

THE STUDY OF EDUCATIONAL INNOVATIONS, INDICATORS AND TRAINING PROGRAMS IN AMERICA, SWEDEN & IRAN

***Niyaz Dad, Samad Karimzadeh and Fattah Nazem**

Department of Education, College of Education and Counseling, Roudehen Branch, Islamic Azad University, Roudehen, Iran

**Author for Correspondence*

ABSTRACT

Nowadays many researchers are known that the root cause of problems, defects and shortcomings of social, cultural, economic in the education. In their view, the current system of education is notable to meet the needs and expectations of the community. They believe that the system needs to change, innovation and serious reforms to keep pace with global developments, followed to obtain a better situation. Nowadays the use of educational innovation is step to improve the quality of teaching and learning, and in each country according to the circumstances, needs, environmental features and problems of the country is different. This study aims to review the situation of educational innovation from the perspective of indicators and educational programs in America, Sweden compared with Iran to improve our educational system. In the end some suggestions are given about its effectiveness. The descriptive research methodology, data collection tools: documents found in libraries, websites and Cultural Organization UNESCO studies.

Keywords: *Educational Innovation, Educational Indicators, Educational Curriculum, Educational System, Comparative Education*

INTRODUCTION

Undoubtedly one of the most important factors in the development of any society is a society where education and experience has shown that the quality of education in different countries, the story of the growth and decline of the country during their life history. Advanced society that the education system is advanced and Conversely the ethnic is decadent and or in the recession With the educational system of generalized backward and stagnant, and the fact that the various aspects And in all areas of political, economic, cultural, social and even religious, ethical and honest in relation to all human societies (Moein, 2006). Educational innovations dealing with producing new ideas in education. This can be a mental state or a new approach to the transformation of the educational system, or the innovative processes or to be included special measures. The resulting innovation should be such that it can be utilized in improving the quality of learning. The application of educational innovation, improving the quality of learning environments and improve learner performance. Successful implementation of new ideas in the educational system requires a change in attitude of the authorities towards the desired learning is to promote learning (Bazargan, 2007).

We should recognize that in today's world, a world of competition for innovation, creativity and productivity. Society and human accelerating the evolution and change, train human in oriented way to proportional to the needs of the a diverse and complex future. To reform and innovate new ideas in light of the governing of the people with new attitudes and continuity because it is not in the age of globalization opportunities that slowly moved back. In this respect, comparative education has a fundamental role, and education cannot be stereotyped through trial stationary and in conservative capital kept and lost time, It should be noted that important changes in the educational systems under the influence of globalization, significant impact on the education of the young generation, Rapid changes in technology and the world of work and contents of the educational systems, the role of the Internet in facilitating international communication and have considered global peace than ever before (Lotan, 2010). Thus, given the educational indicators (micro, macro) and training is crucial to improve the educational system, Since educational systems for increased effectiveness, efficiency, and improving their

Research Article

performance, need a guide to practice to ensure that good quality will achieve the desired destination (Ranaei, 2013). Educational current status in Iran, can be concluded from barriers and facilitators that the success of educational innovations, like all national plans, requires appropriate platform for transformation that changes happen easily.

What is Educational Innovation?

In education, innovation is the deliberate and purposeful efforts to make changes in the educational system in order to improve the existing system (Aghazadeh, 2000). Mantaghi (2005) argues that "educational innovation, creative and creatively, which involves a change in the traditional educational system and its quality will lead to the optimization and promotion. Also definitions point is: changes in the education system or process a country, while is considered to be innovation, to meet the new demands put into practice and not merely the result of the will of a person or a group. Innovation should be required to meet the anticipated needs should be based on the same little bag the needs to be continuously evaluated (Rauf, 2000). A general definition of educational innovation: innovation is the deliberate and targeted measures and activities to create the kind of change in the educational system is to improve the quality of teaching and lead to learning (Turanian et al., 2012)

Table 1-2: Educational innovations implemented in target countries and Iran

| | |
|----------------|---|
| America | Design Scenarios- Establishment of parvanei schools–schools with license of Art Space – Transatlantic alliance innovation in schools-professional development of school-teamwork teaching - learning in education system- Legislation "No child shall be deprived of education" developed learning- Summer and after-school programs-using the standards- establishment of Magnetic schools-non-virtual schools-educational cost assistance programs-incentive programs to enhance the quality of teacher – implementation of character education - Regarding the issue of gender is crimination–teaching of elite students |
| Sweden | Educational reforms of the 1970 scientific assessment of student- Integration of vocational and general education-the educational reforms of the 1990s-the banning of grade- Accession recreation center for pre-school education |
| Iran | Change science and mathematics textbooks or reasoning- Plan of descriptive evaluation - remote training |

