Developing Induction Programs for New Teachers in Iraq, in Light of Romania's Experience- Comparative analysis -

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ABSTRACT

The main objective of this study is to identify the differences regarding the components of the induction training program offered to new teachers who teach in secondary schools in Romania and those provided to teachers who teach in Iraq.Some sources related to the problem of the study were analyzed (sources organizing the training of new teachers in Romania and others organizing the training of new teachers in Iraq). The results presented the identified differences and suggested directions for developing the induction program for training new teachers by referring to the elements of training in Iraq.

Keywords: Induction program; Support; New teacher .

INTRODUCTION

High quality education is determined largely by what professors know and are capable of. The knowledge and skills gained during initial teacher education (ITE) are just the starting point. Admission programs (initiation) and mentorship in the initial stages of their careers allow teachers to develop their professional skills and develop fruitful connections in the educational environment. The strong call for the development of coherent and system-wide induction programmes supporting beginning teachers raises the expectation that there are strong arguments for introducing such induction programmes.As ETUCE states: "Providing support and systematic guidance to teachers at this stage has critical implications for their subsequent professional commitment and also in preventing newly educated teachers from leaving the teaching profession after only a few years." This statement indicates that induction programmes can contribute to increasing both the quality and the quantity of teachers (European Commission, Brussels, 28.4.2010 SEC 538 final, 2010). The support offered by colleagues and professional specialists can also help them to take on complex issues and better fulfill their requirements.

In its address regarding school development and exellency regarding education for a good start in life, the UNESCO office in Iraq underlines the importance of the education of teaching staff regarding the quality of instruction, as well as the role that collaboration and prolonged professional development play (UNESCO, 2013). Likewise, UNESCO marks the importance of offering special support to teachers, especially in the first stages of their careers.

Research problem

Perhaps one of the most prominent obstacles that prevent the success of educational reform in the Arab countries, including Iraq, is the lack of teacher provision and training, and many reforms have failed due to many factors, perhaps the most prominent of which is the lack of teacher qualification. (Fariha & Jamila)

There are several justifications calling for the continuous development of training programs for new teachers in Iraq, including these justifications:

1. The constant need to provide teachers who are able to teach themselves, and to continue their education for life, in an era in which teaching and learning methods are greatly developing.
2. Qualifying new teachers is one of the most important measures to be taken before a teacher begins practicing his or her professional life.
3. The positive relationship between teaching, learning and professional growth, so training programs must be developed continuously.
4. Recent developments on the global scene, and the possibility of adopting the experiences of some successful countries in the field of training and professional development.
5. The emergence of new roles for the teacher, such as the facilitator teacher, the teacher role model, the renewal, the leader and the guide, calling for the necessity of giving him all these roles in addition to specialized knowledge.

6. The explosion of knowledge and the multiplication of knowledge, led to the obsolescence of current knowledge and the need to replace it with new knowledge.
7. The success of the educational process in its general content depends on the availability of a qualified, renewable and well-prepared teacher, so the process of professional development has become no less important than the interest in preparing him before service.
8. Training needs have changed as a result of the erosion of borders between countries, which led to the availability of scientific material from several local and international sources (Faraj, 2006).
9. The preparation of the teacher culturally and scientifically does not conflict with his professional preparation, and his professional and scientific growth is one integrated process of continuity in nature and its goal is to provide a competent teacher capable of performing his role.
10. The absence of criteria for entry into the teaching profession and licensing to practice it, led to a low social value of the teacher, and a decrease in his motivation to work, noting that the appointment of teachers is done in light of the schools' needs and according to their qualifications only.
11. Today's generation does not learn in the same way as previous generations, so the teacher needs new methods training using modern technology (UNESCO, 2013, p. 11).

Research questions
The research came to try to answer the following question: What is the proposed plan for developing new teacher training programs in Iraq in light of Romania's experience?
In order to answer this main question, some of the following sub-questions are derived from it:
1. What is the current reality of new teacher training programs in Iraq?
2. What is the current reality of new teacher training programs in Romania?
3. What is the comparative analysis of new teacher training programs in Iraq and Romania?
4. What is the proposed plan for developing new teacher training programs in Iraq in light of Romania's experience?

Research aims
The current research seeks to achieve the following objectives:
1. Describe the current reality of new teacher training programs in Iraq.
2. Identifying the current reality of new teacher training programs in Romania.
3. Conducting a comparative analysis of new teacher training programs in Iraq and Romania.
4. Proposing a plan to develop new teacher training programs in Iraq in light of Romania's experience.

Research importance
The importance of the current research is determined by the following:
1. Describing the current reality of training programs for new teachers in Iraq entails identifying the negatives and positives of this reality.
2. The results of the research may be useful to those responsible for training new teachers in developing some solutions to problems currently list.
3. Comparative analysis may be useful in revealing the shortcomings of new teacher training programs in Iraq.

Search limits
The research focused on the development of training programs for new teachers in Iraq in the light of Romania's experience, and in the spatial limits it focused on Iraq as the home of the researcher, and in terms of time, this research was conducted within a year.

RESEARCH METHODOLOGY
The researcher used the comparative approach, in which one of the phenomena or issues in two or more countries is described, then compared between them and trying to find the reasons that led to the existence of differences. And then to reach results that benefit the research and through which it is possible to develop training programs for new teachers in Iraq in the light of Romania's experience (Al-Rashidi, 2000).

