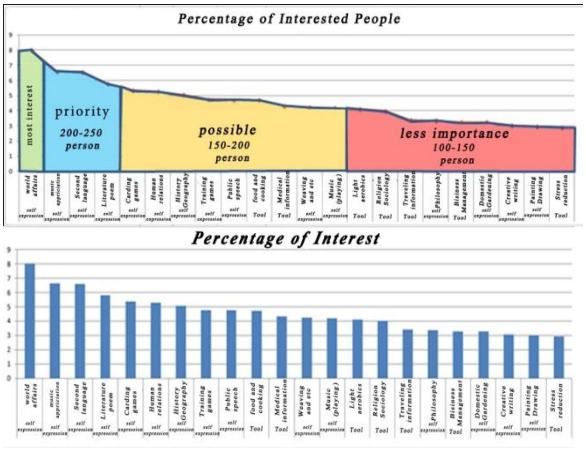
At the top of this list, there are Intellectual stimulation, socialization and skills[10]. For example, experimental group participants (most of them were 70 years old) were conducted by the University of Southern Maness Usher members. The lifelong Learning (OLLI) organization calls "learning enjoyment" as the primary motive to back to the class. [9]

Similarly, an estimation of 860 adults in age of 55 to 96 years –were involved with lifelong learning- 8 out of 10 respondents cited the enjoyment of learning [11]. In the AARP estimation, more than 1,000 people over 50 years old and older were participated, 90 percent of respondents were interested in spiritual and personal growth and satisfactory learning and manifested them as a reason for higher education tendency [12]. Unfortunately, studies about why older people returning to school do not justify other events of aging, including health problems or caring for loved ones (Either spouse and a child or elderly parent). These challenges are often barriers to higher education, but they could have strong incentives to learn and adapt as well [13] and also could justify further involvement of older women.

However, it is more likely they experience events hinder the educational goals like death in the immediate family or being guardian for an elderly parent or family member; moreover, it is likely they participate in educational activities even due to gender differences. Older people are brought into the classroom by opportunities for social interaction. Focus groups (age of research sample were 73.4 years) at University of Southern Maniz (OLLI) have been strongly stated community's desire as a motive for participating in the lifelong learning organization. Some participants with low ability and health level appreciated and said it is useful but not enough eagerly for other participants [9]. A focus group of

older people between 41 to 59 years by the North Carolina Center led for Creative Retirement (NCCCR) yielded similar results. While this group was at the precipice of retirement, education was viewed as a way to have fun. At the same time they required for forming community. As researchers observed, they needed peers to share their feelings and interests. They would like to join group whose members try to spread difference in their life and community. They like to have joint activities, a strong desire for a sense of togetherness and social [14]. Most of older people were conducted by subjects that had never the opportunity to learn it before, including adults who had no experience of higher education.

Older who have already graduated in technical fields Such as engineering and nursing, often use new opportunity to study the arts and free techniques of other relevant interest [9]. For example, estimations of older learners between the ages of 55 to 96 years wasestimated in "older learners" and concluded 60% of their learning projects (whether formal or informal) focused on arts and a little on travel issues and half on literature / humanities[11]. In addition, 61 percent of respondents to the AARP estimation about lifelong learning, cited it "as a favorite hobby or past interest in most areas "that have been followed acquirement for advanced skills (52 percent). In contrast, only 30 percent of AARP respondents hinted art, culture, travel, school, or personal enrichment (2000) [15]. Also in figure 2 and 3, Radcliffe research results (1991) has shown education type and interest and levels given weight among residents of nursing homes in Quebec, he order them respectively most interest , priority, possible andless importance:



Figures 2 and 3 – Interest rate of elderly in proposed items with self-approving (self-expression) or tool [4]

There are just four titles including literature, language, music, and world affairs which are divided 200 to 300 weighted interest rate in it and valued interests as "very used" or "low used".

Work role in elderly learning:

Work is one of the facts. Remaking ready for a new job is important that older people who continue to work, increases. Especially for those in the youngest age range 55 to 79 years. In a similar estimation of the AARP, more than half of the respondents claimed they participated in lifelong learning plan to enhance their job skills, while younger respondents were more likely to be educated for getting a degree or certification. But only 30% of respondents stated that they really wish to earn degrees and diploma to enhance their career or gain more money. While there is higher education notion in the minds of some older people, but following message comes from it: Older people like to be more educated to find job but many of them don't care for a degree or certification solitarily.