Review of Comparative Education

Comparative education is not a string to the real meaning of a word. It is a field of study that all the fields of education necessary to understand and explain & encompasses fields Such as biology and psychology, linguistics and semantics, economics, sociology, history and anthropology (Lotan, 2010). First, identify the similarities and differences between different types of communities, allows creating a comparison of classification and typology, and doing" indirect tests" in certain circumstances. In addition to extensive areas and long-term perspective in comparative education and avoidance of clear and hidden value judgments, in four points should be noted: relevance theory and the educational phenomenon & Fifth point, that should be considered in comparative studies is the fact that educational systems are affected by important changes in the global arena. Factors that are important in the education of each country are: (1). Educational Indicators: A set of attributes that are critical for improving the educational system. Because educational systems need guidance for higher effectiveness and efficiency to improve their performance, to ensure that good quality will achieve the desired destination (Ranei, 2013). This paper will explore the macro and micro dimensions.

(2). Training Programs: In terms of, strategic management exist concepts that education programs of the country they take step around them.Represents the perspective of the education authorities in each country&represented goals and ideals of people that country is. Concepts such as (Vision), (Mission), (Goals), (Values) and similar concepts, from the highest concepts to the operational concepts under various statements as applied in any organization.Considering the importance of this statement, that will

Research Article

be published under the Document title, Decided to assess along with the summary of education of each country in statistical points, exist major concepts and important statements of educational Documents of each country.

Iran (Islamic Republic of Iran Ministry of Education)

Educational Policies in Education: policy of decentralization, after the Islamic Revolution of Iran such policies are as follows: Review the planning and training programs, Expand and improve the quality of its graduate courses - organized creative talents in higher education and special education laws-Strengthen the relationship between correlation and agreement between the higher education system, labor market, technological development and promotion of educational quality.

Treatment and General Objectives of Education: Description of culture and Islamic principles based on Shiite holy Quran - Scientific research considering the scientific, technical, and cultural-Promote science and technology in the fields of agriculture, industry, military - the promotion of public workshops - social justice, economic, cultural.

Educational Priorities and Concerns: the formation of the Supreme Council of the Cultural Revolution - Modified main objectives of primary education - providing computer education report card-Taking advantage of social media in learning centers - improving the structure and organization of education - the exploitation of research in educational decisions.

Rules of Education: Law of program includes free and compulsory education until the end level of training tips, obligations to contribute to the cause of literacy and education for all children and illiterate people- partnership of the Ministry of Education with other ministries - law of establishment of non-profit school with the participation of people - the establishment of adult special schools, community model - Council of educational reform bill that focuses on the decentralized public cooperation.

Iran's Education at Glance

Table 1-3: Macro Indicators

| | |
|-------------------|-------------------------|
| Population | 75149669 N |
| GDP | 4300531 Million Dollars |
| per capita | 11490Dollars |
| population growth | 1.62 Percent |
| economic growth | 6.5 Percent |
| life expectancy | 72 Year |
| the literacy rate | 84.6 Percent |

Table 2-3: Educational System

| Course of Study | Period | Age |
|------------------------------|---------------|------------|
| University & Work | 3 | 18 |
| | | 17 |
| | | 16 |
| | | 15 |
| | | 14 |
| Secondary | 6 | 13 |
| | | 12 |
| | | 11 |
| | | 10 |
| Elementary | 3 | 9 |
| | | 8 |
| Preschool | 1 | 7 |
| | | 6 |