1.   European programs of induction
The European Commission's address of 2017 regarding school development and exellency emphasizes the importance of offering specific help to teachers in the early stages of their careers. As shown in the European Commission Handbook regarding the factors for deciding admission in the teaching profession, `the point where newly formed teachers transfer from initial education and enter the professional life is considered crucial for hiring and ulterior professional development, as well as reducing the number of teachers that abandon the profession.` (European Commission, 2010)

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The induction program, as understood here, is a structured support phase, offered to teachers new in the profession. In this phase, they entirely or partially fulfill the tasks of experienced professors and are paid for their work. Induction has important forming and support components; usually it includes extra training, as well as help and personalized advice.

Within the majority of eruopean educational systems, professors new to the occupation have access to admission programs. In 26 systems, a structured admission phase is mandated by regulation from the highest teaching authority, while in Estonia, Slovenia and Finland admission is recommended. The information found in the Eurydice 2018 report refer to the status and length of induction programs in the European Union's countries (Eurydice Report, 2018):

- **Germany**
  The information offered in the report refer to the compulsory preparatory paid service at school (Vorbereitungsdienst).
- **Ireland**
  Two admission models are available: 1) Workshops of the National Admission Program, where newly qualified teachers have to follow 20 hours of workshops and 2) a system based on Droichead school that combines admission and the probationary period / post-qualification work experience. For teachers of primary school at least 100 days are required to finish Droichead, while for post-primary school teachers 300 hours are necessary. New teachers have 36 months to finish either model. The information from the report refer to Workshops of the National Admission Program.
- **Greece**
  Admission is available for all new teachers. It is mandatory for beginner teachers in permanent positions, while only recommended for supplementary ones.
- **Spain**
  The content and length of the integration phase varies based on the respective Autonomous Community.
- **Italy**
  During the one year admission period, professors must fulfill 180 days of school service (120 teaching activities).
- **Netherlands**
  Social partners set the admission framework in the collective work contracts. Schools are responsible for interpreting them and offering support at the beginning of teachers' careers.
- **Slovenia**
  In special circumstances, the length of the admission period can be extended or shortened.
- **United Kingdom (SCT)**
  Mandatory admission can be done either through the Teacher Induction Program/Scheme or following the Flexible Path.
- **Liechtenstein**
  Admission takes place during a three year probationary period.
- **Switzerland**
  Admission programs are regulated at cantonal level. Most cantons have mandatory programs, others are optional. The length varies between 12 and 24 months. In some cantons, the length can be adapted to individual needs.

Admission programs, where applicable, can be organised in different ways. In some educational systems, admission is guaranteed for newly trained teachers, while in others beginner teachers are considered completely qualified only after succesfully completing the admission period. Admission is usually organised at the start of the teacher's first work contract, while in some systems it is done during the probationary period. In Germany, France, Luxembourg and Austria, admission takes place during ITE.

In Germany

compulsory paid school preparation service (Vorbereitungsdienst) is considered a mandatory admission program. All graduates (with a First State Examination or with a Master's in ITE, depending on Land) must undertake it to pass the Second State Examination, which is a necessary condition to be completely qualified and obtain a permanent job. It is also recommended that support during the early stages of their careers be assured from the first work contract for completely qualified teachers and the Land decides the types of support

measures and the way these are organised. Seven Lands organise an admission program for completely qualified teachers. In six of them it is optional, while in Brandenburg it is mandatory.

In France

students take an exam at the end of year 4 (Master 1). Selected candidates follow an admission program (part of ITE), in which they are paid as trainee teachers / civil servants for educational activities. Those that fail may continue at the Master 2 level. During the second year of this Master, they are placed in schools (8-12 weeks) instead of an admission program and are not paid for educational activities. They can take the exam at the end of year 5 if they succesfully finish an admission program. During this admission phase, they are paid as trainee teachers / civil servants for educational activities.

In Luxembourg

potential secondary school teachers finsih their superior four year or more studies in their chosen domain. After these studies, they must have access to a way of professionalization composed of three years of training (stage pédagogique). To access this path, they must pass an admission exam (examen-concours). Admission takes place during these three training years. During this time, potential teachers have an 'internship contract' with a school and are paid for educational activities. At the end of the training period, potential teachers take a final exam that offers them the title of civil servants and are considered fully qualified teachers. Potential primary school teachers undertake admission after finishing undergraduate university studies and during three years of professional training (preparatory stage for the the position of basic education teacher). Succesfully finishing these three training years is a necessary condition to become civil servants and, thusly, qualified teachers.

In Austria

the existing admission program for potential teachers in Allgemeinbildenden höheren Schulen (secondary education) is considered part of ITE. This happens at the end of the ITE period, once potential teachers have finished their studies and have passed a university exam. Only those who succesfully finish this program are certified to teach. Starting with september 2019, admission will be mandatory for all trainee teachers at the primary and secondary school levels. Admission will be organised at the start of their first contract as graduate teacher. The admission period usually lasts one year, though in Greece and Spain (in some autonomous communities) it only lasts a few months. In Ireland, Luxembourg and Lichtenstein, admission must be finished within three years of when it is started (European Commission/EACEA/Eurydice, 2013 si 2015).

