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STUDY ON THE RECOGNITION OF INTERNATIONAL FRANCOPHONE QUALIFICATIONS IN EARLY CHILDHOOD EDUCATION FOR WORKING IN FRANCOPHONE MINORITY SETTINGS IN CANADA

Produced by the National Commission of Francophone Parents.

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- International Organization for Migration (IOM);
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ii. Disclaimer

The information contained in this study has been carefully verified and was, to the best of our knowledge, accurate as of April 1, 2026. However, it is subject to change, based on modifications to current policies and practices.

Please note that this study does not replace the official guidelines and information of Immigration, Refugees and Citizenship Canada (IRCC). It is essential to consult the official Government of Canada website (Canada.ca) to find the most up-to-date requirements. Immigration laws and procedures are complex and subject to change; therefore, any actions or steps must comply with the official information published by IRCC. Only IRCC officers or authorized representatives are authorized to provide immigration guidance.

Furthermore, the information presented in this study regarding recognition of qualifications in the provinces and territories is provided as a guide only. It is essential to consult the relevant provincial or territorial authorities to obtain the most up-to-date requirements and procedures. Regulatory frameworks, evaluation criteria, and practices can vary and change between jurisdictions, and any actions and steps must comply with current official information. Only the responsible provincial or territorial authorities and relevant regulatory organizations are authorized to provide accurate and current information regarding the recognition of qualifications.

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They do not necessarily reflect those of the Government of Canada.

1. Introduction

1.1 Context and rationale of the study

The recognition of qualifications in early childhood education (ECE) is a significant issue for Francophone minority communities (FMCs) in Canada. These communities face a persistent shortage of qualified staff in the child care sector.

To meet this challenge, the Commission nationale des parents francophones (CNPf) started a project, originating from an idea from the Groupe de travail sur le recrutement international en petite enfance (GTRIPLE), aimed at facilitating international recruitment of early childhood educators.

This project is part of a global context where international labour mobility and the recognition of international professional qualifications are becoming key levers for addressing local shortages. However, the recognition of international qualifications in early childhood education presents several challenges, including the standardization of training content, assessment criteria, and standards of practice, which vary from one country to another and even between Canadian provinces and territories.

Project Objectives and Structure

The CNPF project is being rolled out in three complementary phases:

Phase 1 – Analysis of pools of candidates and potential candidates (completed)

This phase aims to identify source countries that offer strong recruitment potential for ECE, based on several criteria (level of education, language, recognition, accessibility, etc.). It includes, in particular:

- making contact with those responsible for the recognition of ECE qualifications in each Canadian province and territory (excluding Quebec);
- consultation with agencies that evaluate international qualifications;
- comparative analysis of ECE training programs in different target countries.

Phase 2 – Writing a study (completed)

The second phase of the project is dedicated to writing a study. This study aims to document, structure, and synthesize information about the systems of international training and qualifications in ECE in the six target countries: Belgium, Cameroon, Côte d'Ivoire, France, Morocco, and Tunisia. It seeks to establish a reliable, clear, and operational reference framework. This framework will serve as the basis for developing a guide for Canadian employers and partners to support them in their future efforts in recruitment and in recognition of professional qualifications.

Phase 3 – Creation of a guide and a code of conduct (to come)

The third phase involves developing an official guide for Francophone employers in Canada to facilitate the analysis, recognition, and integration of internationally recruited workers. This guide will present comparisons between international training programs and Canadian requirements; practical advice; and recommendations to simplify the hiring process. It will be published by the end of 2026.

A code of conduct will accompany the guide in order to establish an ethical and responsible framework for the international recruitment of early childhood educators, taking into account the realities of the source countries, best practices, and recommendations expressed by Canadian embassies abroad.

Expected outcomes

The success of this project will lead to the following benefits:

- Strengthen the recruitment capability of Francophone child care centres nationwide;
- Improve the consistency of processes for the recognition of ECE qualifications;
- Support the strength of Francophone minority communities by ensuring that they have better access to quality child care services in French.

The guide and the code for employers will become essential reference tools for the recruitment and smooth professional integration of workers trained abroad.

1.2 General and specific objectives

General objective

The objective of this study is to enable a better understanding and a more accessible way to recognize international ECE qualifications, in order to support international recruitment efforts and the integration of qualified staff into Francophone child care centres in Francophone minority settings in Canada. The study also aims to contribute, in a concrete and sustainable way, to reducing staff shortages in this sector, which is essential for Francophone communities.

Specific objectives

1. Analyze the frameworks for the recognition of ECE qualifications in Canada:

- Identify the basic recognition requirements in each Canadian province and territory (excluding Quebec);
- Gather information about the practices of agencies that evaluate international qualifications.

2. Assess international talent pools in early childhood education:

- Identify the countries where recruitment is the most advantageous (based on the degrees offered, the linguistic context, international mobility, etc.);
- Select 5 to 6 priority countries for in-depth analysis.

3. Document ECE training programs in the target countries:

- Obtain course outlines, curricula, and admission criteria for officially recognized qualifications or certificates in early childhood education;
- Compare this content to the requirements of the provinces and territories.