Table 3-3: Micro educational indicators

| Length of preschool period | Length of compulsory education | Length of teacher training | Student-teacher ratio | Age of entry into elementary school | Number of school days per year | The number of weeks of training in elementary and guidance | Percentage of students in private schools | Percent completed primary school | Percentage of female students in primary schools | Percentage enrolled in private pre-school centers | |
|--|--|----------------------------|--|-------------------------------------|---|--|--|----------------------------------|--|---|---|
| 1 year | 8year | 2year | 23 Percent | 7year | 180 Day | 40 keew | 7.5 Percent | 100Percent | 49 Percent | Percent 17.83 | |
| Base salaries of elementary teachers | Rates of repetition In eighth grade (the third guidance) | | Rates ofrepetitionIn fourth grade | | The use of the Internet | the number of Science and Engineering articles | Number of researchers | Capita of R & D | Capita of health expenditure | Educational days per min | Educational Capita |
| 300 Dollar | 1.99 Percent | | 1 Percent | | 60.50 Percent | 17598 | 931N | 66 Dollar | 44000 RLS | 250 Min | 200 Dollar |
| Average capacity of classes at guidance school | | | The average number of hours of training in elementary schools in the school year | | The average capacity in the elementary school classroom | The share of girls reached into universities and centers of higher education | Share ofstudents of technical and professional courses from all students | | Education share of GDP | | The share of education from government spending |
| 22.7 N | | | 864 Hours | | 32N | 60 Percent | 9.01 Percent | | 3Percent | | 13.3 Percent |

Research Article

America (United States of America Department of Education) Department Of Education

Principles and Objectives: achieving education for all - a commitment to personal freedom and social beliefs - to develop children's talents - creating a variety of learning and focus.

Educational Priorities and Interests: raising educational standards - ensuring reading the end of third grade - providing more support for schools and students (with low intelligence and lack of experience in English and disabled) - Build of schools with more financial power, the development of school for country low-income students.

American's Education at a Glance

Table 4-3: Macro Indicators

| | |
|-------------------|--------------------------|
| Population | 307000000 N |
| GDP | 14119000 Million Dollars |
| per capita | 45990Dollars |
| population growth | 0.98 Percent |
| economic growth | 1.5 Percent |
| life expectancy | 80 Year |
| the literacy rate | 99 Percent |

Table 5-3: Educational System

| Course of Study | Period | Age | |
|-----------------------------|----------------------------|------------|----|
| University &Work | | 18 | |
| | The University and College | 3 | 17 |
| | | | 16 |
| | | | 15 |
| | | 14 | |
| Secondary | 6 | 13 | |
| | | 12 | |
| | | 11 | |
| | | 10 | |
| Elementary | 3 | 9 | |
| | | 8 | |
| | | 7 | |
| Preschool | 1 | 6 | |
| | | 5 | |

Research Article

Table 6-3: Micro educational indicators

| Length of preschool period | Length of period of compulsory education | Length of teacher training | Student-teacher ratio | Age of entry into elementary school | Number of school days per year | The number of weeks of training in elementary and guidance | Percent age of students in private schools | Percent completed primary school | Percentage of female students in primary schools | Percentage enrolled in private pre-school centers | |
|--|--|----------------------------|--|-------------------------------------|---|--|--|----------------------------------|--|---|--------------------|
| 2 year | 12year | 3 year | 14 Percent | 6year | 180 Day | 40keew | 7.5 Percent | 100 Percent | 49 Percent | Percent70 | |
| Base salaries of elementary teachers | Rates of repetition In eighth grade (the third guidance) | | Rates ofrepetitionIn fourth grade | | The use of the Internet | the number of Science and Engineering articles | Number of researchers | Capita of R & D | Capita of health expenditure | Educational days per min | educational Capita |
| 5266Dollor | # | | 1Percent | | 67.80 Percent | 310206 | 4707 N | 930Dollar | 8608R LS | 338 Min | 10000Dollar |
| Average capacity of classes at guidance school | | | The average number of hours of training in elementary schools in the school year | | The average capacity in the elementary school classroom | The share of girls reached into universities and centers of higher education | Share ofstudents of technical and professional courses from all students | Education share of GDP | | The share of education from government spending | |
| 24 N | | | 1014Hours | | 21N | 56 Percent | 30.50 Percent | 5.7Percent | | 17.7Percent | |

Research Article

Sweden (Ministry of Education and Research)

3.3.1 Educational Objectives:

Students have a good understanding and ability to analyze and work on scientific method and thinking skills students will gain in working life-Increase students' abilities based on empirical knowledge, critical analysis and rational and ethical considerations-Ability to apply knowledge in experimental development of international activities and global communications -equitable access to education for all Swedish citizens- increase public elementary and secondary school students across the country.