Types of support

The European Commission Handbook regarding the factors for deciding admission/introduction in the teaching profession underlines the importance of three types of support for trainee teachers: personal, social and professional (European Commission, 2010). Admission programs can contain different elements, such as mentorship, professional training, mutual peer review and scheduled meetings with the school director to provide personal, social and professional support.

Mentorship, which is considered to be one of the main elements of admission programs usually contains all three types of support. Usually, a mentor is an experienced teacher, assigned to assume responsibility for new colleagues. The mentor is usually an older teacher that introduces trainee teachers into the school's community and professional life, supporting, coaching and counselling them whenever necessary. Indeed, Table 1 shows that mentorship is a mandatory element of admission programs in almost all educational systems where admission is regulated (Eurydice Report, 2018, p. 53). Only in Greence and Turkey mentorship is not a feature of regulated admission programs; in Ireland it is optional.

Table 1: The types of support included in the admission program in the primary and secondary school (ISCED 1-3) in accordance with the regulations of the highest level authorities, 2016/17 (based on Eurydice data).

	RO	DE	EE	IE	EL	ES	FR	HR	IT	HU	MT	AT	PL	PT	SI	SK	SE	ENG	WLS	NIR	SCT	BA	FY	LI	ME	RS	TR
Mentorship	●	●	●	○		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Scheduled meetings with the school principal and/or colleagues to discuss progress or problems	●	●	○	○		●	○	●	●	○	●	○	●		●	○	●	●	●	●	●	○	●	●	●		
Assistance in planning and evaluating lessons	●	●	○	○		●	●		●	○	●	●	○	○	●	○	●	○			○	●	○		●	●	
Professional development activities (courses / seminars)	●	●	●	●	●	●	●		●	○	●	●	●	○	●	○	○	○	●	●	●	●		●			●
Mutual peer review	○		○	○	●	●	●					○			●	○	○	○			●						
Journals/Magazines	○		●	●		●	●	●		●	○	○			●		○	○	○	○	●			●	●		
Participating in the classroom activities of other teachers and/or observing in the classroom	●	●	○	○	●	○	●	●	●	○	○	●	○	○	●	○	●	●	●	○	●				●	●	
Team teaching	○			○		○	○		○			○	●			○	○	○		○	●						
Communications/virtual communities	○		○	○		○	○		○				○		○	○	○	○		○	○						
Collaboration with other schools	○			○		○	○		○				○		●	○	○	○		○	○			●			

● Mandatory   ○ Optional

Source: Eurydice.

School principals also play an important role in supporting novice teachers and this is evident in 23 education systems. In these systems, school principals, often in collaboration with the mentor and/or other senior teachers, organize regular meetings with beginning teachers to discuss progress, personal and professional issues and, if appropriate, provide feedback and provide advice. In 15 systems, the support of school principals is a mandatory element of admissions programmes.

Admission usually provides an opportunity for beginning teachers to gain practical experience, develop their teaching skills and sometimes extend the knowledge they gained during ITE. Different types of professional development activities, such as training, courses and seminars, are a component of admission programs in 25 educational systems; in 17 of these, they are a mandatory element. In 23 systems, professional support for beginning teachers is also provided through assistance in planning and evaluating lessons. Peer review and journals are common practice in 15 and 18 systems respectively.

The social dimension of the induction program is usually reflected in activities that enable the creation of a collaborative environment, helping to integrate novice teachers into the school and professional community, where ideas and good practice are exchanged with colleagues and social networks are created (Eurydice Report, 2018, p. 59). Social support can be provided through different activities, the most common being participation in other teachers' classroom activities and/or classroom observation. Indeed, in 25 educational systems this element is specified in the admission programs. In about half of the education systems where admission exists, schools promote the inclusion of beginning teachers in professional life by organizing virtual networks/communities, ensuring collaboration with other schools and promoting team teaching. These activities are usually organized on a voluntary basis.

Admission, especially when compulsory, usually ends with a formal assessment. In some educational systems, positive assessment leads to full qualification or contributes to final accreditation/registration as a fully qualified teacher. In others, it is a prerequisite for permanent employment. In systems where admission is combined with

probation, a final assessment is required to confirm recruitment e.g. In Romania, to be admitted to the national exam, ITE graduates must obtain mandatory work experience in the didactic field. An assessment of professional skills demonstrated during this period is part of the competition. The competition can be organized in the form of written tests, interviews, evaluation of portfolios, observation of pedagogical practice or any combination of these methods. The evaluation process for the permanent certification of teaching staff is organized in two stages: tenure and the final exam. ITE graduates first enter a one-year trial period. At the end of this period, they are evaluated through the final exam, focusing on personal and professional portfolios (Commission to the European Parliament, Communication from the Council, the European Economic and Social Committee and the Committee of the Regions, 2017). Induction programs for prospective/beginning teachers have gained considerable importance in recent years. As previous Eurydice studies show, structured admission programs have been introduced in the past decade in Ireland, Malta, Portugal, Spain, Slovakia, Sweden and the former Yugoslav Republic of Macedonia (European Commission/EACEA/Eurydice, 2013 si 2015). The German-speaking community in Belgium plans to introduce an induction program for beginning primary school teachers in 2018. In Austria, the new teacher education includes a mandatory induction phase for all beginning teachers from September 2019.