4. Write an official guide:

- Write an official guide for Francophone employers to support them in their international recruitment efforts.

5. Promote national consistency:

- Support better interprovincial coordination in the recognition of international ECE skills;
- Help inspire the creation of a national reference framework.

1.3 Scope of the study and limitations

The study conducted by the CNPF aims to provide a comparative overview of ECE training in a set of countries identified as relevant recruitment pools for Francophone minority communities in Canada.

Scope of the study

- The analysis of study programs offered in selected countries, including degrees, duration, skills targeted, and internships;
- The identification of training institutions (colleges, universities, professional training centres) and officially recognized qualifications in each country;
- The analysis of the conditions for the recognition of these qualifications by the Canadian provinces and territories (excluding Quebec) by consulting regulatory authorities, agencies that evaluate qualifications, and regulatory organizations;
- The establishment of recommendations to facilitate the recognition of international ECE qualifications in Canada;
- The creation of practical tools, including a guide for Francophone employers.

Limitations of the study

Despite its national and international scope, the study has certain limitations:

- Focus on Francophone minority communities (FMCs): The project specifically targets the needs of FMCs in Canada and therefore does not include procedures specific to Quebec;
- Partial data: In some target countries, institutional information, detailed curricula, or contact details are not available online or are difficult to obtain;
- Language and terminology: The diversity of names, training structures, and educational requirements sometimes makes comparisons complex or imprecise;
- Interprovincial and interterritorial variability: Recognition criteria vary greatly from one Canadian province or territory to another, which limits the possibility of proposing a single or unified solution;
- Access to local authorities: In several cases, cultural, diplomatic, or administrative issues may limit access to ministries or representatives of training institutions in the source countries.

2. Methodology

2.1 Research approach

The study is based on a descriptive qualitative approach aimed at documenting the mechanisms for the recognition of ECE qualifications in Canada and analyzing the training offered in certain target countries.

The methodological approach was structured around three complementary themes:

- gathering information from Canadian provinces and territories regarding the processes for recognizing ECE qualifications;
- identification of countries that have recruitment potential for Francophone child care centres in minority settings;
- literature review of ECE training systems in the target countries.

The objective is not to carry out an exhaustive theoretical analysis, but rather to produce an operational and useful synthesis for employers and partners involved in international recruitment.

The adopted approach combines:

- a document review;
- consultation with key stakeholders;
- utilization of the results of surveys carried out with associations and child care centres.

2.2 Selection of countries and partners consulted

The selection of target countries was based on several complementary sources of information:

- survey results from the associations and child care centres;
- discussions with project partners;
- international recruitment experience in Francophone communities;
- availability of structured early childhood education (ECE) training;
- linguistic and cultural potential for integration into Francophone communities.

Based on these criteria, six countries were selected for in-depth analysis:

- Belgium
- Cameroon
- Côte d'Ivoire
- France
- Morocco
- Tunisia.

These countries represent relevant recruitment pools and offer a diversity of training structures that allow for a useful comparative analysis.

The partners that were consulted include:

- provincial and territorial ministries responsible for ECE certification;
- regulatory bodies or professional registries;
- agencies that evaluate qualifications
- training institutions in the target countries;
- CNPF network partners;
- associations and child care centres that participated in the surveys;
- organizations involved in international mobility.

These consultations aimed to validate information, clarify processes, and document existing practices.

2.3 Data sources and collection tools

Data collection relied on several types of sources:

Documentary sources

- Websites of provincial and territorial ministries;
- ECE certification guides;
- Regulatory documents;
- Documents from organizations that evaluate qualifications.

Surveys

Two separate surveys were conducted in May 2025:

- Survey of Francophone associations in the early childhood sector;
- Survey of Francophone child care centres.

These surveys have allowed us to:

- identify priority countries for recruitment;
- document the challenges related to the recognition of qualifications;
- gather suggestions for improving processes;
- validate the relevance of the study.

Targeted consultations

Discussions were held with:

- provincial and territorial authorities;
- project partners;
- organizations involved in the recognition of professional qualifications;
- international recruitment stakeholders.

These consultations provided clarification on requirements, practices, and procedures.

2.4 Information analysis and validation process

The analysis took place in several stages:

Analysis of Canadian requirements

A review of certification requirements in each province and territory (excluding Quebec) was conducted, with the following objectives:

- to identify the certification levels;
- to document the evaluation processes.

Analysis of training programs in the targeted countries

For each country, the following elements were examined where possible:

- the types of qualifications in ECE;
- the duration of training programs;
- the structure of the programs;
- the inclusion of internships;
- the institutions that offer training;
- the national recognition of qualifications.

Information validation

To ensure data reliability:

- The information was cross-referenced between several sources, including specialized organizations (e.g., World Education Services [WES] and the International Organization for Migration [IOM]), the relevant ministries responsible in the provinces and territories, as well as employers in the ECE sector, in order to ensure the validation and reliability of the data collected;
- Ambiguous data was verified with the relevant authorities where possible;
- Terminology was harmonized;
- An internal review was conducted.

This approach aims to ensure that the study is based on consistent, comparable, and useful information for employers and partners.

