

This research shows that more work can still be done to dissect the relationship between education and dementia. Under the guise that it is hard to do, specifically individuals' timelines of years of education and the chance of developing dementia. While answering "if a person's amount of education and its quality decrease the chances of having dementia or cognitive problems in older ages" we have not concluded enough definitive analysis to support our hypothesis strongly. However, some data was indicative of a prolonged education decreasing the likelihood of dementia.

In review, we took the 2016 RAND Health and Retirement Study(HRS) codebook to extract useful variables. Variables like years of education(PZ216) and getting lost in familiar places(PD554) didn't express a definitive conclusion because long bars, not getting lost in familiar places, aligned with respondents who had shorter years of education. Yet, it is evident that the analysis of other variables indeed supports our hypothesis. Interpretation of 'forgetful during daily activities'(PV009) compared to both 'ever having dementia'(PC273) and 'years of education'(PZ216) both positively impact the formation of our hypothesis. A clear increase was shown between the amount of education and not being forgetful during daily activities. Likewise, the largest spikes in PZ216 to PC273 data occurred where the respondent indicated "yes" to being forgetful during daily activities and dementia and "no" to being forgetful during daily activities and having dementia. Ultimately, we make the inference that the more time respondents spent in school the less likely they were to develop and or have dementia.

The question becomes what can we do with this inference? We have not found definitive proof that long-term education improves cognitive health and reduces the chance of developing dementia. Yet, we have found that the longer respondents stayed in school the less forgetful during daily activities they were likely to be, even earning a high school diploma or GED has a lower frequency of dementia diagnosis. So we can take this inference and move forward with it, more research can come from this on a broader scale including more indicators of cognitive health from a larger sample size(more countries). In my opinion, it would be important to know if continued education in older ages could back up our hypothesis.