Mentorship

As shown in the previous section, mentoring is a mandatory element of admission programs in almost all educational systems where admission is regulated. However, mentoring can be made available to beginning teachers in the absence of an induction program and to all teachers in the system who need support. Overall, mentoring of teachers entering the profession is mandatory in 28 education systems (see Table 1) and recommended in another 5 (Bulgaria, Czech Republic, Cyprus, Latvia and Norway). In Switzerland, it is mandatory in the Cantons where admission is mandatory and is recommended in the others. In the Czech Republic, according to the annual report of the Czech School Inspectorate (2015/16), in over 70% of schools, newly qualified teachers benefit from support from tutors. In Latvia, tutoring of newly qualified teachers is a common practice, despite the fact that it is not mandatory (Eurydice Report, 2018, p. 55).

Mentoring for teachers other than beginning teachers is not that common in Europe. In Finland, schools are recommended to offer mentoring to any teacher who needs support. In Estonia, mentoring is a mandatory element of induction programs and is also recommended for other teachers already in the system. In France and Hungary, it is only mandatory for new teachers, but inspection services may also recommend it for low-performing teachers. Although mentoring is rarely regulated for teachers other than beginning teachers, in many European countries other forms of professional and personal support are available for teachers in the system.

Mentoring in an induction programme is understood as an experienced teacher being given responsibility for helping the beginning teacher, providing support on the personal/ emotional level, the social level (introducing someone to the organisation and norms of the school) and the professional level. The focus of the mentoring system must be to stimulate professional learning by using a variety of approaches, e.g., coaching, training, discussion, counselling, etc (European Commission, Brussels, 28.4.2010 SEC 538 final, 2010, p. 16). Boice (1992) found that formal mentoring, in particular through regular meetings, is the most important requirement for successful mentorship.He also found that the co ordination of mentor arrangements at institutional level is an important factor. Mentors are an important, perhaps the most important, component of an induction programme, but they must be aligned with the vision, mission and structure of the whole of the induction programme (Breaux & Wong, 2003).

One key aspect is whether mentors should 'assist' or 'assess' (Feiman-Nemser, 1996). Arguably, novice teachers are more likely to share problems and ask for help in a non-judgmental context. If the context is perceived to be judgmental, there appears to be a tendency to ask for assistance on 'safe', minor problems (Galvez-Hjornevik, 1985); for this reason mentors should not be involved in decisions on remuneration or contract renewal.

As there is a close relation between the beginning teacher and the mentor, and as the chemistry' between mentor and the beginning teacher is of great importance, careful matching of mentors and student teachers is important to avoid potential clashes of personality or approach.It is important that beginning teachers have the possibility to exercise choice about their mentors, especially as it might make the difference between their staying in or leaving the profession (Brown, 2001).

As the mentor system will provide support on all three levels (personal/emotional, social and professional), it is important that it also provide support on the level of subject didactics, in addition to general aspects of teaching and learning. This can be covered by one and the same mentor or by different mentors .The benefits of mentoring are mainly for the new teacher herself (support at various levels), but also for the mentor (enhancing her skills and knowledge) and for the school, since mentoring provides opportunities for developing the culture of a learning community within the school.

2. Induction training for new high school teachers in Iraq
The reality of training new high School teachers in Iraq can be reviewed through the following:

Training objectives
- Preparing new teachers for the teaching profession according to planned standards and rules.
- Develop the skills of the teacher to perform all the tasks and responsibilities assigned to him and which are determined by the school instructions and regulations.
- Improving the abilities of teachers and students to think scientifically and develop their skills
- Develop some positive trends towards the teaching profession and provide full awareness of the requirements of this profession, and the skills of effective purposeful planning.
- Training new teachers to motivate students during the learning process, and effective classroom management.
- Raising awareness of new teachers about the teaching profession, the modern concept of curricula, methods of developing them, and the teaching strategies used in the field of specialization.
- Active participation in educational and school activities, attending all types of professional development provided by the school, attending all meetings, and preparing an portofolio that includes documents related to working and profession requirements (Jian, 2018).

One of the main objectives of the new teacher training programs in Iraq is to get the participation of the largest possible number of teachers. Consequently, the feedback obtained from the trainees is not given attention, and there is no serious follow-up to the teacher's levels.

Areas of training
The areas of training new teachers include several programs, including the following:
- Training courses for specialized disciplines and teaching methods.
- Student growth and characteristics.
- IT training courses.

Training usually starts in April or May, after the financial budget for these programs is ratified by the Ministry's Planning Directorate, and the duration of the courses in most cases is 5-10 days of training (UNESCO, 2013, p. 17).

Training procedures
There is a set of training procedures, including procedures before training, during training, and after training. These procedures can be described as follows

Procedures before training
A set of procedures are followed before training, including the following:
1. The type, duration and objectives of the program, the target group and the distribution of training hours are determined in accordance with the national standards for teachers.
2. It defines learning outcomes, learning resources, teaching methods, evaluation procedures criteria, distance learning elements, if any, and their percentage in the program.
3. The training time frame is determined

It is worth noting that the trainees are notified before the training very short period that may not allow some of the trainees to join the training courses.

During trainin
1. The required training is conducted through a specific schedule and the training activities are applied to the trainees.
2. The trainees evaluate the training material, the place of training, and the trainer, in order to obtain feedback to determine the pros and cons of the training course, and try to find some solutions to the negatives and avoid them in the future.

After the training is over
1. A test is conducted to determine the extent to which the trainees comprehend the scientific material.
2. The trainees will receive a certificate of attendance for the training course.