3. Surveys of associations and employers

3.1 Survey of associations

Observations

- The countries best suited to meet the needs are France, Belgium, Morocco, Cameroon, Côte d'Ivoire, Algeria, Tunisia, Mauritius, and Haiti;
- Destination Canada seems to be the best recruitment tool, but there are many other effective methods;
- The recognition of qualifications is the biggest challenge, with a strong demand for consistent recognition across the Canadian provinces/territories;
- The slowness, complexity, and cost of the process exacerbate this challenge;
- Online guides and resources would be helpful, as well as support for orienting and training new staff.

Overall picture

The survey collected 51 responses (26 complete and 25 partial), primarily from administrators, coordinators, and educators, spread across 11 provinces and territories. (Quebec and Nunavut were not included in the study.)

Among the respondents, 38% have already recruited internationally, for an estimated total between 87 and 120 people over the past five years, or about 25 people recruited per year.

Preferred source countries

The countries most targeted for recruitment are primarily Francophone and include:

- France, Morocco, and Belgium (the three most frequently mentioned);
- Tunisia, Côte d'Ivoire, Algeria, Haiti, Cameroon, and Mauritius;
- some African and Asian countries (e.g., the Democratic Republic of Congo, Lebanon, and India).

These countries are valued for the quality of their training, their pool of qualified labour, and their linguistic and cultural proximity to Francophones in Canada.

Recruitment channels

The most frequently used recruitment methods are:

- Destination Canada (the method mentioned most often);
- social networks, the Government of Canada Job Bank, and job websites (e.g., Indeed);
- the trade shows of the Réseau de développement économique et d'employabilité (RDÉE Canada) and specialized platforms (e.g., Connexion PEF);
- the recruitment of people already in Canada (study permit or working holiday).

Main challenges

The biggest obstacle identified is the recognition of international qualifications (70%). This challenge is compounded by:

- the slowness, cost, and complexity of administrative procedures;
- the lack of clarity and consistency across the provinces/territories;
- limited access to the College of Early Childhood Educators in Ontario;
- the lack of information on the regions receiving new staff, and their requirements;
- language, résumé screening, and lack of funding or recruitment expertise.

Recruitment intentions

Among the respondents, 74% plan to recruit internationally over the next five years, confirming a strong desire to continue the internationalization of the educational workforce.

Recognition of qualifications

Detailed comments highlight:

- significant variability from one province or territory to another;
- a lack of transparency and resources;
- countries considered close to Canadian standards: Belgium, France, Morocco, Switzerland, and Côte d'Ivoire.

Suggestions for improving the recognition of qualifications

- Clarification of recognition criteria;
- Practical guides and online resources;
- Targeted upgrade training;
- Harmonized pathways across provinces/territories;
- Orientation sessions in the regions receiving new staff;
- Creation of registries of recognized international institutions;
- Improved collaboration with ministries and evaluation organizations.

Other key comments

- The importance of meeting with provincial and territorial governments to clarify procedures;
- The need to reduce costs for international students and recognize professional experience;
- The desire to train current educators in cultural diversity to promote inclusion.

3.2 Survey of child care centres

Observations

- The responses come from centres of different sizes;
- Previous hiring experiences strongly influence country suggestions;
- The countries best suited to meet the needs are France, Belgium, Morocco, Cameroon, Algeria, and Tunisia;
- Destination Canada is considered the best recruitment tool, but other methods also work;
- The recognition of qualifications is the biggest challenge, with strong demand for consistent recognition across Canadian provinces and territories, particularly in Ontario;
- The slowness, complexity, and cost of the process exacerbate this challenge;
- Online guides and resources, or a designated contact person, would be helpful, as would support for orientation and training.

Responses and statistics

Among those approached, the surveys reported 53 complete responses and 26 partial responses, for a total of 79 responses.

The main challenges encountered during international recruitment include the recognition of qualifications (73%), résumé screening (35%), the region's capacity to welcome new staff (32%), funding (30%), competitive salary (18%), and expertise in recruitment (18%).

Relevant countries for recruitment

The most relevant countries for the recruitment of international educators are France (72%), Morocco (65%), Belgium (51%), Cameroon (41%), Mauritius (30%), and Haiti (26%).

Suggestions to facilitate the recognition of international qualifications, recruitment, and integration of international workers

- Clarify the criteria for the recognition of qualifications;
- Provide online guides and resources;
- Collaborate with evaluation organizations;
- Offer supplementary training;
- Organize information sessions about the host region;
- Train local educators on newcomers' culture;
- Establish a clearer and more unified pathway across provinces/territories;
- Develop a guide or registry that lists institutions in various countries and their level of recognition by province/territory.

4. Overview of the recognition of ECE qualifications



■ Newfoundland & Labrador
 ■ Prince Edward Island
 ■ Nova Scotia
 ■ New Brunswick
 ■ Ontario
 ■ Manitoba



■ Saskatchewan
 ■ Alberta
 ■ British Columbia
 ■ North-West Territories
 ■ Yukon
 ■ Nunavut



4.1 Multilateral Early Learning and Child Care Framework

The Multilateral Early Learning and Child Care Framework establishes a common vision for the federal, provincial, and territorial governments. It aims to ensure that all children have access to high-quality learning and child care services that support their overall development. It recognizes that the early years of life are critical, and that investments in structured and regulated systems are a strategic lever for Canada's social and economic development. The Framework is based on clear guiding principles: quality, accessibility, affordability, flexibility, and inclusion.

