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La Commission nationale
des parents francophones

CODE OF CONDUCT

An ethical and responsible approach to the
international recruitment of early childhood educators
in Francophone minority communities in Canada.

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Readers Note: The information contained in this document has been carefully verified and was, to the best of our knowledge, accurate as of January 1, 2026. It is subject to change based on updates to current policies and practices. This document does not replace the official guidelines issued by Immigration, Refugees and Citizenship Canada (IRCC). Please consult Canada.ca for the most up-to-date requirements.

Introduction

This code of conduct aims to establish an ethical and responsible framework for the international recruitment of early childhood educators, taking into account the realities of their countries of origin, best practices, and recommendations expressed by Canadian embassies abroad.

It is therefore aimed at any person, organization, or company that wishes to recruit specialized early childhood education staff internationally.

It supports the Study of recognition of international Francophone diplomas in early childhood education to work in a minority context in Canada.

For further information, we invite you to consult this document, which offers a more detailed analysis, particularly with regard to country-specific information.

1. Fundamental values

- **Transparency**

The recruitment and evaluation processes must be clearly communicated to candidates and local partners (institutions, ministries, and embassies).

- **Fairness**

No candidate should be at a disadvantage because of their origin, socio-economic status, or migration situation.

- **Shared commitment**

Employers, training institutions, and candidates share a common responsibility for successful integration.

Those involved in recruitment must be aware of the risk of “brain drain,” which could harm diplomatic relations between Canada and the candidate’s country of origin. They must work closely with local institutions and ensure that the positive effects of the partnership are maximized.

2. Guiding principles for recruiters

2.1 Collaboration with local institutions

- Communicate with the embassy of the engaged country or countries to learn about the practices to be respected and to establish an appropriate diplomatic relationship (MANDATORY);
- Emphasize institutions recognized by the State in each country (MANDATORY);
- Sign memoranda of understanding or letters of collaboration with post-secondary institutions, training centres, or other local partners that facilitate recruiters' access to a pool of candidates (SUGGESTED).

2.2 Ethical recruitment

- Avoid practices of diverting students in training or direct recruitment without validation from local authorities (ministries/government) (MANDATORY);
- Do not use unaccredited intermediaries (e.g., unlicensed placement agencies) (MANDATORY);
- Ensure that job offers comply with Canadian labour standards and include settlement support (MANDATORY).

2.3 Evaluation of professional qualifications

- Have a good knowledge of the criteria for recognizing candidates' credentials in their country of origin (WHEN POSSIBLE);
- Know the options for bridging training (remotely or in person) to bridge the gaps between study programs (WHEN POSSIBLE);
- Inform candidates that the assessment of their professional qualification can be a long, costly, and complex process, in order to avoid creating unrealistic expectations (MANDATORY).

2.4 Intercultural communication

- Be trained in intercultural communication and the realities of educational systems in other countries (MANDATORY);
- Encourage bilateral information sessions (e.g., webinars with institutions and embassies) (SUGGESTED);
- Provide an adaptation period for recruited individuals, including awareness training on Canadian pedagogy and local expectations in child care settings (MANDATORY).

2.5 Follow-up and feedback

- Ensure individual follow-up of recruited persons during the immigration, settlement, and professional integration processes (MANDATORY);
- Conduct an annual joint evaluation of international partnerships, in collaboration with embassies and local institutions (SUGGESTED);
- Share good practices with other employers or provinces and territories while respecting regional distinctions (SUGGESTED);
- Follow up on received CVs and the hiring process (MANDATORY).

3. Country-specific information

3.1 Belgium

Key ministries or organizations: Le Forem and Actiris (public employment and professional training services in Wallonia and Brussels).

Recommended cultural approach: A collaborative approach, emphasizing the common good and the current shortage.

Recommended contact methods: Through Le Forem or Actiris.

Mistakes to avoid: Not going through official structures.

Recommendations from the Canadian agent on site: Work with the public employment services and find out about local constraints.

3.2 Cameroon

Key ministries or organizations: Ministry of Basic Education (MINEDUB), Ministry of Higher Education (MINESUP), and Ministry of Social Affairs (MINAS).

Recommended cultural approach: Formality, respect for titles and hierarchy, face-to-face meetings are valued.

Recommended contact methods: Through the government ministries for the public sector, and directly through management for the private sector.

Mistakes to avoid: An informal approach, disregard for protocols, and vague objectives.

Recommendations from the Canadian agent on site: Designate a local contact and make allowances for response times.

3.3 Ivory Coast

Key ministries or organizations: Institut national supérieur de formation sociale (INSFS).

Recommended cultural approach: Recognize official titles, go through the secretariat or a direct collaborator to respect protocol, and choose official and hierarchical lines of communication.

Recommended contact methods: Through direct contacts with institution management.

Mistakes to avoid: Direct criticism or negative judgments: frame conflicts as areas for improvement or opportunities.

Recommendations from the Canadian agent on site: Allow for several meetings to build trust.

3.4 France

Key ministries or organizations: Ministère du Travail et des Solidarités, Ministère de la Santé, des Familles, de l'Autonomie et des Personnes handicapées, and France Travail.

Recommended cultural approach: Diplomatic approach and discretion due to the shortage.

Recommended contact methods: Through France Travail or at specialized events.

Mistakes to avoid: Communication that is too visible or direct, and addressing the issue of salary first.

Recommendations from the Canadian agent on site: Participate in specialist conferences like Petit 1, and remain discreet and focused on collaboration.

3.5 Morocco

Key ministries or organizations: Office de la formation professionnelle et de promotion du travail (OFPPT), Agence nationale de la promotion de l'emploi et des compétences (ANAPEC), and Ministère de l'Inclusion économique, de la petite entreprise, de l'emploi et des compétences (MIEPEEC).

Recommended cultural approach: Respect for hierarchies, formal politeness, and appreciation of the partner country.

Recommended contact methods: Through initial contact with the OFPPT or the ANAPEC, then through referral to the institutions.

Mistakes to avoid: Contacting the institutions directly, without going through official structures.

Recommendations from the Canadian agent on site: Prioritize win-win partnerships and emphasize the local added value of the project.

3.6 Tunisia

Key ministries or organizations: Ministère de la Femme, de la Famille, de l'Enfance et des Personnes âgées, and the Agence Tunisienne de Coopération Technique (ATCT).

Recommended cultural approach: A respectful and hierarchical approach, and prioritizing official contacts.

Recommended contact methods: Through the Ministry or through national educational networks.

Mistakes to avoid: Ignoring state structures or official procedures.

Recommendations from the Canadian agent on site: Emphasize bilateral partnerships and contextualize Canadian needs.

4. Conclusion

This code of conduct is intended to be a practical and ethical guide to define international recruitment practices in the field of early childhood education.

Based on the values of transparency, fairness, and mutual commitment, it aims to foster sustainable and responsible partnerships between Canada and professionals' countries of origin. Taking into account the cultural, institutional, and diplomatic characteristics of each country, it ensures respectful dialogue, appropriate recognition of professional qualifications, and the successful integration of Francophone educators into Canadian child care services.

By applying it collectively, recruiters, employers, institutions, and candidates will contribute to building a fair recruitment system that respects local talent and benefits all parties involved.

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