

The Educational Programs for Seniors in Egyptian Museums between Theory and Practice

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Abstract

In spite of the large number of Egyptian museums, in addition to the importance of non-formal education in museums, it has been found that the programs of the museums are mostly addressed to the other age clusters, especially school children. On the other hand, seniors' programs (for those over the age of 60 years, and in urgent need of attention) have been neglected although a lot of benefits can be gained from their experiences. Therefore, Egyptian museums urgently need to develop a systematic plan for the educational programs addressed to seniors and also provide several proposals for educational programs, based on the study of the interests, motives and desires of the visitor.

The importance of the research lies mainly in the age cluster addressed by museum programs and the privileges granted to seniors through these programs. In this regard, the researcher uses educational programs designed for seniors in Egyptian museums and their effectiveness as a case study for more elaboration.

Keywords: Senior Programs– Elderly - Lifelong Learning -Ageing

Introduction

Museums have always had educational aspects, but it is only in the last few years great attention has been given to the museum as an educational center. Public museums improved during the eighteenth and nineteenth centuries but still as center to collect and maintain artifacts.¹

The era of information began in the middle of the twentieth century and resumed till the end of the millennium. This era brought new light onto the demand for knowledge and new awareness the significance of who holds the information. During this era, a large change in thinking has taken place and the museum was suggested as a learning center. Museums were no longer guardians of artifacts but they have become guardians of knowledge.²

The main function of the museum is to educate and raise cultural and heritage awareness. Therefore, Egyptian museums pay attention to the educational programs offered to children, especially school children, and aims at linking the educational curriculum with the educational programs in museums. However, the educational programs offered to seniors suffer from severe shortage and lack of attention despite the big number of visitors who belong to this age cluster.³

Objectives of the Research

- Evaluating the impact of museum education programs on senior visitors and community.
- Determining the characteristics of senior visitors of Egyptian Museums, which would help in drafting programs that would perfectly match the target audience.
- Determining the motivations of senior learners to become involved in lifelong learning at the Egyptian museums.
- Determining the preferred learning styles of the senior visitors.

1 Sharon Macdonald, ed., *A companion to museum studies* (Vol. 39). John Wiley & Sons, 2011, p 341.

2 Emily Curran, *Discovering the History of Museum Education*. *Journal of Museum Education*, 20(2), 1995, pp.5-6.

3 Emily Curran, *Discovering the History of Museum Education*. *Journal of museum education*, 20(2), 1995, pp.5-6.

Hypothesis

- Seniors' programs are not included in the strategic plans of Egyptian museums. In addition, there is no analysis of visitors' interests and motivations which would help in meeting their needs while setting museum programs.
- Developing customized programs for seniors would make the community more engaged with the museum and make people more likely to visit it.
- Senior visitors are actively engaged in museum educational programs that strongly articulate and recall their memories.

Methodology

The research uses a mixture of qualitative and quantitative analysis as follows:

Review of Literature

The researcher in this part discusses the previous studies of ageing population, lifelong learning, and characteristics of senior visitors.

Case Study

The researcher has decided that case study research would be an appropriate strategy for the phenomenon of the study. In this qualitative strategy of inquiry, the researcher attempts to transform the theoretical knowledge into a practical framework that can be applied in the Egyptian museums.

Research methods

The researcher used the following qualitative and quantitative methods of data collection:

Field Observations

The researcher made the direct observations during the field visits to examine the educational programs for seniors and its impact on the visitors and how it can be effective and how it can be a useful tool to serve the community.

Semi Structured One-to-one Interviews

The researcher made individual interviews of open-ended questions with 15 of the specialists in the Egyptian museums to get their opinions about the effect of the educational program for seniors.

Questionnaire

The questionnaires are designed and distributed to the visitors who participated in the educational programs to evaluate their impression and feedback.

Data Analysis

All data were examined, categorized, and compared to each other. The qualitative data were collected from the field observation and individual interviews and was combined with the quantitative data collected from the questionnaire inputs.

Literature Review:

Ageing

Ageing is the gradual decrease in physiological functions, an increased risk of many diseases and general weakness in the body, which in turn leads to death. But these changes are not the same, and are only associated with age by years, while some 70-year-olds may have good physical and mental functions, others may be weak or need help to meet their basic needs. This is due to many reasons, including the healthy and nutritional pattern, and these changes are also strongly influenced by the environment and the behavior of the individual. Seniors often involve other main changes. This includes social relationships, and the need to deal with the loss of close relationships. In response, seniors tend to optimize their existing abilities through practice and the use of new technologies, and compensate for the losses of some abilities by finding other ways to achieve tasks; also it appears that their goals, motivations and preferences have been changed⁵

Ageing population

This social phenomenon indicates that the number of elderly people in a given society exceeds the number of newborns. This phenomenon occurs due to several reasons, including low death rate, low fertility, high life expectancy, high living standards, and advancement in medical technology. This phenomenon is occurring now in most developing and developed countries.⁶

According to the definition of the World Health Organization, the region where people 65 years old represents between 7% and 14% of the total population, this community is defined as the "aging" society. If the elderly population is between 14% and 21% of the total population, this community is defined as an "old" society. If the elderly population makes up more than 21% of the total population, then this community is defined as a "hyper-life" society.⁷