It explicitly emphasizes the importance of professional qualifications and workforce training in ECE as the foundation for quality services. In the context of a nationwide shortage of qualified personnel, these guidelines reinforce the relevance of mechanisms for recognizing international qualifications, which help to expand the pool of qualified staff while respecting provincial and territorial regulatory requirements.

The Framework also recognizes Canada's linguistic and cultural diversity, including the needs of Francophone minorities, newcomers, and vulnerable families, and this places particular importance on the effective integration of internationally trained individuals.

4.2 Evaluation agencies: list, costs, timeframes, advantages, and challenges

In Canada, assessment agencies are primarily divided into two types: the evaluation of international qualifications for immigration/work, and impact assessments for industrial projects. Organizations listed by Immigration, Refugees and Citizenship Canada (IRCC) (e.g., World Education Services or WES) evaluate qualifications, while the Impact Assessment Agency of Canada (IAAC) reviews large projects. This study focuses on the first type: the evaluation of international qualifications for immigration/work.

In all cases, the process is lengthy and can take from two to five months. This depends on the complexity of the case and whether the documentation is complete. WES is the agency most often used by the provinces and territories and, in some cases, is the only agency that is accepted.

The main qualification evaluation agencies for Educational Credential Assessments (or ECAs) for immigration (outside Quebec):

World Education Services (WES)

This social non-profit organization supports the educational, economic, and social inclusion of immigrants, refugees, and international students. Commonly and predominantly used in Canada, this organization offers the following reports for education, careers, and immigration:

- Document-by-Document Evaluation Report: for Canadian-recognized qualifications, starting at \$133;
- Course-by-Course Evaluation Report: for Canadian equivalencies, course lists with credits, and grades according to Canadian standards, starting at \$242;
- Educational Credential Assessment (ECA) for IRCC: Evaluation of qualifications obtained outside Canada, valid for five years, starting at \$264.

The candidate can choose to include the organization that is recruiting them in the list of recipients of their evaluation, subject to an additional fee.

Comparative Education Service (CES)

The Comparative Education Service (CES) at the University of Toronto evaluates, starting at \$175:

- qualifications obtained from post-secondary institutions (universities and colleges) outside Canada;
- high school (secondary school) diplomas obtained outside Canada;
- high school (secondary school) diplomas issued by the provincial/territorial ministries of education outside Ontario.

The CES may be able to evaluate ongoing study programs, but only for general use applications.

The CES does not evaluate:

- professional licenses and certifications, including those obtained as part of university studies (e.g., a Certificatul de Absolvire [certificate of completion of studies] issued by a teacher training department or a pedagogical seminary);
- transition programs, bridging programs, or preparatory programs.

International Credential Assessment Service of Canada (ICAS)

The ICAS prepares reports to help employers, educational institutions, immigration officials, and community organizations better understand education received outside of Canada.

An Assessment Report, starting at \$215, describes completed post-secondary (college/university) studies outside of Canada and, for each credential, suggests a comparable level in Ontario/Canada. The report also provides a list of completed courses/subjects along with comparable credits and grades.

International Credential Evaluation Service (ICES)

This international credential evaluation service is mandated by the province of British Columbia, but serves the interests of all internationally educated individuals across Canada. It authenticates documents, conducts research based on well-established methodologies, and then publishes an evaluation report that provides a recommendation on the comparability of studies completed outside Canada with the Canadian education system.

Starting at \$150, ICES compares foreign qualifications to the Canadian education system; the reports offer a general comparison of years and levels of study. Its recommendations are based on several factors, including:

- the minimum qualification required for admission to the program;
- the level and duration of the program;
- the program of study to which the qualification would grant access to in the country of origin;
- the recognition of the institution and the program.

The ICES does not evaluate the content of courses and does not comment on the quality of individual qualifications.

4.3 Provincial and territorial requirements for ECE

4.3.1 Newfoundland and Labrador

a. Authority

The Association of Early Childhood Educators of Newfoundland and Labrador (AECENL) is a professional organization for individuals who have a professional qualification in early childhood education (ECE) or who are working in child care or related fields. It administers, on behalf of the provincial government, the certification of individuals who wish to work in regulated child care settings. It also advocates for the interests of early childhood educators in Newfoundland and Labrador and provides professional development opportunities, orientation courses for certification in a particular classification, bursaries, and grants (on behalf of the Department of Education and Early Childhood Development).