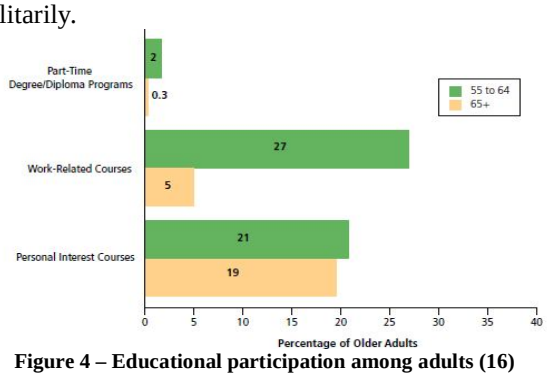


Figure 4 – Educational participation among adults (16)

In a recent study on 1000 adults, aged 50 to 70 years, has been found that 66 percent of respondents had programmed for retirement years.Their answer highlights expanded factors for remaining or re-entering of the workforce, like the joy of income or serving their community- whether full or part-time, their commercial works or non-profit organizations (Figure 5).

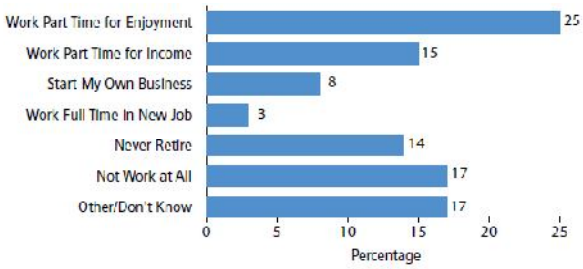


Figure 5- Programming for work in the retirement years of life among adults

Increasing interest to do the job again, emphasizes colleges and universities need to calibrate their views for rather old lifelong learning. For example, the same estimation has founded that half of the respondents are interested in employing a salaried job in one of the seven types of non-profit organizations (whether full-time or part-time): Those related to education, health care, help to others in their needs, working with youth, desired civil activities, arts and culture and the environment. 49 percent of adults between ages of 55 to 59 years and 41% of those between age of 60 and 64, were interested in service jobs. Almost one-third of older respondents were between age of 65 to 70 years and had passed their

retirement for a lot of years or never worked ,were interested in service jobs. Besides, 49 percent of African-origin American adults between ages of 55 to 59 years and 41% of those between 60 and 64 years, showed their interest in service jobs. Spread estimations indicate that as adults are allowed or required to re-enter work force by conditions and events, work motive is different. But even, if there are strong reasons to work, they still face uncertainty about employment. Description older students of Portland Community College (PPC) in Oregon, highlights need for higher education to help them become more active, they also concerns over: these concerns goes slowly to adapt and create chance for at work. There is no doubt in this field, because of the negative perceptions of old thoughts about value of older employees. “More programs is more beneficial”. “It helps us to be useful”. Finding a job after graduation would be the biggest problem and it is because of our age"[18]. There are lots of discriminations against women and their age at work. In the same time, most of managers considered experience, knowledge and coaching ability of older employees as a significant benefit they have been bringing into work environment. This lack of links leads to create opportunity for colleges and universities enter inter to partnership with other organizations and trades to educate older adults and take them into high demanding jobs. In other words, many older adult still remain in low-skilled jobs for the most part of their life. Those who have high school diploma or less may never experience college as a possibility. Then, Lifelong learning should be started where former education has been stopped.

For groups who has not been involved in the work such as replaced employers, aging immigrants, aging who live in rural communities and all aging adult who have spent their life by low-income jobs, education for better jobs and financially stability is necessary [15].