The world population 60 years or older reached 962 million in 2017 and this number double their number in 1980 when there were 382 million elderly people worldwide. In addition, the number is expected to reach another 2.1 billion by 2050.⁸

Seniors in Egypt

The Central Agency for Public Mobilization and Statistics showed that the number of elderly people in Egypt is about 7 million, representing 7.1% of the total population on January 1, 2020, and this percentage is expected to rise to 17.9% in 2052. The number of elderly males reached 3.5 million, representing 6.9% of the total male population, while the number of elderly females reached 3.5 million, representing 7.3% of the total female population.⁹

Definition of Lifelong learning

"Lifelong learning means all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective".¹⁰

This definition of lifelong learning is from European Commission 2001 contact 1. In this document, the Commission states that all learning opportunities and strategies must be implementable in a fair and equal manner for the elderly, including older workers; they should be allowed to participate more actively in society and in the job market.¹¹ The lifelong learning programs

4 World Health Organization, World Report on Ageing and Health(Luxembourg: WHO press, 2015), 25.

5 Pilar Mollon and Salvador Cabedo, ed. .Education and Quality of Life of Senior Citizens (Universitat Jaume I,2013),55

6 Hansol Jeong," A Study of New York City Museum Programs Specific to Seniors:(Master Diss., S.U.N.Y Fashion Institute of Technology, New York, 2017), 5.

7 Hui-Jong Hsieh, Museum lifelong learning of the aging people(Procedia Social and Behavioral Sciences no 2, 2010), 4831-4835

8 United Nations, World Population Ageing, (United Nations: New York, 2017), 1.

9 7 Mlaïyyn Muwwsen Be-msr fiyy Al-awal Men yna-yyr, accessed July 27, 2021, <https://www.sis.gov.eg/Story/211770/7%D9%85%D9%84%D8%A7%D9%8A%D9%8A%D9%86>

10 Lenore B. Weinstein,"Benefits of Lifelong Learning for Older Adults"(Conditioning Activities and Aging), Volume 28 (October 2004): 1-12

11 Weinstein,"Benefits of Lifelong Learning for Older Adults", 1-12

are different; some of them are culture program such as art history, religion, literature, and philosophy. Other programs are for enjoyment and fitness such as yoga or field trips (visits to historical sites or museums). Some of them are academic programs such as higher education courses for professionals or programs to develop skills such as computer skills. Programs fees vary from no cost to full paid cost; some universities offer older adults any of their available classes for free if there is room.¹²

History of Lifelong Learning

The British scholar, Basil Yeaxlee mentioned the notion of lifelong learning in his *Lifelong Education* (1929). He also mentioned that lifelong learning can happen in many places (homes, theatres, clubs, cinemas, churches, concert rooms), using different tools such as books, newspapers, and music. Moreover, nowadays, the tools can be the technological devices, such as television, radio, email, text message and the internet.¹³

In 1965, the famous French adult educator, Paul Lengrand supported the conception of “lifelong learning” in The Third International Committee for the Advancement of Adult Education (UNESCO). For the first time, “lifelong learning” appeared formally in an international conference and became the basic concept of the educational development in the United Nations. The US Congress passed the Mondale law of 1976 that addressed different lifelong learning needs of adults¹⁴.

The Ministry of Education in Japan supports the Lifelong Learning Law of 1990 to increase the number of Elder Colleges across that country as part of a plan to promote a lifelong learning society. Similarly, the Ministry of Education in Spain has encouraged the establishing of 47 Older Adult University Programs (OAUP) since 1990s.¹⁵

In conclusion, it had been found that the main priorities for elderly had been changed from the functional features to psychological aspects, for example, from the concerns for their economic wellbeing, health, and skills to their emotions, attitudes and participation in social and cultural activities.¹⁶

The Importance of lifelong learning

There are four major purposes of lifelong learning which are derived of international policy developments: effective citizenship, personal achievement, social involvement, and employment-related aspects.¹⁷

Lifelong learning has many benefits for all ages in society. It strengthens its economic and social contribution, qualifies it to be more informed and more active, contributes to their personal well-being and realization, helps them to be creative and innovative, and increases their competence as workers or volunteers,¹⁸ enhancing employability, reducing spending on unemployment benefits, and welfare payments and early retirement pensions, increased tax revenue, increased social returns - for example, in terms of civic and community participation - and better health with a subsequent decrease in health care costs¹⁹. The government supports lifelong learning programs for midlife and older adults for many reasons: to allow seniors to keep a sense of independency in their nonworking years, to encourage cultural engagement, to obtain new knowledge and skills to be familiar with the social changes, and to enable them to obtain information about disease protection and good self-care practices.²⁰

While studies confirm that lifelong learning enhances cognitive skills and prevents or delays Alzheimer’s disease or the onset of dementia, it is also a remedy for boredom, isolation and depression.²¹ Lifelong learning boosts self-confidence, employability, utility to self and others. It puts seniors in the company of other learners, and hence increases their motivation to live longer,

12 Weinstein, “Benefits of Lifelong Learning for Older Adults”, 1-12.

13 Hui-Jong Hsieha, Museum lifelong learning of the aging people (Procedia Social and Behavioral Sciences no 2, 2010), 4831–4835

14 Hsieha, Museum lifelong learning, 4831–4835

15 Ronald J. Manheimer, Lifelong Learning in Aging Societies Emerging Paradigms, (Annual Review of Gerontology and Geriatrics, chapter 8), 114.