After the end of the training, the progress of the teachers and their benefit from the training is often not monitored, and no remedial programs are developed to improve the shortcomings in the teachers' performance that appear during educational practice.

The authorities supervising the training of new teachers in Iraq

The Ministry of Education is responsible for training new teachers in Iraq; Through the Institute for Training and Educational Development, which includes 14 departments, as seen in the following table:

Table 2: Departments of the Institute for Training and Educational Development

• Training department	• Art Education Department
• Department of Natural Sciences	• Department of Educational Technologies
• English department	• computer department
• Department of Educational Administration	• Department of Social Sciences
• Department of Educational and Psychological Sciences	• financial department
• Mathematics department	• administration department
• Department of Physical Education	• Registration department

The Institute for Training and Educational Development for Teachers was established by Republican Decree No. 6 of 1984. Which provides for the establishment of the Institute of Training and Educational Development, which shall have a public legal personality,It follows the Minister of Education, its headquarters are in Baghdad, and branches are established in all governorates (Iraqi laws and legislation, 1984). Therefore, the Institute for Training and Educational Development is considered the only body responsible for training new teachers in Iraq.It determines and controls everything related to teacher training courses, whether educational or specialized training.

3. Induction training for new high school teachers in Romania

The reality of training new high School teachers in Romania can be reviewed through the following:

The teacher training system in Romania reflected until recently the institutional structures from before 1989. Pre-school and primary education teachers were trained through the Pedagogical High School/Normal School. The duration of studies was 5 years. Teachers for secondary and high school education were trained through universities (4 or 5 years of higher education) (Potolea & Paun, 2002)

European trends, oriented towards the professionalization of the teaching career, towards increasing the social status of the profession, determined, after 1990, the institutional review of the training system. We could conclude that the training of staff for the teaching profession in Romania presents two trends, otherwise common to all European education systems:

- the personal and professional development of teaching staff is carried out in accordance with the new professional demands of professionalism in educational activity. These demands also propose new models of competence for the teaching profession,
- expanding the roles of the teaching staff; improving the initial and continuous training systems of teaching staff in such a way that pedagogical, psychological, sociological, methodical training makes multidisciplinarity and teamwork possible, stimulating motivation in the practice of the profession, training for classroom management and for solving educational problems. (Constandache, 2000, p. 16).

Features of the teaching profession in Romania

For teaching staff employed with a fixed-term employment contract, who pass the national exam for finalization in education within no more than 6 years from occupying the vacant teaching post, the board of administration changes the duration of the individual employment contract from a fixed period to an indefinite period. Teachers who do not obtain the finalization in education can be employed in the national pre-university education system only for a fixed period, with the status of a debutante teacher. Regarding enrollment conditions (The School Inspectorate of Bucharest, 2017):

- The mandatory minimum practical internship for obtaining finalization in education has a duration of one school year (or teaching hours equivalent to the norm of one year), being an effective teaching internship at the department, in the national pre-university education system, as qualified teaching staff according to completed studies.
- Candidates who are doing the internship for the first time can register for the exam if they work full-time in the department as a qualified teacher during the year of the internship and can take the written test if they complete the mandatory internship in the respective session.
- Professional development goes beyond mentoring and classroom observations to include professional development activities (courses/seminars), scheduled meetings with the school principal and/or colleagues to discuss progress or problems, assistance in lesson planning and evaluation.

- Romanian educational institutions have agencies responsible for the quality of the education system represented by ARACIP, ARACIS.
- Teaching staff in Romania is trained according to an organized methodology approved by the Ministry of Education, and it is updated annually according to the needs and work requirements.

It is worth noting that induction training programs for new teachers are mandatory, as most teachers in the first year of appointment register for these training programs.

New teacher training programs

Romania is interested in defining a set of rules when preparing for training programs for new teachers, including the following:

Training objectives

- The internship for new teaching staff aims to strengthen training in the field of specialty, methodology and psychopedagogy, as well as the development of skills to perform the teaching function with good results.
- Acquiring and deepening a set of knowledge, skills and attitudes specific to the teaching profession (methodological skills).
- Demonstration of the abilities to capitalize on specialized and didactic information, to reflect on the contents and practices carried out (methodological, evaluation and technical and technological skills).
- Develop effective communication skills with all learners, colleagues and the local community (management and communication and relationship skills).
- Develop portfolio building techniques
- Improve efficiency in the design, planning, application, evaluation, correction of the didactic approach.
- Obtain classroom management skills.
- Build a curriculum at the school's discretion.

Training areas

The programs will include:

a) Courses / Modules organized by education levels or by subjects and curricular areas, on topics such as:
  - techniques for selecting and using manuals
  - building a curriculum at the school's discretion
  - project management
  - classroom management
  - portfolio building techniques
  - conflict resolution
  - the teaching of the discipline, adapted and updated
  - efficiency in design, planning, application, evaluation, correction of the didactic approach
  - developing creative skills
  - developing communication skills between educational partners
  - information technology

b) Initiation into pedagogical research, debate workshops, demonstrations, activities designed to apply in practice the information accumulated in the theoretical courses. (Lucia, 2002).

Training procedures

Procedures before training

- The training philosophy in Romania is that the school and the classroom are the primary place for training.
- Schools provide induction programs for new teachers, which is the first stage of the professional development process, and is important for developing a strong culture around professional development.
- The education authorities in the states have established model schools that represent training centers for teachers, and the government supports them financially, as it develops training programs and transfers its expertise to other schools.
- The needs of the trainees, the objectives of the program, its duration, and the material and human capabilities necessary for the success of the program are determined.