Learning views about Adults sociological perspective:

1 – Learning method in adults

Malcolm Knowles (1978, 1990) [19] is a theorist whose ideas have been taking forward process of adult learning. He states that adulthood occurs when people behave maturely and accept themselves as an adult. Then,they should be treated as an adult. He states that adult learning accomplishes indifferent forms, for example:

- Adult learners bring plenty of experiences to the learning environments so that teachers can use it as a source.
- Adults expect to have a large impact on what is reason of their learning and the way are trained.
- Students should be actively encouraged for participating in designing and implementing programs.
- Adults need to be able to observe the applications of new learning.
- Adult learners expect to have a large influence on way of their learning assessments.
- When Adults are questioned about feedbacks of program, they expect their response be feasible [20].

Berner says adults are self-commanded, and this is the main idea in the context of adult learning.So the process of adult learning is student-centered, experience-based and tends to have problems and human view for learning and training is very comprehensive and all educational activities is just related to the student [21].

2-Adulthood as a social structure

Pougson and tenant (1995) offer a view of adulthood as asocial structure. They say that the idea of life lesson is different for different people and different cultures. Therefore, educators and trainers of adults should be aware of the attitudes and behavior of adults [22]. Berner is also likely to supports the view of "Definitions of adults are not clear" and “that is true for adult education." She says school education is as a gasoline tank. "The tank should be filled only in the garage, before the highway, then began life journey" [21]. She adds problems increase when they have not filled their tanks in the school. He uses this metaphor to say that the service stations should be along the highway of life. Here one can ask when maturity is accomplished. Is there another evolution after a certain stage of life? Some writers say if kids are almost in the same age and stage, it won't be possible to imagine such reciprocity for adults. Adult's knowledge and life experiences are different. It can be said there are remarkable differences in the experiences of adults in the environment.

The impact of emotional response of adult learning

Some adults close to the formal education with anxiety and feelings of high or low self-efficiency. Their nearness to environment of learning could be affected by evaluation or assessment of new experience. For example, there are two adults in a class with exercise plans, one of them may experience a sense of excitement by exercise, while for others may leads a sense of confusion. It indicates that manner of approach from conditions and sense created affected person's behavior and actions [21]. Berners claims such assessments which are accompanied with fear or anxiety, make some learners to forget uncomforting factor and also it is experience of learning. But if it accompanies with excitement or competition make learners to show behavior in accordance with their duties. Importance of educational space in nursing homes projected increase in the number of elderly in the general population, the most obvious way possible population map will change.

Importance of educational space in nursing homes

Projected increase in the number of elderly in the general population, the most possible obvious way will change population map. But older people will receive higher levels of education than past elderly or today's one. They are economically safe and will allot more political power to themselves. Simultaneously, social life-style has commonly grown and more elderly will enter nursing homes and long-term care residences and they will persist on using time more meaningfully. Regardless of how colorful and diverse environment is organized, they will require something more than leisure times. As a result, adult's obligation for education is very high. Training programs are very various and there will be spreading definition of "student" and location of training site will be non-traditional. Finally, Continuing education will be considered as part of the normal behavior of adults. In fact, learning will be a lifelong journey, not a destination [4]. Radcliffe's research (1991) shows that 86 percent of long- time residents of care organization aged 60 to 98 years do not believe in “being too old to learn”. He has designed special titles in his research and prioritized interested issues of elderly through questionnaire and statistics. Also an innovative way is done by a charity called “initial taste” in Great Britain as example of advantages of learning chances. This innovation shows arts and crafts classes in inner-urban nursing homes, participation of older people has led to a significant reduction in treatment and medication and costs of classes are saved for drugs [23]. These places lead to reduction of care and treatment in nursing homes. Since these places are near, and education has been focused on them, more persons attracted by them and also there is no more recent negative view. It is important that elderly come to the center by their own willing not by family pressure. Table 3 shows a comparison between focused educational places and non-focused one in nursing homes of elderly.