3.3.2. Sweden's Education at a Glance

Table 7-3: Macro Indicators

| | |
|-------------------|------------------------|
| Population | 9249248N |
| GDP | 458735 Million Dollars |
| per capita | 49183Dollars |
| population growth | 0.8Percent |
| economic growth | 6/2Percent |
| life expectancy | 81 Year |
| the literacy rate | 99 Percent |

Table 8-3: Educational System

| Course of Study | Period | Age | | |
|-----------------------------|---------------|------------|---|---|
| University &Work | | 18 | | |
| | | 17 | | |
| | | 16 | | |
| | | 15 | | |
| | | 14 | | |
| | | 13 | | |
| Guidance | 6 | 12 | | |
| | | 11 | | |
| | | 10 | | |
| | | 9 | | |
| | | 8 | | |
| | | 7 | | |
| Elementary | 6 | 6 | | |
| | | 5 | | |
| | | 4 | | |
| | | 3 | | |
| | | Preschool | 4 | 4 |
| | | | | 3 |
| 3 | | | | |

Research Article

Table 9-3: Micro educational indicators

| Length of preschool period | Length of period of compulsory education | Length of teacher training | Student-teacher ratio | Age of entry into elementary school | Number of school days per year | The number of weeks of training in elementary and guidance | Percent age of students in private schools | Percent completed primary school | Percentage of female students in primary schools | Percentage enrolled in private pre-school centers | |
|--|--|----------------------------|--|-------------------------------------|---|--|---|----------------------------------|--|---|---|
| 4 year | 10year | 4 year | 9 Percent | 7year | 170 Day | 40keew | 10 Percent | 95 Percent | 49 Percent | Percent15 | |
| Base salaries of elementary teachers | Rates of repetition In eighth grade (the third guidance) | | Rates of repetition In fourth grade | | The use of the Internet | the number of Science and Engineering articles | Number of researchers | Capita of R & D | Capita of health expenditure | Educational days per minute | educational Capita |
| 41313Dollar | # | | # | | 91 Percent | 19420 | 5018 N | 14611Dollar | 4710R LS | 360 Min | 30346Dollar |
| Average capacity of classes at guidance school | | | The average number of hours of training in elementary schools in the school year | | The average capacity in the elementary school classroom | The share of girls reached into universities and centers of higher education | Share of students of technical and professional courses from all students | Education share of GDP | | | The share of education from government spending |
| 13.6 N | | | 741Hours | | 12N | 60 Percent | 31.55 Percent | 7.3Percent | | | 13.2Percent |