During training

When conducting training, focus is placed on a set of criteria, including the following:

- the standards for granting certification / finalization in education,
- professional development needs of the intern,
- the specifics of the methods for evaluating the candidates' professional skills, namely the portfolio, the special inspection, the written test.

After the training is over
1. The trainees obtain a certificate of passing the training program, and it is determined by the degree of success and the training period for the program.
2. If the trainee completes a period of one school year (or teaching hours equivalent to the one-year norm), and passes the tests specified by the state, he will get A license to practice the profession of teaching (Manolescu, 2019).
3. The teacher is appointed to one of the state schools, and the training authorities follow up on his progress, in coordination With the school principal who prepares a regular file of the teacher's achievement.
4. Ten percent of teachers reported that training programs do not meet their educational needs, while ninety percent of them stated that professional development programs had a significant positive impact on their performance level (UNICEF, 2017).

From the previous presentation of the features of the process of training new teachers in Romania, it is noted that there is great interest in training these teachers, and this is evident from the multiplicity of institutions responsible for training, the clear objectives of the program, and the type of objectives that are granted to the trainees.

Comparative Analysis
After reviewing the experience of Iraq and Romania with regard to training new teachers in the two countries, a comparative analysis can be presented, with regard to the objectives of the program, areas of training, and training procedures, and the comparison includes the following axis:

First: Training Objectives Axis (Program)
Similarities
There are several points that illustrate the similarities between Iraq and Romania when determining the objectives of training programs for new teachers, including the following:
1. Both countries support the training system, which is represented in the establishment of bodies for training teachers in general and new teachers in particular.
2. Iraq and Romania are convinced of the necessity of setting specific objectives for training programs, with setting the necessary standards to ensure the success of these programs to a high degree.
3. Iraq and Romania seek to set various objectives for training programs, and these objectives differ according to the type of training program and the target group.
4. Training courses are held periodically, according to the needs and numbers of new teachers, and according to what.It is emerging on the local and international scene.
5. The two countries provide the human cadres necessary to develop and implement training programs, and provide the capabilities that help complete these programs successfully.
6. Both countries provide appropriate funding for training programs, and registration is free for trainees.
7. The objectives of the training programs in the two countries are concerned with providing professional support for the new teacher, which helps to develop positive concepts towards the teaching profession.

Differences
There are several differences between Iraq and Romania when defining the objectives of training programs.This is evidenced by the following points:
1. In Romania, the extent to which the objectives set for the program have been achieved is assessed through feedback obtained from the trainees
2. In Iraq, the main objective of training is to obtain a certificate of completion of the training hours, and in most cases, the feedback obtained from the trainees is not considered, and there is no serious follow-up to the level of the teacher during his work.
3. In Romania, the bodies in charge of training work to follow up the teacher's level after completing the training program, and the extent to which he has mastered his work as a teacher.

Second: Areas of Training Axis
Similarities
There are several points that illustrate the similarities between Iraq and Romania when determining the areas of training new teachers, including the following:
1. Both Iraq and Romania are interested in diversifying the fields of training, and this may be due to the diversity of skills required of new teachers to acquire
2. The two countries provide educational training programs to educationally enrich the skills of the new teacher, in addition to specialized programs for a particular specialized field.

3. The two countries are convinced to prepare programs to improve the skills of the teacher and other programs related to students' behaviors and patterns and how to deal with special groups of them.
4. The two countries provide postgraduate programs at universities as a complement to pre-service preparation, and as auxiliary programs for formal training for new teachers.

Differences

There are several differences between Iraq and Romania when defining the fields of teacher training.This is evidenced by the following points:

1. In Romania, the areas of training stem from the actual needs of the school, and according to the emerging problems in the field, and thus training programs help in providing teachers with skills to deal Smart with practicality.
2. In Iraq, training programs are determined in isolation from school problems, and programs are set according to for a specific plan from the Ministry to be implemented within a specific timetable.
3. Romania provides mentoring and supervision programs, which are carried out through meetings between experienced teachers and new teachers, where discussion and exchange of ideas are held on how to deal with unconventional situations during the school day.
4. In Iraq, guidance and supervision programs are conducted in theory, without the help of the old teachers to present their experiences and the possibility for their less experienced colleagues to benefit from their practical presentations during training.
5. In Romania, new teachers are trained in building and designing a professional portfolio, followed by a mentor during the training period.

Third: Training Procedures Axis
Pre-Training
Similarities

There are several points that clarify the similarities between Iraq and Romania on defining pre-training training procedures for new teachers, including the following:

1. Both countries are interested in planning the training program, determining its duration and objectives, and the target group for it.The material and human capabilities required for its success
2. Accurately define learning outcomes, teaching methods, assessment, and specific teaching aids.
3. The two countries are keen to inform the trainees of the type and time of the training program before conducting a specific period. So that the teacher can determine the appropriateness of the program for him.
4. The costs of the training program are determined in advance, and it is also determined whether it is free, partially subsidized, or the trainee bears all its costs.

It was noted that training dates in the two countries may conflict with working hours, or due to lack of incentives to participate, or as a result of poor moral support from some principals, which may prevent new teachers from joining some programs.