Table 3: comparing focused educational space and scattered educational space through city

focused educational places	scattered educational space through city
Nearness of educational or residence places of elderly	Distance of educational or residence places of elderly
existence of all educational facilities in an institution	Failure to meet required spaces of elderly and the distribution of education scattering
More attraction and welcome of elderly and positive attitude toward nursing home	Absence of maximum participation of elderly in educational processes due to elderly different distances and special conditions
Providing civil rights in accordance with their social station like other youth in different ages	Lack of attention to civil rights of elderly, in comparison with youth who have related educational institutes.
Reduction of civic transportation and suitable access.	Increase of civic transportation and distances
Spread and aimed design for nursing homes base on special standard of elderly	Lack of attention to standards and design principles related to elderly, in most of cases
Site location with respect to the urban positions and strategies and climate, environmental and vocal pollutants.	Lack of attention to urban and residential positions because of absence of focus.
Medical and nursing care spaces in vicinity of educational spaces.	Distance and lack of care facilities and services in vicinity of these centers

Also recently, the importance of education and the elderly has been attended:

Boardinghouse College has begun to emerge in the United State and places called ‘université du troisième age’ in France. They are expanding in all over Europe. So such places are found throughout the world and have their own international community. Many of social movements have shown that leisure-based education lead to lower standards. In fact, academic standards are applicable in some cases. Hence such places are where more than for education as entertainment and are often ridiculed. It is important to provide secondary form of education, because it has brought an opportunity for a fruitful life and reflected positive behavior supporting inclusive education and new skills. This educational aim should be seen as clear form of leisure. If adult education can cause to make connection between people and contemporary culture and make them to use their leisure in an innovative way and if it can also make life of performing people fruitful, it would be absurd to attribute them to the advantages and benefits of education world and Providing it is clearly very important, because more people live longer, hence it will bring more real time to learn various things in their life. “but what would be the usage of new things learning in spite of aging process?” is a question that has always been going on. If learning can make life fruitful,(as occur for many people) , then elderly would have the same equal rights for using fruits of learning. Devi wrote that: "Since life has meant growth, a living creature lives as positive as and as well as others in the same age stage and enjoy the same level of inner perfection and the absolute claims others do”. So, education means investing for growth or providing adequate living conditions, regardless of age [24]. Then, identifying the effective and required educational spaces in nursing homes or other educational centers could create a way for establishing standards and new laws in this field. It must be attended these cases need more psychological studies in the field of elderly desires and preferences In Table 4, all needs of seniors have been mentioned in detail during the research and have been collected spatial and architectural solutions to develop elderly life expectancy and education. In this table has been offered proposal spaces where observe to comfort and convenience of elderly. According to the table, it is significant to provide elderly educational centers by gyms and exercise club, self-care program,

exhibition space for learning, training classes, outdoor spaces, workshop, computer sites for updating, conference hall, reading room and gathering space to dialogue and sharing experiences with assembly and educational centers.

Table 4: architectural spaces are required for educational needs of the elderly

Type of need	architectural spaces	Spatial characteristics
Self-care education	Existence of exercise clubs	- Desired and convenience temperature of elderly should be considered - Sustainable of energy in designing and places without ventilation equipment should be considered
Islamic-Iranian culture	Existence of worship and religious places	- In order to establish rituals and social relationships between elderly and Islamic and religious education by elderly
Education, work and feedback	Existence of exhibition and sale of handicrafts created by elderly	- service spaces for serving - Training for high-demand jobs (possible trading efficient spaces in a nursing home) These spaces are essential to present experimental products obtained elderly training. -existence of spaces for exhibition and selling of elderly's handcrafts.
Discovering of personal experiences	- Outdoor learning space -Outdoor space for planting (native plants are preferred)	- Digging and searching in nature and communicating with it and new knowledge about the nature. - Learning about the natural life of plants and plant growth conditions. This outdoor educational space including seats, gardens, natural elements, native plants, machine, outdoor chalked-black board, greenhouses and natural elements and naturally resistant floor.
Social Interaction	Gathering and discussion space	-Existence of intimate and friendly atmosphere with the aim of gathering and interaction and learning. - Existence of spaces for being together - Flexible and customizable environment with proper lighting and away from noise and air pollution.
Creating interest and enthusiasm among elderly and being updated	Workshop and classroom space and computer sites	- Existence of training spaces to revive lost learning opportunities. - Existence of spaces for affairs are required by elderly such as education, supervision, help to others for their needs, working with youth, and civic activities such as arts and culture. - Spaces for communication with a group of world new issues. With increasing growth of education among elderly, the next generation of them will be high-educated and spaces should be provided to offer more meaningful activities expect entertainment. Using cluster form order or U shape for computer site designing.
Being self-command in learning process	Classroom space with both workshops and discourse layout	- Two types of functional and colloquial skills in classes should be predicted and existence of flexible classes that could be converted into both above options. - Classroom's layout should not be traditional of and should not be just focused on teacher' viewpoint. Having adequate access to health services and should be close by the classroom
Education as a lifelong process	A space for interacting with youth and generational ties, for example nearness of child care centers to library space	- Elderly are divided into two groups: older and younger, classroom space for former group is theoretically organized and the later one organized by skill and workshop spaces. - A library should be considered in the vicinity of classroom in order to they refer if necessary. Elderly can be provided with this free study and it may be offered by a person.
Experience of life	-Workshops and craft spaces for learning and being learned by handmade and artistic experiences. - Conference room for presentations and conferences on topics of interest to the elderly about career and personal experiences	- Spaces must be adaptable and flexible, based on elderly different experiences on different topics, because elderly have various levels of knowledge; unlike children whom have the same knowledge.
Elderly Independence	Controllable atmosphere while having a sense of security and independence	- Spaces should not be surrounded and be free - having mental and physical security for both elderly and observant, while maintaining elderly's sense of independence.
Returning to the society and connection	Allocating elderly work Spaces in vicinity of nursing homes staff	In such spaces elderly could live by the side of significant experiences of nursing home's staffs and exchange their experiences and learning.