16 Hsieha, Museum lifelong learning, 4831–4835.

17 Brian Findsen & Marvin Formosa, “Lifelong Learning in Later Life: A Handbook on Older Adult Learning” International Issues in Adult Education, Volume 7, (The Netherlands, Sense publishers, 2011), 36.

18 The European Older People’s Platform, “Lifelong Learning - A tool for All Ages” (Age Statement for the 2007 European Year of Equal opportunities for All), 2007, 2.

19 Weinstein, “Benefits of Lifelong Learning for Older Adults”, 1-12

20 Manheimer, Lifelong Learning in Aging Societies, 115.

21 Padmanabha Vyasamoorthy, Lifelong Learning for the Elderly (Paper based on a presentation made at the 18th AISCCON National Conference), (Hyderabad 29th-30th Nov 2018): 2

happier and healthier. In addition, it could encourage hidden talents, and helps ignore the problems of their age. Lifelong learning helps develop the performance and skills of the elderly in order to become compatible with the current era, such as technological skills and social media, and also enables them to train in many applied arts and the use of reuse methods in art.²²

Seniors and Museums

Seniors nowadays are different from any other generation because they have witnessed revolutionary changes in technology during their lifetimes. Even if they face deteriorating health, they adopt a healthier lifestyle by trying to be in good physical shape and find ways to grow older successfully.

Markets began to recognize the elderly with this attitude. The fashion industry started to represent seniors as energetic and healthy. Moreover, different entertainment and culture companies modified their viewpoint on the seniors, In fact, it is time for museums pursue this trend and get to know their silver audiences.

There are two important reasons why museums should follow suit. The first reason is related to the senior population and their purchasing power. As the number of the older people will include more than half of the world population in a few years, older people will become the main players in purchasing and consumption. As a result, the seniors have the chance to become the largest museum visitors.²³

The second reason is related to the social role of museums. A main role of museums is to educate public and raise awareness to audiences. One of the museum’s primary goals is education, and it is only the museum that has the ability and the power to transfer cultural education successfully as it houses the tools and materials for that in its collections. Older people, as a part not only of the population, but a growing part of the community, should have equal opportunities to access museums’ entertaining and educational resources as they do for other age groups.²⁴

Characteristics of senior visitors

It is significant to recognize the characteristics that distinguish the older from younger visitors and that need special consideration. The characteristics are not uniform and, apart from the age itself, they may not manifest themselves. Among the most important physical characteristics are problems in hearing and vision senses, decreasing mobility, general weakness, and the need for comfort facilities such as bathrooms. Mental characteristics include interest in searching for information and increasing the ability to gaining detailed information. The elderly have extensive experience, knowledge and ability to establish communications. They are less open minded and receptive for new ideas.²⁵ Some of these personal characteristics appear in the elderly, such as increased curiosity, good judgment in various situations, the desire to give, to tell stories, to maintain hope despite adversity, the desire to discover and change, and the desire to live life to the fullest and in a better way.²⁶

Among the emotional characteristics are pride in their own heritage, engagement to people and places, increased thinking about personal experiences, and increased desire for community participation such as volunteering at heritage sites and the desire to participate in family events and leisure trips with friends, family and grandchildren. Among the cultural characteristics is enhancing the feeling of nostalgia while visiting heritage sites and increasing the desire for more information and interpretation while visiting heritage sites and museums.²⁷

Therefore, museum educators must know some common diseases in ageing and take them into account when designing a program for the elderly or when visiting the museum; therefore some international museums seek to treat such diseases as depression and dementia through museum programs.²⁸

22 Benyon John et al., Getting Older People Involved in Learning (United Kingdom: University of Leicester, September 2010), 23

23 Jeong, A Study of New York City Museum Programs, 10.

24 Danielle Schulz, Creative Aging and Wellbeing, Presentation at the Virtual Conference for American Alliance of Museum, June 3 2020.

25 Peter Seccombe and Patrick Lehnies (editors), Heritage Interpretation for Senior Audiences (A Handbook for Heritage Interpreters and Interpretation Managers), Published online in July 2015 at www.interpret-europe.net/hisa/results., 5.

26 Mary Ellen Munley and Charles Rossiter, (Denver Art Museum), Perfect Fit- Art Museums and New Perspectives on Active Older Adults “A Review of Literature”, 2013, 13.

27 Seccombe and Lehnies (editors), Heritage Interpretation for Senior, 7.

28 Danielle Schulz, Creative Aging and Wellbeing, Presentation at the Virtual Conference for American Alliance of Museum, June 3 2020.

The Educational Programs for Seniors in the Egyptian Museums

Some Egyptian museums offer activities for the elderly. These activities are divided among guided tours of the museum, educational programs, training workshops, seminars and conferences.