Differences

There are several differences between Egypt and Australia when defining pre-training training procedures for new teachers. This is evident from the following:

1. Romania is convinced that the school is the primary place for training, where the actual problems exist in the classroom, which increases the reality of the training and helps the trainees to participate in solving the problems of the field.
2. In Iraq, new teachers are trained in halls belonging to the preparation and training of teachers, and they are in Mostly far from the school where the teacher works.
3. Romania is interested in conducting a referendum to determine the programs that the trainees wish to attend, which will have a significant impact on the effective participation in the training program, in addition to the programs specified in advance by the training supervisor.
4. In Iraq, training courses are determined by preparation and training, without looking at the opinions of the new teacher about the skills he wants to acquire.

During training
Similarities

There are several points that show the similarities between Iraq and Romania during the conduct of teacher training the new ones are:

1. Iraq and Romania are keen to provide the trainees with a set of skills necessary for their success as teachers, among these skills the skill of self-development, the field of specialization, and ways to deal with students and others.

2. An evaluation is made for the scientific material, the place of training, the lectures, the teaching aids, etc., before the end of each training day, which provides feedback that helps to avoid the negatives in the following exercises.

Differences

There are several differences between Iraq and Romania when conducting training for new teachers, and this is evident through the following points:

1. In Iraq, there is no pre-test on the first day of training to determine the trainees' scientific background on the subject of training, and there is no plan to determine the trainees' personal needs.
2. In Iraq, the evaluation that takes place at the end of each training day is often done routinely and does not care about its results when developing a plan for development.
3. In Romania, is keen on systematic evaluation methods represented in the professional portfolio, special inspection, and written examination.

After completing the training

Similarities

There are several points that show the similarity between Iraq and Romania in the training procedures after the end of the program includes the following:

1. In the two comparison countries, a post-test is conducted to ensure the trainee's comprehension of the training program, and the skills he has acquired during the training days.
2. Both countries are interested in giving the trainee an official document in the form of a certificate stating that he has successfully passed the training program, and then the new teacher is appointed after passing a number of training hours equivalent to a school year.
3. The two countries are interested in following up the level of achievement of the new teacher, and this is done in coordination with the director of the school in which he works, where the director, in turn, submits a periodic file on his achievement.

Differences

There are several differences between Iraq and Romania in the training procedures after the end of the program, and this is evident through:

1. The training authorities in Romania are interested in the achievement file of the new teacher, where he is examined and the strengths and weaknesses are identified in his level as a teacher, and therefore remedial methods are proposed for the weaknesses.
2. In Iraq, files are made for the achievement of new teachers, and their main objective is to prepare written papers whose content is not actually useful, as a document to be submitted in the event of a request or an official inspection without paying attention to addressing the weaknesses of the teacher.
3. The main objective of training in Iraq is job placement without looking at the skills that the teacher has acquired and therefore a large number of them get job placement with their weaknesses as teachers.
4. Romania is interested in preparing a national test after the trainees meet the conditions for passing the program in order to obtain a full qualification certificate.

A proposed plan to develop new teacher training programs in Iraq

After reviewing the reality of training new teachers in Iraq and Romania, a plan can be drawn up to develop training programs in Iraq, through the following axes:

As For the program aims

The research suggests a set of methods to develop the objectives of the training program, including:

1. Develop the ideas of new teachers about the most important features of the educational system in Iraq in general, and this is represented in the philosophy of education and its objectives, the general objectives of education, the principles of educational policy, the national strategy for education, and the strategic plan of the Ministry of Education.
2. That the objectives of the program represent a source for developing its units and topics, and evaluating its effectiveness.
3. Determining precisely the general and specific competencies that teachers aim to develop.
4. That the objectives of the presented program, its content and learning outcomes be consistent with the national standards for teacher professional development, and the Iraqi educational system.
5. Interest in evaluating the extent to which the objectives set for the program have been achieved, through the feedback obtained from the trainees, with the need to follow up on the teacher's level after completing the training program.

Training areas

1. The goals and content of the induction program should be comprehensive of the three types of support (professional, social and personal).
2. Providing programs for mentoring and supervision, and that is done through meetings between experienced teachers and new teachers. Answers to common challenges between teachers and how to deal with non-traditional situations during the school day are exchanged.
3. Exact identification of general and specific competencies that mentors must possess.
4. Seeking the opinions of teachers when determining the training areas, as the training then works on the weight of the experiences they see as weak.
5. Holding training courses on innovation, scientific thinking, discovering innovators, nurturing and motivating them, methods of lifelong learning and how to search for knowledge from reliable sources.
6. Holding training courses for each specialty separately, which provides a more in-depth study in the field of specialization, with attention to social workers because they have a role in discovering students' problems early.
7. Using professional performance standards to determine the appropriate training when promoting to a higher job, or complete qualified.
8. The training programs should include several levels, including: general professional programs, programs that address special problems; techniques for selecting and using manuals, building a curriculum at the school's discretion, project management, class management, portfolio building techniques, conflict resolution, didactics of the discipline, adapted and updated, efficiency in design, planning, application, evaluation, correction of the didactic approach, development of creative skills, developing communication skills between educational partners, information technology, initiation into pedagogical research.
9. New teachers must be trained so that the training programs include all the skills that we want to develop in the students. Therefore, attention should be paid to a set of comprehensive training courses, which include:Courses that provide clear visions about education in the twenty-first century, collaborative learning, problem solving, creative thinking, and interpersonal skills. Promote self-reflection practices. Boost self-confidence. Reduce stress and anxiety.
10. Debate workshops, demonstrations, activities designed to apply in practice the information accumulated in the theoretical courses. (Lucia, 2002).