Research Article

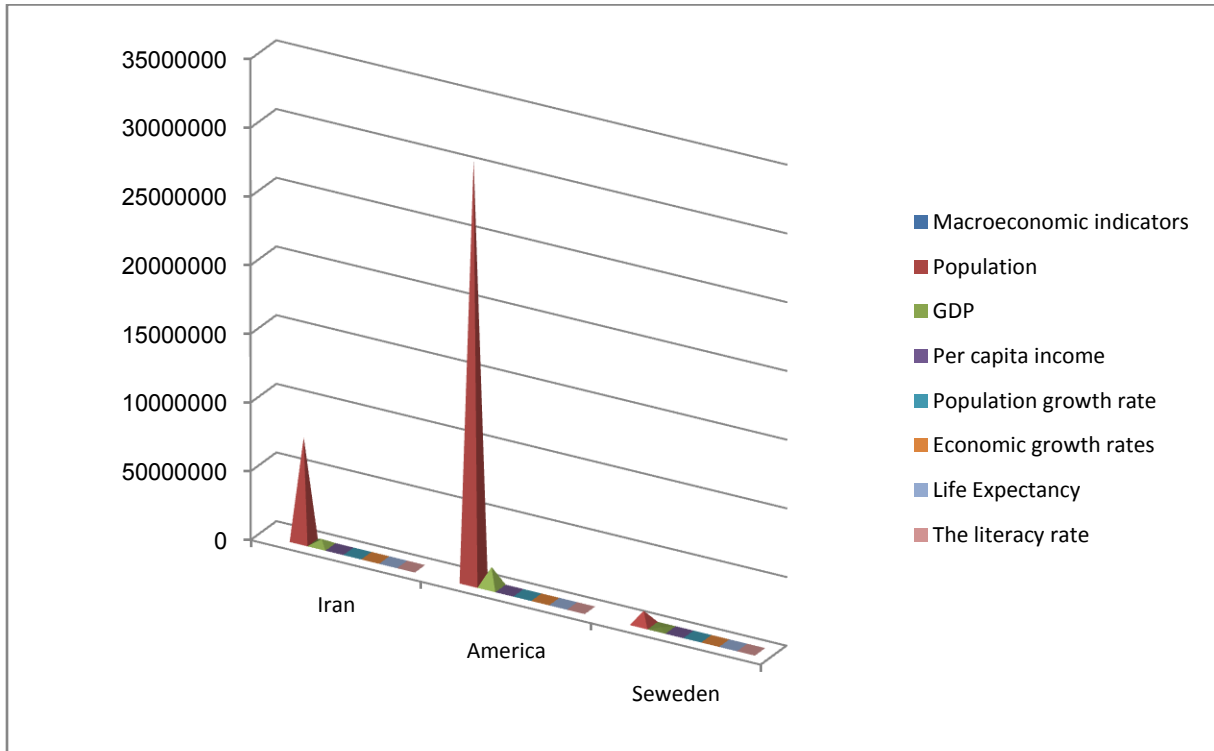


Chart 1-3: Comparison of countries in terms of Macroeconomic indicators

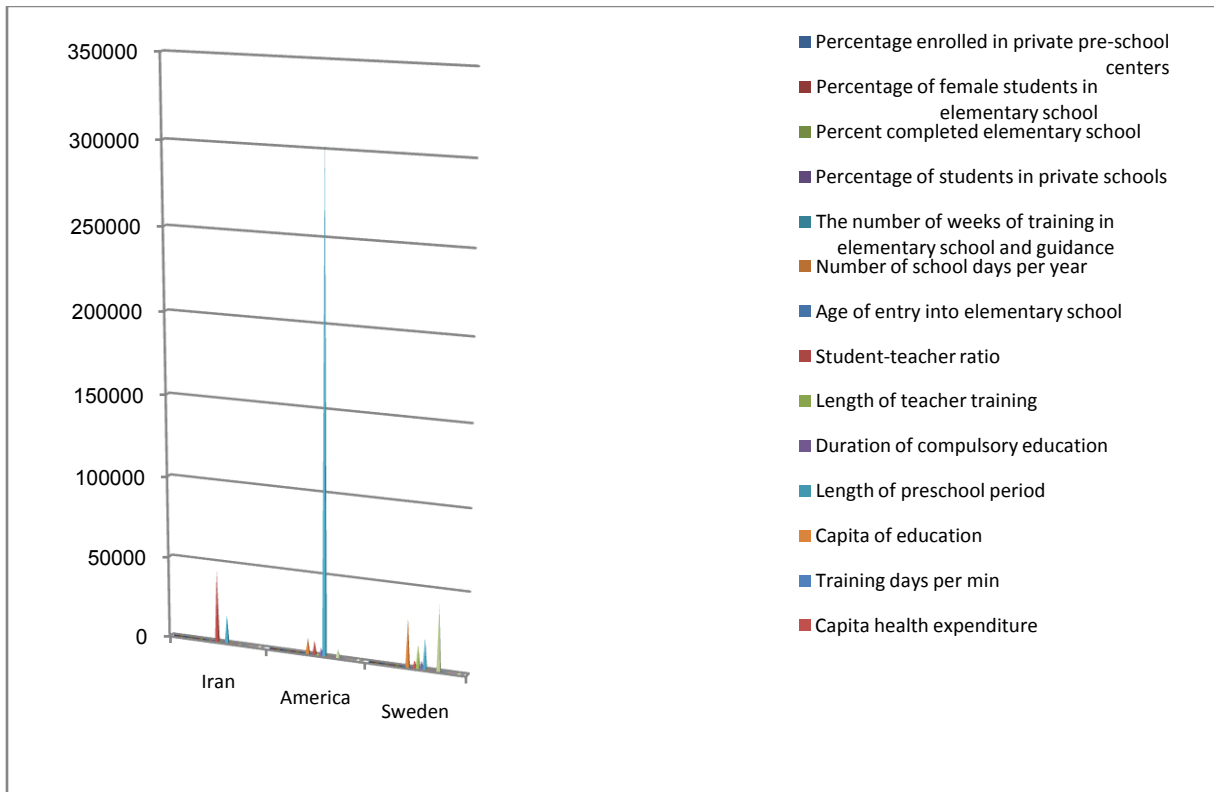


Chart 2-3: Comparison of the countries in terms of Micro-teaching

Research Article

Table 13-3: Comparison of characteristics of effective educational index by looking at the education system in the countries