These are examples of the activities and programs offered in Egyptian museums for the elderly:

The Egyptian Museum provided educational programs for the elderly. There are two types of these programs: programs inside the museum and programs inside elderly homes. The programs inside the museum include guided tours focusing on the different interests of women and men and their preferences, while the programs in elderly homes focus on participating in celebrations and entertainment programs, with the organization of manual art workshops, to match their capabilities. There is a monthly plan for the elderly, according to the time of the association or the agency interested in the elderly, meaning that a program is presented every month and often in line with national events such as Mother's Day and International Elderly Day.²⁹

The Museum of Islamic Art provided programs and activities for the elderly, when the educational department team went to one of the nursing homes and explained some of the objects in the museum using elaboration with pictures for the objects.³⁰

The Coptic Museum provided programs for the elderly, and it was about traditional crafts for single mothers and breadwinner women who are unemployed to help them carry out small projects and bring a source of income for them, such as workshops for teaching tent making, crochet, drawing on glass and shells, and making small lampshades with beads.³¹

Manial Palace Museum organized tours for the elderly through communicating with Al Jazecra, AlShams and Heliopolis clubs, as well as elderly associations.³²

Ismailia National Museum organized an entertainment party for the elderly on Mother's Day and they were invited to attend. They attended the ceremony and enjoyed the entertainment party. Some simple gifts were presented to them. Also, the museum organized a visit to the elderly home. As part of an entertainment party that the museum held inside the elderly home, one of the volunteers sang and played the simismiya instrument. The visit was accompanied by a self-motivation expert to speak to the elderly, raise their spirits and improve their psychological well-being.³³

Rashid museum received a number of senior visitors, and before the visit the curator tries to know the interests and needs of visitors, and during the visit the museum curator takes into account the explanation in detail and according to their needs. Also the elderly participate in the storytelling programs, for example, they tell about their profession (the museum brought a man working on a boat and started telling about the boatman's profession and the boats' clothes).³⁴

Kafr El-Sheikh museum received a number of senior visitors and also organized visits to nursing homes and clubs for the elderly. During these visits, the museum presented a lecture on a historical or archaeological topic, such as introducing the history of Kafr El-Sheikh governorate and the most important monuments in it.³⁵

Tanta museum has initiated a partnership with the Ministry of Social Affairs, according to which the museum received groups of elderly visitors from the nursing homes affiliated with the Ministry of Social Affairs. The museum also presented lectures in the nursing homes using brochures for the museum. The museum invites the seniors to attend various events held by it, such as the Conference of Kings of the North.³⁶

Case Study (Baron Empain Palace in Egypt)

The researcher chose Baron Palace in particular as a case study because there is a display of a tram car in the palace garden,

29 Sayeda Safwat (Museum Educator in the Egyptian Museum), WhatsApp Message to the Author, June 25, 2020.

30 Rasha Gamal (Museum Educator in the Islamic Art Museum), Phone Call with the Author, October 20, 2020.

31 Safy Mahmoud (Museum Educator in the Coptic Museum), WhatsApp Message to the Author, October 20, 2020.

32 Wlaa Badawy (Director of the Manial Palace Museum), Phone Call with the Author, January 10, 2021.

33 Samar Said El kmaash (Curator in Ismailia Museum), Phone call with the Author, January 25, 2021.

34 Amira Abd Elaziz (Curator in Rashid Museum), Phone Call with the Author, February 4, 2021.

35 Amira Abd Elkader (Curator in Kafr El-Sheikh Museum), Phone Call with the Author, June 1, 2021.

36 Emad Bedir (Director of the Tanta Museum), Phone Call with the Author, June 2, 2021.

which can have an effective role in stimulating memories for the elderly, enabling them to participate and interact during the presentation of the program. Indeed, the program was implemented under the name of "Memories of the Tram".

The researcher submitted a proposal to the management of Baron Palace to implement this program, and this proposal was approved. The researcher also, in cooperation with the Department of Cultural Development in the Office of the Minister of Antiquities and with the Baron Palace administration, began to develop an action plan for this day and defined the steps to implement it.

The researcher attended the event and drove the elderly from the nursing home to the palace and drove them back to the nursing home, assisted the museum curators in the guided tour, printed an old ticket for the tram and presented it to the elderly, and helped the seniors who were not able to fill in the form by taking the answers from them verbally and then adding the answers to the forms in a written format.