The Child Care Services Certification (CCSC) is a requirement for working in a regulated setting. The provincial system is based on the recognition of post-secondary training in early childhood education and on the assignment of a level and, where necessary, a classification according to age group or type of setting.

b. Levels

The system comprises five certification levels based on the duration and type of post-secondary education in ECE:

- Trainee: This level is awarded to individuals who do not yet have a recognized professional qualification in ECE. Additional training or orientation may be required;
- Level One: Generally, corresponds to a one-year post-secondary certificate in ECE;
- Level Two: Generally, corresponds to a two-year post-secondary diploma in ECE;
- Level Three: May be granted following a three-year diploma in ECE, a two-year diploma in ECE combined with a post-diploma ECE specialization, or a one-year certificate in ECE combined with a recognized four-year degree;
- Level Four: Generally, corresponds to a four-year degree in ECE, or to certain combinations of training, including a two-year diploma in ECE combined with a recognized four-year degree.

The education must have been obtained from a recognized post-secondary educational institution.

c. International recognition

For individuals trained abroad, the province evaluates post-secondary studies related to ECE. Simply holding a qualification in a related field is not automatically sufficient. It must be demonstrated that the content of the training, the program duration, and any internships or practical training completed as part of post-secondary studies meet provincial requirements.

The system also includes a classification based on age groups or practice settings, specifically for infants, preschoolers, school-aged children, pre-kindergarteners, or certain family settings. Some classifications require additional post-secondary courses or AECENL-approved orientation courses.

d. Comparative evaluation

Internationally trained applicants must provide a comparative evaluation of their studies conducted by WES or by an organization recognized by the Canadian government. This evaluation is in addition to the submission of qualifications, transcripts, course descriptions, and information on the number of hours of educational training, internships, or practical training.

If the documents are not in English, an official translation must be provided. The contact information for the post-secondary institution must also be included in the application to allow for necessary verifications.

e. Process

The process begins with the submission of a complete initial application. The applicant must submit all required documents in a single package. Once the package is deemed complete, the initial evaluation is generally carried out within 5 to 7 business days, although processing may take up to 50 business days, depending on the complexity of the application.

After review by the AECENL, the decision is approved by the relevant provincial authority. The applicant then receives written confirmation specifying their level and classification.

f. Outcomes

Two main outcomes are possible. Certification may be granted, with the issuance of a certificate number and written confirmation, or denied if the requirements are not met. If the applicant does not meet the certification requirements, an evaluation letter outlining the next steps will be sent to them.

The initial certificate is free. A fee is charged only for issuing a certificate in an 8.5 x 11 inch format, as specified in the initial application.

4.3.2 Nova Scotia

a. Authority

In Nova Scotia, the classification of early childhood educators falls under the jurisdiction of the Department of Education and Early Childhood Development. Anyone who wishes to work in a licensed child care centre must obtain a classification certificate corresponding to their training.

The certificate determines the role that the person can play in that environment, and establishes a common framework for the professional qualifications of ECE staff in the province.

b. Levels

The classification system comprises three main levels:

- Level 1: For individuals who have completed a recognized part of an ECE program and possess guided practical experience;
- Level 2: Generally granted to individuals holding an ECE diploma from a recognized post-secondary institution, often approximately two years in duration;

- Level 3: Granted to individuals holding a bachelor's degree in ECE or a related eligible field, or a diploma equivalent to Level 2 and a bachelor's degree in any discipline.

Two additional levels exist:

- Entry Level: Requires completion of the Orientation Training for Early Learning and Child Care;
- School-Age Approval: Requires a bachelor's degree in early childhood elementary education or a post-secondary program that qualifies a person to plan and deliver developmentally appropriate programming for school-aged children.

c. International recognition

For individuals trained abroad, an equivalency assessment is required, to determine whether their training meets Nova Scotia requirements.

The assessment considers the training completed, transcripts, course and/or program descriptions, and, where applicable, any supervised practical experience. The goal is to classify the individual at the level that best corresponds to their professional qualifications.

If English or French is not the applicant's first language, proof of language proficiency is required. Level 7 of the Niveaux de compétence linguistique canadiens (NCLC 7) is required for Levels 1 to 3.

d. Comparative evaluation

An evaluation of international qualifications is required, to establish their equivalency with Nova Scotia standards. A comparative evaluation may therefore be part of the application, and a mandatory course-by-course evaluation, conducted by an organization such as WES, must be provided if the qualification was obtained abroad.

In practice, applicants should be prepared to provide detailed academic records and, if required by the provincial ministry, an external evaluation or other documentation that

e. Process

Before starting work or being officially classified, the applicant must meet several basic requirements. In particular:

- Entry level: Must complete an orientation course in ECE and child care;
- Levels 1 to 3 and School-Age Approval: Must provide official transcripts, course descriptions and/or curricula, and proof of supervised practical experience.

The application also includes the standard checks required for working with children, including a criminal record check and a vulnerable sector check; this is not a condition for classification, but it is mandatory for employment.

Once classified, the individual must maintain their status by participating in professional development activities.

f. Outcomes

The individual receives a classification level corresponding to their recognized training. This level determines the role they can play in a licensed child care centre. If the documentation is insufficient or equivalency is not demonstrated, additional information may be requested.

Maintaining the classification also requires compliance with professional development requirements, including the accumulation of 30 hours of continuing education every three years.

4.3.3 Prince Edward Island

a. Authority

In Prince Edward Island, the certification of ECE staff is based on well-defined categories that are approved by the relevant provincial authority, namely the Early Learning and Child Care Board of the Department of Education and Early Years.

