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THE STUDY OF EDUCATIONAL INNOVATIONSIN IRAN &SEVERAL COUNTRIES IN ORDER TO PROVIDE A SUITABLE MODEL

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ABSTRACT

The main purpose of this study is, "Evaluation of educational innovations in Iran &several countries to provide a suitable model". Method of this research is descriptive (combination type). In the qualitative part of the population: experts and professionals in the field of educational innovation and sampling is targeted & in quantitative part, sampling was randomly (cluster type). The sample size calculations for the statistical community obtained from Morgan table is 377 & from the advanced industrial countries randomly 5 countries was elected. Data collection tools of research consists of available documents in the library and websites related to cultural organization, UNESCO, interviews with subject specialists and researcher made questionnaire that its validity (Lawashe content validity), and its reliability (Cronbach's alpha) were approved. Thus analytical analysis (gap analysis and comparison of parametric test) and analyze the Conceptual model of research in current and desired condition. Thus, according to the results of the gap analysis for both research questionnaires (current& ideal situation), there was a significant difference, and after analyzing of Conceptual model and based on approval of the final model that most fitness parameters indicates the data fitness of the model, appropriate model is offered and its features mentioned.

Keywords: Educational Innovation, Education, Innovation, Creativity

INTRODUTION

Undoubtly to influence innovation in education and increase their admissions process cannot be satisfied with the current common methods. As long as the ideas and methods of the teacher, as a key component of education should not be accepted and used by him in the Classroom. You cannot claim that the new scheme has been successfully applied in education and has been an executive (Norian, 2012). Creativity is Formation and the production of new ideas and thoughts, while innovation is implementing the ideas and thinking (Alwani, 1996). Thus, the Educational Innovation is: Innovation and conscious and purposeful actions to create the kind of change in the education system in order to improve the quality of teaching& will lead to learning. In Iran, the most pervasive entity focuses on teaching and training of human resources, Department of Education that covers nearly a quarter of the population. While studying that its image is difficult for human and cause wonder (Vafa, 2009).

UNESCO sees education as a human right. Education in UNESCO's Universal Declaration of Human Rights and the documents to be emphasized. UNESCO's attention to the subject of" Education for All" was launched in 1946, When 46 countries, including Iran, UNESCO Statute was signed in the United Nations. According to the Statute, all people should been titled to basic education. This year's theme for Education Week emphasizes the teacher's role in children's education. In most poor and developing countries, low teacher salaries and incentives and employee engagement and their productivity are low (Abdollahi, 2013).

In Comparative education should be noted that educational systems affected by significant changes in globalization, Significant impact on the education of the younger generation, rapid changes in technology and work content of educational systems, Increasing importance of the Internet and the development of skills and virtual learning, The facilitation of international relations and world peace than ever considered (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

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performance, need a guide to practice to ensure that good quality will achieve the desired destination (Ranaei, 2013). In study of Hanon (2011) in the UK for the cost of educational innovations concluded that the largest share of research and development and the rise of national and regional cooperation are through information resources & Culatta (2012) research states: it must be accelerating innovation through regional cooperation and creating clusters of innovation, In fact, creating a network of digital communication and development of education technologies should be through training. Keep pace with changes and developments takes a lot of time and money; first, teachers must change their traditional teaching practices and technologies, and new technologies to benefit education. 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. According to the above, basic question of this research is to improve the educational innovation in the education system of Iran what kind of model can be proposed and designed?

MATERIALS AND METHODS
This research could be due to reasons is located in the range of descriptive studies (combination type), treated with the combination of qualitative and quantitative research methods. In the qualitative part of the population: experts and professionals in the field of educational innovation and sampling in this section are targeted, So that they were invited and interviewed. In quantitative part, managers, teachers and experts in field of educational innovation from bushehr and its province. And randomly sampling in this part was (cluster). The sample size calculations for the statistical community of 20,000 people (teachers, manager & expert) in this study due to the uncertainty of the variance obtained from Morgan table is 377 & from the advanced industrial countries randomly 5 countries was elected. Data collection tools of research consists of available documents in the library and websites related to cultural organization, UNESCO, in particular studies of educational innovations, interviews with subject specialists and researcher made questionnaire that its validity (from Lawashe content validity), and its reliability (by using Cronbach's alpha)were reviewed and approved. Also in this study, analytical analysis (gap analysis and comparison of parametric test) and analyze the conceptual model of research in current and desired condition.