| Subject Country | Professional development of teachers | Educational innovations | The adoption of innovation by the implementers | Government support for innovation | Strategic slogan of Education | Organizational Culture | Decision-making system | Diversity in schools | Educational structure | Use of Technology |
|-----------------|--------------------------------------|---|--|--|---|--------------------------------------|---|--|--------------------------------|------------------------|
| America | hgih | License-of-school Academy Green Go Inter-oceanic Union Innovation in schools Professional development of staff Teaching team Using the standard | hgih | High. Financial and intellectual support and supervision | No child will not be left alone-success for all, knowledge is power | Supporting innovation and creativity | Decentralize authority to the regions and schools | License-coated magnetic Virtual Private schools and... | Diverse decentralized flexible | hgih |
| Sweden | hgih | Educational reforms of the 1970s, a | hgih | High Financial and | Free education | Supporting innovation | decentralize | hgih | Diverse decentralize | High Distance learning |

Research Article

| | | | | | | | | | | |
|------|--|---|------------------------------------|--|--|---------------------------------------|--|--|--------------------------------------|-------------------------------------|
| | | scientific evaluation system for students to integrate public and professional education-not grading-the educational reforms of the 1990s, joining the recreation center over preschool education | | intellectual support With careful monitoring | for All | and creativity | ed | d flexible | courses | |
| Iran | Average, with the support and investment | Change science and mathematics textbooks or reasoning-project of descriptive evaluation Distance Learning | Low, and resistance to innovations | Well, Financial and intellectual support | Education for All Educational equity for girls and boys of the village and city... | Resistance to non-creative innovation | Centralized , planning by government inefficiency little scope for education and school children | Lowstate Non-governmental Boarding the content, method and purpose | ezileretnec , broad d and inflexible | Low, especially in public education |

Research Article

CONCLUSION

Review of Educational Innovations in the world, especially in developing countries can be beneficial to design to achieve an optimal innovation system in the country. This study shows similarities among developing countries. The similarity in these countries to compensate for their backwardness in technology, technology imported from developed countries and fosters them. Technological growth, social inclusion and appropriateness of the technology depend on two basic factors.

Developed countries to adopt technological leadership role in developing countries continue them. With this view, the key to successful development of developing countries to reduce the "technological gap" get the inside through existing technologies and build capacity for the operation and improvement of technologies, So the key to the success of developing countries to benefit from their backwardness and remedy "appropriate capacity" and trying to improve it.

Before Utilizes use of the experience of successful countries to achieve successful innovations have provided the required platform. In this context, according to the existing problems in the country is essential. Looking at the current state of innovation in the country can also be very useful. In Iran, the extreme weakness of the country's national innovation system, the prevailing view of innovation is linear and there are no mechanisms and structures for research and innovation. In this view, it is assumed that the input of additional resources (including financial, human, etc.) to this research does not necessarily improve the innovative performance. Today, at an international level, for all the obvious inadequacy of this view and the view of the system that require more complex variables is replaced. The significant injection of resources into a dysfunctional system only leads to a waste of resources. So, the fundamental solution, creating a platform for innovation and technological development and investment in the country's infrastructure.

REFERENCES

- Aghazadeh, Ahmad (2000).** *Comparative Education* (Tehran: Samt).
- Bazarganharandi Abbas (2007).** Inclusive Learning Environment: a case of educational innovation and its application in the realization of the goal of" Education for All. Unpublished Thesis, Department of Psychology and Education, Tehran University.
- Cui Lotan (2010).** *Comparative Education*, Third Edition, translated by Mohammad Yamani dose magenta, edited books and study the humanities universities (Samt) Tehran.
- Education at a Glance (2010).** OECD Indicators
- Global Education (2010).** UNESCO Reference Work Series
- Manteghi M (2005).** Review educational innovations in schools. *Journal of Educational Innovation* **4** 57-35
- Raouf Ali (2000).** Innovation in small, big change. *Conference Abstracts Educational Change and Innovation in Organization and Management Research and Education*, adjusted RezaSaki.
- Statistics of Education (2008- 2009).** School year, Department of Education, Bureau of Statistics, *Planning and Budget*, First Edition.
- Torani, Heydar-Aghaei, Amir and Manteghi Morteza (2012).** International experiences in the field of educational innovation in terms of production practices, adoption and implementation of innovation in public education. *Journal of Innovative Education* **11**(43).