Historical Background for the Baron Empain Palace

Baron Empain Palace is located in Orouba Street in Heliopolis in Cairo, in the center of a 24,000 square metre plot of land. The founder of the palace, Édouard Louis Joseph Empain, was born in Belgium in 1852, where he passed away in 1929. He was buried there, but in accordance with his wishes, he was eventually buried underneath the Basilique in Heliopolis in February 1930.³⁷

Baron Empain Palace consists of a basement, two floors, and a roof. It is surrounded by a large garden that has a small building on its eastern side that was used as a stable and for parking. The palace is immediately surrounded by a series of terraces enclosed within balustrades that are decorated with statues depicting Hindu gods and animals that are sacred in Hinduism. The reception hall is located in front of the entrance and its floor is covered with marble, while all the other rooms have parquet floor. The ceiling of the reception hall is divided into 18 square units, and between them are decorative floral motifs. This hall is surrounded by the other two side rooms, and there is a composite column of floral marble on the side of the entrance to both rooms. In the fireplace room is a huge marble fireplace with built-in Belgian mirror.³⁸ One of the most prominent features of the Baron's Palace is that it may be the first palace in Egypt to have an elevator, which leads to the roof.³⁹ There are many rumors associated with the palace, such as that there is a magical room inside the palace, that there is a tunnel under the palace and a garden, that the palace tower revolves around itself, and that the palace itself is inhabited by ghosts.⁴⁰

Baron Empain Palace has been repurposed, and now houses the exhibition on the history and heritage of Heliopolis so that it can continue to be the cultural symbol of this historic suburb. The exhibition inside the palace, after restoration, displays the heritage importance of the Heliopolis region (the city of the sun), as it displays its foundational stages, architectural development and its historical roots, as it displays the history of the ancient city (Iunu) through the ages. Special attention will be placed on the architectural importance of Heliopolis, which includes more than 700 architectural heritage buildings.⁴¹

The exhibition will also concentrate on the story of the palace and the relationship between it and the city of Heliopolis, and includes a presentation of the effort that has been made to restore, maintain and preserve the antiquities again. The exhibition also aims to shed light on the artistic and historical value of antiquities while promoting Heliopolis as one of the unique cultural destinations in Cairo, where the visitor to the palace can learn about the history of the city of Heliopolis through the internal and external presentations of the Heliopolis Exhibition, through a variety of means, including interactive technology. The visit begins with an external view of the Heliopolis tram. It is followed by internal displays paintings, drawings, photographs, maps, archive documents, video clips, a silent presentation, panorama and culturama.⁴²

37 Ministry of Tourism and Antiquities, Heliopolis The City of The Sun, Ministry of Tourism and Antiquities Press, Zamalek, Cairo, 2020, 6.

38 Ministry of Tourism and Antiquities, Heliopolis The City of The Sun, 7.

39 Mayada Belal & Rania Maher, "Baron Empain Palace - Innovative Ideas to Accommodate Untraditional Types of Tourism", in Journal of Association of Arab Universities for Tourism and Hospitality (JAAUTH), vol. 11/1, pp. 20-40.

40 Nourhan H Abdel-Rahman, Egyptian Historical Parks, Authenticity vs. Change in Cairo's Cultural Landscapes "Conservation of Architectural Heritage", CAH 23-27 Novemer 2015, Luxor, Procedia - Social and behavioral Sciences 225(2016) 391-409

41 Ministry of Tourism and Antiquities, Heliopolis The City of The Sun, Ministry of Tourism and Antiquities Press, Zamalek, Cairo, 2020, 6.

42 Ministry of Tourism and Antiquities, Heliopolis The City of The Sun, Ministry of Tourism and Antiquities Press, Zamalek, Cairo, 2020, 6.

Program: (Memories of the Tram) in Baron Empain Palace

Assessment Procedure of the Educational Program (Memories of the Tram)

Data Collection

Field Observation

In light of the increasing number of elderly people around the world and in Egypt in particular and in light of the United Nations declarations of the rights of the elderly to health care, community participation, education and entertainment, and in light of the government's and state support for the elderly, encouraging the provision of programs and activities for them, encouraging their practice of cultural and entertainment activities, and helping them acquire new knowledge and skills, and believing in them. The Department of Cultural Development and Community Communication in the Office of the Minister of Antiquities plays the role related to programs and activities for the elderly. It enhances self-confidence and is considered a cure for boredom and depression and helps in developing the performance and skills of the elderly, such as technological skills and social media, the Ministry of Antiquities plays a role in providing access to the elderly and encouraging them to visit Egyptian museums by permitting them to enter museums for free.

Therefore, a proposal was submitted to implement the program (Memories of the Tram) in the Baron Palace, which will be a narration and storytelling episode in which the elderly will talk about their memories with the trams and streets in Egypt, in the past and present, and also talk about the films in which the tram appeared, then take a tour in the museum and explain the exhibits through one of the curators of the museum, then a photo session is made for the elderly.

The program had been implemented on October 7, 2020, and the program was coordinated in cooperation between the Department of Cultural Development and Community Communication at the Office of the Minister of Tourism and Antiquities and the Baron palace as part of the celebration of the International Day for Older Persons and planning to prepare specialized programs for them in order to integrate them in the various activities in museums and archaeological areas.

The program consisted of a visit of 25 elderly women from the Egyptian Women's Home for Elderly Care to the Baron's Palace. The visit started at 11 o'clock and ended at 1 o'clock. The program began with the museum's curators accompanying the elderly on a guided tour of the palace, explaining the history of the Baron's palace, its condition before the restoration, how it looked like after the restoration and an overview of the construction of the Baron's palace. Then a break was taken in one of the palace halls to watch a documentary film about the ancient neighborhood of Heliopolis Recently, and then the elderly were escorted to another hall to present a program about the tram and their memories with it.