RESULTS AND DISCUSSION
Results
In this study two questions were asked and their answers to the questions presented. Question 1: What are the educational innovations in the education system?
In this study, 5 countries were chosen randomly from the advanced industrial countries. The following table shows the educational initiatives in the target countries.

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 discrimination – teaching of elite students

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France	Preschool education (means equality of opportunity) - Comprehensive Exam (national selection) - Office activity report-Consultants specializing in providing counseling services to students, parents and teachers- National Revolution, stability and development of the educational system during the three occasions
Russia	Non-formal - Higher, non –academic vocational and technical education - dual system (apprenticeship)- Net change formations - Designing and setting educational standards and monitor the implementation of these measures - Rehabilitation and support for innovative educational institutions, - Providing equal cultural atmosphere also maintain cultural traditions, ethnic and regional
Malaysia	Continuous Learning of education system-changing the evaluation system- establishment of schools with indicators- Disposition "DIY" - the curriculum "Innovations"-Technology-based education- Master Plan for the Development of Education (2010 and2006)
Japan	Reforms of the 80- equalizing system - learning of leader emeritus- Reforms of Nakazvn- Green Mountain System
Iran	Change science and mathematics textbooks or reasoning- Plan of descriptive evaluation - remote training

Question 2.What kind of the model can be used &presented to improve the educational innovations in educational system of Iran?

To answer this question with help of Lisrel software and testing with path analysis techniques. The path analysis of model in the current & optimal situation continuously analyzed & studied.

Path Analysis Model of the Current Situation

In this part of the investigation into current situation (the current system of education in the country) have been analyzed. Thus, according to the results the ultimate model of current situation described in the Figure 1-3.

As specified index of curricula is not considered in the final model, because the 99% confidence level path connecting it to a variable of measuring educational innovations is not significant.
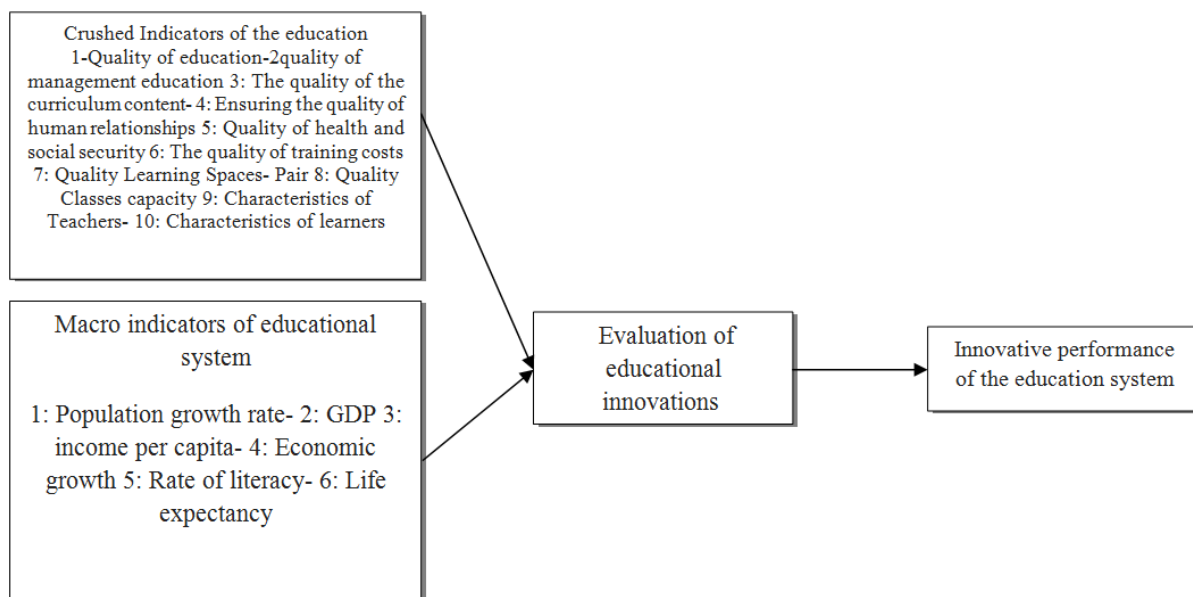
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Figure 1-3: Final model of research relating to current situation