Training Procedures
Before conducting the training

1. Sending bulletins to schools about the necessity of cooperating with the teacher training center and granting the trainees full time during the training period.
2. Classifying trainees according to training needs, preparing an integrated plan in light of the classification and needs, taking into account the modernity of the scientific and educational material, and the continuity of training for the target audience.
3. The trainees must be informed sufficiently before the training to allow them to attend the training program and assign their tasks to other colleagues.
4. Conducting a pre-test to determine the teacher's previous experiences on the subject, even if he gets 70% or more, he does not need to attend this training program, and he is nominated for another training program, which helps not to waste time, effort and money allocated to the training program.
5. Determining multiple systems to evaluate the trainee, and the diversity between formative and formative evaluation, and direct and indirect evaluation, which ensures evaluation in various ways.
6. The training should take place in schools where the trainees are expected to work, which provides psychological safety for the trainees and increases familiarity with the work site. Therefore, the schools where the training will take place must be Equipped for such a role.
7. The participation of the trainees in determining their training needs, leads to their enthusiasm to attend the training courses, and actually contributes to eliminating the negatives that may hinder its holding.
8. Awareness workshops should be held to ensure that schools know their role and are fully prepared to host trainees.

During training

1. Motivating the outstanding trainee and giving him some privileges will motivate all trainees to excel, with a focus on learning, not teaching, and on the individual and personal aspects of evaluating the learner based on his individual performance
2. Looking at the trainee as a colleague and not a student, helps to benefit from his experiences and facilitates his acquisition of the required training skills.
3. Providing practical activities on a large scale and reducing verbal as much as possible, taking advantage of the situations that occur inside the training room and adapting them for educational benefit.

4. Providing a high degree of flexibility that helps to introduce modifications related to training and not present in it, while paying attention to the individual needs of learners and work requirements.
5. Providing the training material for each trainee "paper and electronically" to be a frame of reference when needed, and paying attention to the practical, technical, and modern methods of education.
6. Focus on practical activities more than theoretical presentation.
7. Reducing theoretical information in one training program helps to increase comprehension and is given more application space.
8. Paying attention to the results of the pre-test helps to delete previous knowledge of the training program and give new knowledge more space.
9. The evaluation of the trainees is not limited to the post-test only, but must include oral tests and interviews to ensure the feasibility of the training program.
10. Assigning the trainees to do a simple scientific research related to the training material they studied makes the training material lasting.

After the training is over
1. The trainees obtain a certificate of passing the training program, and it is determined by the degree of success and the training period for the program.
2. If the trainee completes a period of one school year (or teaching hours equivalent to the one-year norm), and passes the tests specified by the state, he will get A license to practice the profession of teaching (Manolescu, 2019).
3. Adopting a twinning system between the new teacher and an experienced teacher when they are distributed to schools, to benefit from the experiences of the practicing teacher, with the follow-up of new teachers by mentors and school administrators.
4. Attention to the post-training phase, where the impact of training in the educational field is crystallized through continuous follow-up, evaluating the benefit of trainees on the basis of their professional level in the school.
5. Attention to the trainees' evaluation of the scientific material, the trainer, and the training environment, and taking the necessary measures to improve the training service in the light of this evaluation.
6. Attention to the portfolio of the new teacher, where he is examined and identified strengths and weaknesses in his level as a teacher, and then suggest remedial methods for weaknesses.
7. Periodic inspections are carried out to determine the suitability of the teacher for his job.
8. One of the conditions for the teacher's continuation in his work is the necessity of continuous learning by joining the postgraduate levels in one of the universities suitable for his specialization, in addition to attending the training courses organized by the teacher training centers.

RECOMMENDATIONS
After reviewing the research literature on training in the European Union countries, analyzing the reality of new teacher training programs in Iraq and Romania, and building a plan to develop new teacher training programs in Iraq, the researcher suggests some recommendations when implementing the development plan, which must be taken into account, including the following:
1. The application of international standards to grant a license to practice the profession helps to raise the efficiency of teachers and improving the educational process as a whole.
2. The Teacher Training Center should be the first place entrusted with granting licenses to practice the profession to new teachers.
3. Building a skill ladder parallel to the educational ladder that allows the teacher to ascend to higher job levels according to his professional level
4. Officials of the Ministry of Education, as well as those responsible for the Teacher Training Center, shall implement development mechanisms according to the available capabilities.
5. Convince all parties concerned with the development until it is fully implemented.
6. Setting a timetable for implementation so that one mechanism is implemented after another according to the urgent work and development needs.
7. Issuing laws and legislation obligating teachers to continue their professional development so that it is mandatory, with imposing specific penalties on those who violate this.
8. Hiring foreign experts to train teachers on successful experiences in their countries as a means of obtaining information from its sources.
9. The use of university professors as trainers helps to increase the benefit of their experiences and degrees scientific
10. Professional development programs give better results if they are constantly evaluated and reviewed.

11. Students play a key role in development programs, and their exam results are an objective indicator of the effectiveness of teachers' professional development programs, including theoretical and practical tests, problem-solving and creative thinking tests.

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