Their model focuses on combinations of short training, certificates, diplomas, or relevant university degrees.

b. Levels

The province provides five types of certification, each corresponding to a specific role:

- Family home child care provider: Has successfully completed a 30-hour course on infant and preschool child care and education, approved by the Board.
- School-age child care provider: Has successfully completed a 30-hour course on the care and education of school-age children, approved by the Board.
- Early childhood intern: Has successfully completed a 30-hour course, approved by the Board, in each of the following subject areas:
 - child growth and development;
 - child guidance;
 - early childhood pedagogy.
- Early childhood associate: Has successfully completed:
 - a one-year certificate program in early childhood care and education, approved by the Board; or
 - a diploma or degree program related to human studies, approved by the Board.
- Early childhood educator: Has successfully completed:
 - a two-year diploma or degree program in early childhood care and education, approved by the Board;
 - a degree program related to human studies that incorporates a two-year diploma program in early childhood care and education, approved by the Board; or
 - a degree program related to human studies and a one-year certificate program in early childhood care and education, approved by the Board.

c. International recognition

Individuals trained abroad can apply for recognition of their professional qualifications to obtain certification corresponding to the categories established in the province. Although the process might vary depending on the applicant's situation, the provincial authority generally needs to verify whether the training obtained outside Canada is comparable to locally approved programs.

In this context, the main objective is to establish the equivalency between the international training and the provincial certification categories (e.g., intern, associate, or early childhood educator). The analysis focuses on the program duration, the level of study, and the course content. Applicants must therefore provide an evaluation of their academic qualifications, and an evaluation of each course, from an approved organization (e.g., WES).

According to guidelines generally applied in Canadian provincial systems, recognition aims to determine whether the training covers the essential areas of ECE, including child development, pedagogy, educational activity planning, and the supervision of young children. This process allows for the awarding of the most appropriate certification or, in some cases, the identification of required additional training.

d. Comparative evaluation

The comparative evaluation typically examines several elements, including program length, level of study, credits earned, and the relevance of the courses to ECE. Particular attention is paid to fundamental components such as child development, pedagogy, behaviour management, health and safety, and educational practice with young children. When the evaluation demonstrates sufficient equivalency, the corresponding certification may be awarded.

e. Process

The process essentially relies on demonstrating that the training completed corresponds to one of the certification profiles stipulated in the provincial regulations. The applicant must therefore submit documents that confirm successful completion of the relevant courses, certificates, diplomas, or degrees.

In cases where training has been undertaken abroad, it is reasonable to expect to have to provide an evaluation of academic qualifications, with an evaluation of each course and, possibly, a description of the courses.

f. Outcomes

The individual receives the type of certificate that best reflects their recognized training. This decision directly affects their placement on the salary scale. If the training does not fully meet the criteria for a higher category, the individual may be directed to a category corresponding to a more partial level of preparation.

4.3.4 New Brunswick



a. Authority

In New Brunswick, the Department of Education and Early Childhood Development oversees the professional qualifications of educators, including basic training requirements and professional development pathways offered in collaboration with the Collège communautaire du Nouveau-Brunswick.

According to the province's Early Childhood Services Act, all of the administrators of an educational child care centre and 50% of early childhood educator staff must be trained with the minimum training requirement, which is a one-year certificate in ECE, or an equivalent training as determined by the Minister.

b. Levels

New Brunswick uses a salary scale based on two levels of ECE training:

- Entry Level (untrained staff): Individuals working in early childhood education centres without recognized professional qualifications in ECE. A 90-hour provincial training program is mandatory and must be completed after hiring;
- Level 1 (trained ECE staff): Staff members with a certificate or diploma in ECE or education recognized by the province. Staff with a university degree or its equivalent in an unrelated field may also be at Level 1 of the salary scale.

c. International recognition

Individuals who have completed training outside of New Brunswick must undertake the training recognition process with the provincial Department team. This process evaluates the training and determines whether it meets provincial training requirements.

New Brunswick has a specific requirement for early childhood educators who obtained their professional qualification outside the province: they must complete the 30-hour training Introduction en éducation de la petite enfance – Curriculum éducatif (Partie 2) after being hired. This training is offered free of charge by the provincial Department.

This requirement aims to ensure that staff trained elsewhere master the educational curriculum specific to New Brunswick, even when the person already holds a professional qualification recognized in another province, territory, or internationally.

d. Comparative evaluation

The provincial approach is based on reviewing prior training and aligning it with local pedagogical requirements. Individuals who received their training outside of New Brunswick are generally required to complete integration training covering the provincial curriculum.

A comparative evaluation may be part of the application and a mandatory course-by-course evaluation carried out by a designated / recognized organization (e.g., WES) must be provided if the qualification was obtained abroad.

e. Process

In New Brunswick, the process typically begins with an analysis of the applicant's training to determine whether it meets provincial ECE requirements. Individuals trained outside the province or outside Canada must provide their qualifications, transcripts, and any other relevant documentation that might help to evaluate the suitability of their training.