The program began by welcoming the elderly, offering them a snack, juice, and roses, as well as a palace brochure and a sample of an old tram ticket with a display of banners about the tram and the old films in which the tram appeared. Then a film about the Heliopolis Tram was shown which tells about the story of the tram from its first establishment until it stopped working and was replaced with more rapid services such as the subway. Then the museum's curator began talking to the elderly in a storytelling workshop where the elderly talked about their memories with the tram and the Baron's palace from the fifties of the last century and their stories about the palace, old tram lines and ticket prices. Then the day ended with listening to songs, music and filling out the questionnaire.

Strength Points of the program

- The seniors interacted with the storytelling workshop and they presented stories about the palace and the tram that was new and unknown before (based on their experience).
- Involving the elderly in cultural and entertainment activities in museums
- Deepening the relationship between this age group and the museum.
- Recalling memories and stimulating the emotions of the elderly.

Weakness points of the program

- Elderly people were transported to the museum via private cars of the museum curators (as there is no means of transportation from the museum to their homes and the nursing home also did not provide transportation)
- There is no accessibility in the museum (there is no elevator or ramp for wheelchairs)
- The bathroom is outside the palace and far from the place of the visit
- Elderly people could not complete the questionnaire on their own because they were unable to write.

Questionnaire

A questionnaire was distributed to the attendees in the educational program to give their feedback and opinions about the program and to what extent they benefited from it. The researcher managed to collect 25 filled-out questionnaire forms. The questionnaire comprises 17 questions, out of which 16 are close ended questions gathering quantitative data, and only one question is an open-ended one gathering qualitative data. The first four questions collect the personal data of the visitors to measure the museum's visitor profile (gender, age category, country of residence and the highest level of education). The questions (5, 6, 7, 8, 9, 10) measured the frequency of visits, the preferred tools for museum interpretation, and their main motivation for the visit. The questions from (11 to 17) evaluated the museum programs addressed for senior visitors.

Question (1) The Gender

The following table indicates that the gender preference is more in the female category, as the number of female respondents is 24 versus 1 male respondents.

Gender	Percentage
Male	4%
Female	96

Table (1) Gender of questionnaire respondents

Question (2) Age Category

From the table below, the majority of respondents belong to over 60 categories, as there are 4 respondents aged between 55-60, 16 respondents aged over 60 and 4 respondents over 70, 1 only aged over 80.

Age category	Percentage (%)
55-60	16%
Over 60	64%
Over 70	16%
Over 80	4%

Table (2) Age categories of questionnaire respondent

Question (3) Country of Residence

According to the following table, all of respondents are from Cairo (25 respondents).

Country of residence	Percentage (%)
Cairo	100
Other governorates	0%

Table (3) Country of Residence of questionnaire respondents

Question (4) Highest level of Education

The following table shows that the majority of the respondents' highest level of education is a bachelor's degree (14 respondents); there are 11 respondents have secondary education certificate.

Highest level of education	Percentage (%)
No schooling completed	0%
High / secondary education school	44%
Bachelor's degree	56%
Master's degree / graduate diploma	0%
PhD degree	0%

Table (4) Highest level of education of questionnaire respondents

Question (5) First time visitor or repeated visitor

The following table shows that the majority of questionnaire participants were visiting the museum for the first time (19 respondents) and (6 respondents) were visiting the museum for the second time.

Number of visits	Percentage (%)
This is my first visit	76 %
I visited the museum one time before	24%
2 - 3 times	0%
4 - 5 times	0%
Over 5 times	0%

Table (5) Frequency of visiting the museum

Question (6) The companion to the museum

The table below shows that (4 respondents) of the questionnaire participants came to the museum with their families, (21 respondents) came with their friends.

The companion to the museum	Percentage (%)
Alone	0%
Family	16%
School	0%
Friends	84 %
Others	0%

Table (6) The companion to the museum

Question (7) The motivation to visit the museum.

The table below shows that (12 respondents) of the audience visited the museum to learn about history of the country; (6 respondents) visited the museum because they felt that they should visit the museum; (6 respondents) visited the museum due to the historical background of the museum; 4 respondents) visited the museum as they felt emotionally involved; (4 respondents) visited the museum due to entertainment purposes; (7 respondents) visited the museum as it is a new tourist attraction; (4 respondents) visited the museum due to relaxation purposes; (7 respondents) visited the museum to spend a day out; only one visited the museum due to a sense of belonging; (3 respondents) visited the museum due to the significance of artifacts; (8 respondents) visited the museum to joint activities with friends; (7 respondents) to remember old times.