Discussion:

According to the research it is notable to say process of gradual aging is frequently associated with the disease and decline. Risk of chronic diseases and disabilities, effectively will increased by aging process. But there is not necessarily weakening and pejorative psychological form for elderly [4] and still it is not possible to say elderly have reached the end stage of their learning. Findings indicated that elderly education directly affects the life expectancy and increase the longevity of the elderly, as well as, reduce the usage of drugs and therapies.

Nursing homes are places where is seen as the house of death, but in this field, they are titled as an

appropriate option to present educational service. There are problems related to architectural and urban areas where elderly are faced with them through educational participation including:

- Lack of transportation –Public transportation may not exist at a specific time where elderly are going to go to their classes.

Access problems - some lessons are organized in places where access is difficult for the elderly.

- Lesson's requirements - some lessons may have required special equipment (for example, computer site, and website accessibility at home) that prevents the older person from participation.

- Inaccessibility or unavailability of courses - cut of public investment means that most of elderly's favorite lessons are not available in the area of their living. [23]

But focusing on training in nursing homes can also provide convenient access to their life range, special education space such as community halls, computer laboratories and arts and crafts workshops and elderly's favorite activities increase their participation and solve problems. Research shows that educational spaces related to elderly's nursing homes lead to greater participation in educational activities. Then, associated energy and difficulties decreased and facilities are more completed. These organizations are also able to create places which beside educational spaces, elderly are able to interact with their coeval. As discussed, because of the diversity of experiences, they share their experiences with others. In contrary to children who obligatory come to educational places, elderly come these places base on personal interests and there is no need to encourage. Investigations show that training such as self-care education, second language, literature and poetry have higher status among the elderly. Other research shows country's culture, can also lead to other results because these factors vary according to the different locations. Since elderly education has done student-based and in groups, architectural space designed should be flexible to change the shape or layout to a group debate or open order. What have been learned through these educations are more elderly's experiences. So it is required workshops and open space for discussion and social interaction in the learning centers. It is necessary to analyze needs and elderly behavior through process of teaching and derive physical aspects of their architecture. Elderly need special education and their own ways according to behavioral characteristics appropriating their age. If we collected and classified visual and physical characteristics, would lead to appear needs for spaces and special facilities which each of them have their own visual and physical characteristics. Other requirements derived from the opinions of experts and psychologists have been examined in table 4 and have been considered some architectural solutions and finally spatial features been mentioned in detail. Among these spaces could point sports clubs for educating self-care health of elderly, adaptable and flexible, student-centered classes (clusters and U-shaped), Outdoor learning spaces (including seats, gardens, natural elements, native plants, sport equipment, exterior chalk black board, greenhouses and natural elements and natural and resistant floor) and finally intimate places for times being together and social interaction for the expression of personal experience and skills, while all learning processes are interactive among elderly.

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