For individuals who have obtained training internationally, the training recognition team requires that an evaluation report from a designated organization (e.g., WES) be submitted for the evaluation of the application.

f. Outcomes

Once the evaluation is complete, the applicant will receive an evaluation notice that outlines the results. If the training is deemed equivalent, the individual may be recognized as trained staff under the training requirements of the Early Childhood Services Act. If not, additional training may be recommended or required to meet the provincial requirements, such as the 90-hour training program Introduction en éducation de la petite enfance (parties 1 et 2), offered free of charge by the provincial Department.

4.3.5 Ontario

a. Authority

In Ontario, practicing the regulated profession of early childhood educator requires registration with the College of Early Childhood Educators. Anyone wishing to use the title of Registered Early Childhood Educator (RECE) must be eligible for registration with this organization.

For individuals who do not already hold recognized Ontario qualifications, entry to the profession is granted through an individual evaluation of professional qualifications. This evaluation aims to determine whether the training and experience are equivalent to the educational requirements for entry to the profession.

b. Levels

Ontario does not use multiple levels of provincial certification comparable to those of other jurisdictions. Instead, the system leads to a single form of professional registration: membership in the College as a Registered Early Childhood Educator (RECE).

Equivalency is assessed in relation to the four-semester ECE programs offered by Ontario public colleges. Certification does not correspond to a numbered level, but rather to a determination of admissibility for registration.

c. International recognition

The College assesses professional qualifications obtained outside Ontario and abroad on an individual basis. The analysis considers the nature of the qualifications, the program content, the duration of studies, and, where applicable, the combination of training and experience.

The system is not oriented to recommending specific remedial or refresher courses. Rather, it serves to verify whether, as a whole, the applicant's background meets the requirements for entry to the regulated profession.

d. Comparative evaluation

The College conducts its own evaluation of professional qualifications based on the documents submitted by the applicant. Although the use of an external evaluation agency (e.g., WES) is not always required, it may be requested in certain cases to support a review of the application. However, the primary evaluation of qualifications remains the one carried out by the College.

e. Process

The process takes place in two phases:

- Phase 1: Minimum admissibility requirements: The College verifies that the application meets the admissibility requirements: application form, required documents, relevant post-secondary education, proof of language proficiency, and compliance with other registration requirements. The required fees must also be paid for the application to be processed;
- Phase 2: Detailed evaluation of professional qualifications: The College examines the program of study, course content, duration of training, and, if applicable, the combination of education and experience.

The processing of the application begins only when the file is complete. Once all documents are received, the evaluation generally takes several weeks, often 6 to 8 weeks, with the possibility of an extension if additional checks are required.

f. Outcomes

Following the review, the applicant may:

- be deemed eligible for registration as an RECE;
- be asked to provide additional information or documents; or
- be refused if the requirements are not met.

There is a one-time application fee and a separate registration fee. The final result determines admissibility to the profession, and not to the assignment of an intermediate level.

4.3.6 Manitoba

a. Authority

In Manitoba, the classification of early childhood educators (ECEs) is administered by the Child Care Qualifications and Training Committee, under the authority of the Department of Education and Early Childhood Learning. Individuals trained abroad can apply for an evaluation of their professional qualifications if they wish to obtain an official classification recognized in the province.

This classification determines the type of responsibilities a person can carry out in a regulated child care centre, their employment opportunities, and, in many cases, their salary level.

b. Levels

The Manitoba system clearly distinguishes between the role of a child care assistant and that of a Level II or III educator, which allows for precise placement of applicants based on the extent of their recognized training. It uses three main classification levels:

- Child Care Assistant (CCA): Entry level for individuals who do not yet meet the requirements for ECE II or ECE III. After hiring, certain additional requirements may apply, such as 40 hours of approved training, first aid and CPR certification, and security checks;

- Early Childhood Educator Level II (ECE II): Generally, corresponds to a post-secondary qualification of approximately two years in ECE or a recognized equivalent;
- Early Childhood Educator Level III (ECE III): More advanced level, generally associated with university education or in-depth training in early childhood, allowing for greater responsibilities.

c. International recognition

Individuals trained abroad must have their professional qualifications evaluated to determine their appropriate level. This evaluation not only validates the qualifications but also situates the individual within Manitoba's professional and salary structure.

Manitoba also has transition and recognition programs that can help internationally trained individuals bridge some of the gaps between their initial training and provincial expectations.

d. Comparative evaluation

In Manitoba, a comparative evaluation of qualifications may be required when training was obtained outside of Canada. In this case, the province may request an analysis conducted by a recognized organization to determine the equivalence of the training with provincial standards in ECE.

The application for classification itself is usually free. However, fees may apply if the applicant is required to obtain an external evaluation of their academic credentials from an organization that evaluates qualifications. This requirement depends on factors such as the clarity of the documents provided, the institution of origin, and the relevance of the program completed.

This approach is relatively flexible, because the provincial authority retains the option of conducting an internal evaluation when sufficient information is available. An external evaluation can be used as needed to clarify a decision regarding the appropriate classification level.

e. Process

The process generally follows four steps. The applicant must:

- Gather their training documents;
- Submit a classification application;
- Provide a comparative evaluation, if required, if the training was completed abroad;
- Receive the corresponding classification from the province.