Motivation to visit the museum	Number of Respondents	Percentage (%)
To learn about the history of the country	12	48 %
You feel that you should visit the museum	6	24%
The historical background of the museum	6	24 %
You feel emotionally involved	4	16%
Entertainment purposes	4	16 %
It is a new tourist attraction	7	28 %
Relaxation purposes	4	16 %
A day out	7	28 %
A sense of belonging	1	4%
The significance of artifacts	3	12 %
Joint activities with friends and others of a similar age	8	32%
Reminiscence of former times	7	28%
Joint activities with children and grand-children	0	0%

Table (7) shows the motivation to visit the museum

Question (8) The Preferred tool to interpret the museum exhibit

The table below shows the preferred methods to interpret the museum exhibit from the different perspectives of the visitors; (5 respondents) choose panels and labels; (7 respondents) of the questionnaire participants considered the tour guide as the most preferred method for the museum exhibit interpretation; (3 respondents) said the guided visits whereas (3 respondents) considered the Presentations and live demonstrations as their preferred methods; 3 visitors selected brochures; and (6 respondents) regarded the movies as enough interpretation for them; (6 respondents) preferred the activities and programs, (8 respondents) preferred the audio station; 6 selected the interactive computer displays; 4 selected the interactive models; 12 preferred to rent an audio guide, and only two preferred to use smart phone application.

The Preferred tool to interpret the museum exhibit	Number of Participants	Percentage (%)
Panels and label	5	20%
A tour guide	7	28 %
A guided visits	3	12%
Presentations and live demonstrations	3	12%
Brochures	3	12%
Movies	6	24%
Through programs and activities	6	24%
Audio stations	8	32%
Interactive computer displays / touch screens	6	24%
Interactive models or devices	4	16%
Audio guides to rent	12	48%
Smart phone applications	2	8%

Table (8) shows the preferred tool to interpret the museum exhibit.

Question (9) The way you knew about museum activities or programs.

The table below shows that the majority of seniors know about museum programs through going to the museum by accident (12 respondents), (2 respondents) through recommendations from friends or family, (5 respondents) through mass media, i.e., TV, radio, newspapers, (2 respondents) through surfing the internet, (4 respondents) through social media such as Facebook

The way you know about museum activities or programs	Percentage (%)
Accidental finding information	48%
Through recommendations from friends or family	8%
Through mass media: TV, radio, newspapers	20%
Through surfing the internet	8%
Through social media such as: Facebook	16%
Signage	0%
Museum staff	0%

Table (9) shows the way you know about museum activities or programs

Question (10) The participation in museum programs or tours at museum which dedicated to seniors.

The table below shows that (10 respondents) of the seniors participated before in a museum program or tours at museum; (15 respondents) of the seniors didn't participate before in a museum program or tours at museum.

The participation in museum programs or tours at museum which dedicated to seniors	Percentage (%)
Yes	40%
No	60%

Table (10) The participation in museum programs or tours at museum which dedicated to seniors.

Question (11) The effect of offering specific programs, activities, or tours at museum to senior visitors.

The following table shows the effect of offering specific programs, activities or tours at museum offered to senior visitors. (8 respondents) will like to visit the museum; (8 respondents) will encourage their family and friends to visit the museum; (5 respondents) are getting new information; (4 respondents) communicate with others.

The effect of offering specific programs, activities, or tours at museum to senior visitors	Percentage (%)
They will like to visit the museum	32%
They will engaged emotionally with the museum	0%
They will encourage their family and friends to visit the museum	32%
To get fun	0%
Getting a new information	20%
Communicate with others	16%

Table (11) shows the effect of offering specific programs, activities or tours at museum to senior visitors

Question (12) Acceptance of work in a museum as a volunteer

The table below shows that (15 respondents) accept working at museum as volunteers; (4 respondents) didn't accept to be volunteers at a museum; (6 respondents) said probably.

Acceptance of work in a museum as a volunteer	Percentage (%)
Yes	60%
No	16%
Probably	24%

Table (12) shows the Acceptance of work in a museum as a volunteer

Question (13) Senior’s contribution in the museum will look like

The table below shows that the majority of the answers (13 respondents) said that new ideas for elderly programs will be offered;(5 respondents) have experience in dealing with children; only one said it will be as exchange experience; (4 respondents) selected engagement in program and activities dedicated for children; (2 respondents) selected (nothing)

Senior’s contribution in the museum will look like	Percentage (%)
New ideas for elderly programs	52%
Experience in dealing with children	20%
Exchange experience	4%
Engagement in program and activities dedicated for children	16%
Nothing	8%
Others	0%

Table (13) Assessment shows the senior’s contribution in the museum

Question (14) The aspects articulated by seniors’ museum programs.

The following table shows that (17 respondents) agreed that they participate in programs or activities which articulate their memories; (3 respondents) said their needs and hobbies; (5 respondents) said (their current life)

The aspects articulated by seniors’ museum programs	Percentage (%)
Their memories	68%
Their needs and hobbies	12%
Their current life	20%

Table (14) The aspects articulated by seniors’ museum programs.

Question (15) The positive impact of educational programs on seniors

The table below shows that the majority of answers (9 respondents) said (their friends network); (6 respondents) said (their life style); (7 respondents) said (their information and education); (3 respondents) said (their well-being)

The positive impact of educational programs on seniors	Percentage (%)
On their health	0%
On their lifestyle	24%
On their friends network	36%
On their information and education	28%
On their well-being	12%

Table (15)The positive impact of educational programs on seniors

Question (16) The personal information that museums need to collect about seniors in order to develop better educational programs.