Path Analysis of Model in Ideal Conditions
In this section we study the model in ideal conditions (ideal) (developed countries and advanced to the state education system) have been analyzed. Thus, according to the results final models is present in a favorable situation as Figure 2-3.
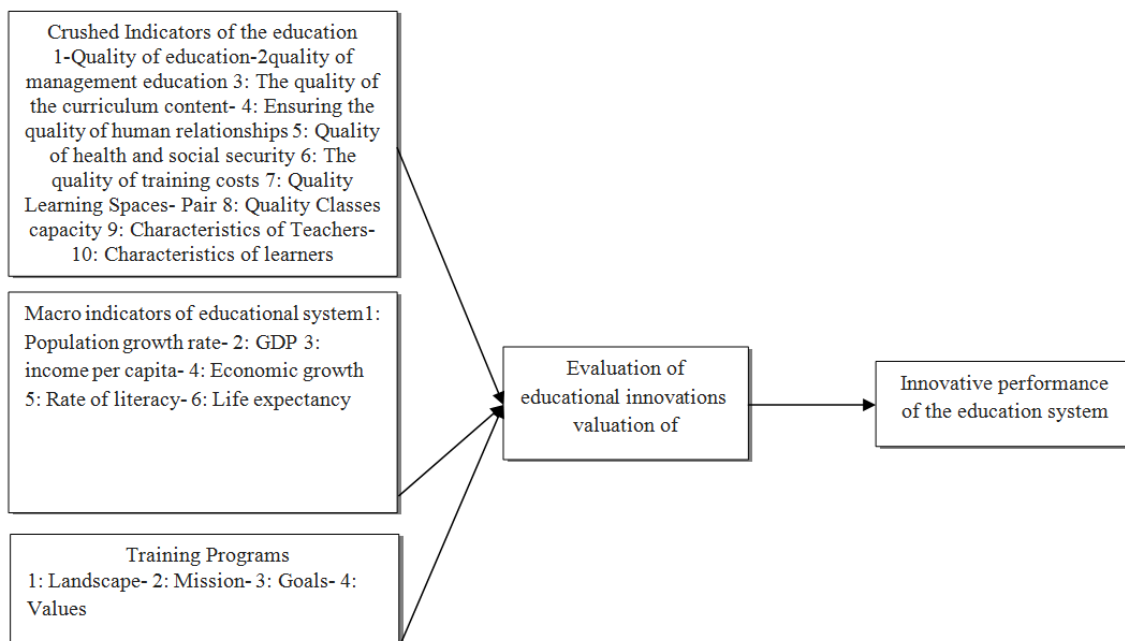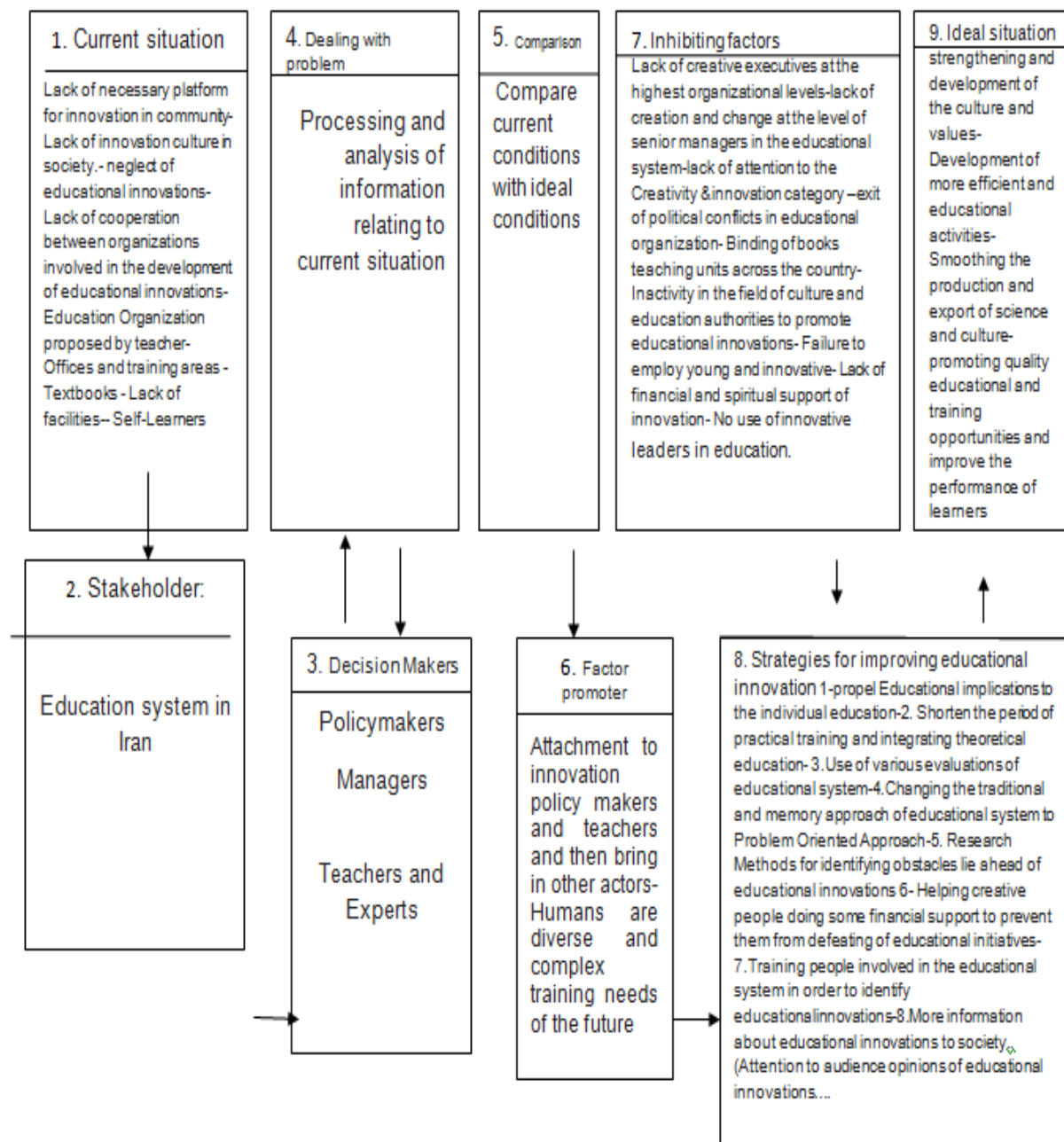