The table below shows that the majority of answers (14 respondents) chose (their needs or hobby), (5 respondents) selected (their health statuses) and (6 respondents) selected (the preferred facilities they will need during the visit to the museum).

The personal information that museum need to collect about seniors in order to develop better educational programs	Percentage%
Their health statuses	20%
Their needs or hobby	56%
Their preferred facilities they will need during the visit to the museum	24%

Table (16) The personal information that museums need to collect about seniors in order to develop better educational programs

Question (17) The degree of satisfaction with the program or activity that the museum offered to the seniors.

The table below shows that the majority of answers (23 respondents) chose (very satisfied); (2 respondents) selected (satisfied).

The degree of satisfaction with the program or activity that the museum provided to the seniors	Percentage %
Highly-satisfied	92%
Satisfied	8%
Not satisfied	0%
Average satisfaction	0%

Table (17) The degree of satisfaction with the program or activity that the museum provided to the seniors.

Data Analysis and Results of the Assessment Procedures

From the statistical data of the questionnaire, good insights can be taken about the visitors backgrounds. The majority of the attendees were females (96%) and most of them over 60 years (64%), all of them are from Cairo(100%). The majority of the participants have bachelor’s degree (56%). This was the first visit of the majority of the attendees to the museum (76%), and most of them came to the museum with friends (84%). Most of the group were motivated to visit the museum to learn about the history of the country (48%) and to enjoy the joint activities with friends (32%). The most preferred tools to interpret the museum exhibit are audio guide (48%), and audio station (32%). The majority of seniors knew about museum programs through going to the museum by accident (48%).

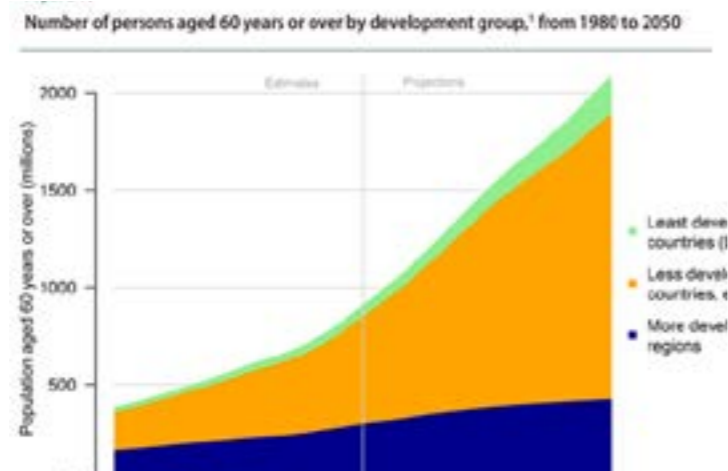
The majority of this seniors group didn’t participate before in a museum program or tours at museum (60%). This seniors group said that the effect of offering specific programs, activities or tours at museum to seniors will increase their tendency to visit the museum (32%), so it will make them encourage their family and friends to visit the museum (32%). The majority of the elderly visitors accepted working at the museum as volunteers (60%). Most of them emphasized that seniors’ contribution in the museum will be beneficial because it will present new ideas for elderly programs(52%). This group agreed that seniors will participate in programs or activities which articulate their memories (68%). Moreover, their engagement in educational programs in museums would positively impact on their friends’ network (36%) and on their information(28%). The elderly confirmed that the museum needs to collect data about their needs or hobbies (56%) and about the preferred facilities needed during their visit to the museum (24%) in order to develop better educational programs dedicated to them. The majority of seniors were very satisfied (92%) about the educational program offered to them.

Conclusion

In sum, according to the interview with 15 of the museum educators in Egypt, there is no systematic plan for seniors' programs in the Egyptian museums. There is a random analysis of the interests and motives of the elderly who visit museums. According to the questionnaire results, most of the seniors' educational programs increase the tendency to visit the museum and would positively impact the seniors' friends' network. Most of the seniors groups were motivated to visit the museum to learn about the history of the country and enjoy the activities with friends. The most preferred learning tools to this group are the audio guide and storytelling. In fact, the elderly prefers to participate in activities which articulate their memories.

Recommendation

- Developing a systematic plan for educational seniors' programs by the Egyptian museums.
- Considering the physical and intellectual conditions for senior visitors while setting a program for them.
- Providing accessibility tools such as wheelchairs, ramps for wheelchairs, audio guide for people with hearing problems and printouts with clear and large fonts.
- Providing more facilities and services in museums such as food courts, bathrooms (customized for seniors' needs), gift shops and comfortable rest lounges that include cozy armchairs and vintage objects.
- Setting joint programs to include other family members such as a joint program for both grandparents and grandchildren.
- Initiating workshops for talented seniors to train and educate other museum visitors and carrying out exhibits for seniors' products.



United Nations, *World Population Ageing* (United Nations: New York, 2017), 4



Baron Empain Palace in Cairo @Enas Karim



Guided tour for the senior visitors @ Enas Karim



The researcher with two of the seniors during the guided tour @Enas Karim



The Educational Program(Memories of the Tram)@Enas Karim



A part of the movie (Memories of the Tram)@ Enas Karim



The Seniors during the Educational Program "Memories of the Tram"
@ Enas Karim

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