Figure 2-3: The ultimate model with good condition

As is evident in this model indicator of training programs, unlike the model of current situation is considered in the final model, because in the 99% confidence level to the connecting the path variable of measuring educational innovation is significant. Therefore, the distinction between current and desired state of research on models, the indicator of training program & should be to do something about it.

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So based on the results of a study of the educational system of Iran, based on the findings and agree the theoretical literature research resulted in the preparation of the comprehensive model:

Features of the Proposed Model

1- Provide a comprehensive view of the current state of innovation in education authorities and stakeholders on how to achieve the ideal situation and overall transparency of issue.

2- Including the means of reaching to quality of training and requires an educational innovation that long been a problem for the survival and development, first, identified and understand the stakeholders and the specific conditions in the community.

3- One of the stages of planning, decision-making, fact-specific decision-making approach to resolve the issue or problem. Decisions of managers, policy makers, teachers and experts fact, this model provides&

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determines a framework for decisions and actions of others. They will have a greater impact on the effectiveness of programs, in which the model is as follows.

4. Comparison is including the essential items that educational planners and policy makers, teachers and education authorities should consider it. In fact, this has been an effective and efficient education to identify features that are important & comparison of two non-identical causes to offer realistic and practical strategies for improving education in our country.

5. Mentioned factors and stimulating and inhibiting factors and barriers to provide solutions to improve educational innovation. All of these cases lead our educational system in the mode of innovation from current situation to optimal condition.

Conclusion

In the present age of transformations, acceleration of development and that the key to progress and avoid damage and transition from current situation and achieve an optimal state of innovation in the educational system **&** keep pace with changes in the use of new information technologies and change of attitude. The key to progress and freedom from damage and to learn the optimal condition with innovation**,** Having integrated training, financial support and the use of new technologies knows, these results are consistent with the findings of (Sadeghzadeh & Ahmadifar, 1387), (Enrich, 2003), (Ying, 2012) as well as with finding of (Hanon, 2011). Therefore, to achieve optimal education in the twenty-first century, we must note the following points: First, addressing the second objective: Determine the legal framework is necessary but not sufficient condition. Third, many flourished, and changes attributed to the destiny while it is not. Fourth new training have replaced the previous training, because habits and traditions have the sworn enemy of changes. Fifth, it is necessary manpower to be the focus of programs and public education is heading of programs in global education. Sixth program changes must be registered, if you do not reach the stage of consolidation and stability & all costs and investments will be wasted **&** The results are consistent with the findings of (Bagdarnia, 1390), (Ansari, 1387), (Devecioglu *et al.*, 2012), (Daniel, 1998), (Lubineski, 2001), (Culatta, 2012) as well as with the findings of (Karami, 1387).

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