Processing times vary depending on the complexity of the application and the need for a comparative evaluation. The process can take from 4 weeks to 6 months.

f. Outcomes

After the evaluation, the person can be classified as:

- ECE II or ECE III, if the requirements are met; or
- Child Care Assistant, if the recognized professional qualification is insufficient for a higher classification level.

An explanatory letter accompanies the decision. If there still are classification gaps, programs for the evaluation of qualifications, recognition of prior learning in ECE programs, or supplementary training pathways can help the individual aim for a higher classification level.

4.3.7 Saskatchewan

a. Authority

In Saskatchewan, ECE certification falls under the jurisdiction of the Ministry of Education. The province uses a three-level certification system that allows individuals to be placed according to the extent of their recognized post-secondary ECE training.

The framework applies to people already present in the province, as well as to those who wish to prepare their application before immigration, in particular by means of a pre-approval of professional qualifications.

b. Levels

Saskatchewan offers three levels of certification:

- ECE Level I: Entry level, based on a minimum of 9 credits, i.e., 3 ECE courses. The courses usually cover child development, programming, and relationships or interactions;
- ECE Level II: Generally awarded after successful completion of the first year of a two-year diploma or equivalent (39 credits) course of study in a related area. Practicums are not considered, unless they are practical internships integrated into an ECE program. For those trained abroad, this is an intermediate level based on a certificate or more extensive ECE training; it may include more comprehensive post-secondary training and internships;
- ECE Level III: Advanced level, generally awarded after a full diploma in ECE or recognized equivalent training.

c. International recognition

A person may apply for certification if they reside in Saskatchewan, have completed early childhood education courses, hold a certificate or diploma in ECE, or have an equivalent combination of recognized training (81 credits).

For individuals living outside Canada, it is possible to obtain pre-approval of the professional qualifications (e.g., as part of a provincial immigration project or a conditional job offer in a regulated child care centre). The ECE certificate will be issued when the applicant provides proof of residency in Saskatchewan.

d. Comparative evaluation

In Saskatchewan, individuals trained abroad must provide a comparative evaluation of their qualifications to facilitate a review of the equivalency of their training. This evaluation can be conducted by a recognized organization that evaluates qualifications and is often required when the training was obtained outside Canada. Official transcripts must also be submitted directly by the post-secondary institution or included in the evaluation report to ensure their authenticity.

The comparative evaluation allows the provincial ministry to verify several elements, including the relevance of the ECE training, the duration of studies, the recognition of the institution, and the alignment of the training with provincial standards. This analysis is used to determine the appropriate level of certification and to establish whether additional training is required.

e. Process

The process typically begins with a comparative evaluation of the international qualifications. The individual then submits an application for ECE certification and provides their transcripts, diplomas, and other required documents. The provincial ministry then conducts the analysis and assigns the corresponding certification level.

When the situation warrants it, the individual may receive a pre-assessment before arriving in Saskatchewan. In other cases, certification is applied for after they have settled in the province.

f. Outcomes

The expected outcome is the awarding of a certification level, from ECE I to ECE III, depending on the extent of the recognized training. If the training is insufficient for a higher level, the individual may need to take additional courses to meet that level.

The system is organized and particularly useful for people trained abroad who want to know in advance the requirements for entry into the provincial labour market.

4.3.8 Alberta

a. Authority

The Government of Alberta has the legislative authority to certify child care centre staff under the Early Learning and Child Care Act and the Early Learning and Child Care Regulation.

A provincial certification guide specifies the minimum training standards for each certificate.

b. Levels

The Alberta system is based on three main certificates and on detailed conditions related to the training and the language of instruction of the program followed.

- Level 1: Corresponds to the entry level. It can be obtained after successful completion of the provincial ECE orientation course, a post-secondary course of approximately 45 hours related to child development, or a recognized family child care training program;
- Level 2: Generally, requires successful completion of a post-secondary program in Alberta of approximately one year leading to an ECE certificate, or training that is deemed to be equivalent;
- Level 3: Corresponds to the advanced level. It usually requires a two-year post-secondary ECE diploma from Alberta, or recognized training that is equivalent.

Language proficiency requirements may apply when the training has been completed in a language other than French or English.

c. International Recognition

In Alberta, recognition of professional qualifications obtained abroad is primarily based on an evaluation of the equivalency of the training compared to provincial requirements. Internationally trained individuals must demonstrate that their program of study meets the level required for any certification sought. This analysis may include a comparison using the provincial equivalency tables, as well as a review of course content, program duration, and practice components of the training.

When post-secondary training has been completed in a language other than French or English, the province may require proof of language proficiency. In this case, a minimum score on the Niveaux de compétence linguistique canadiens may be required. These requirements are an integral part of the process for obtaining a Level 2 or Level 3 certification and are designed to ensure the applicant's ability to work in a regulated educational environment.

d. Comparative evaluation

Alberta's approach does not rely on a systematic requirement to refer to a single external organization such as WES. Instead, evaluation is based on an analysis of the equivalency of professional qualifications according to provincial criteria. The provincial ministry directly reviews the submitted documentation, including transcripts, course descriptions, and records of practical training.

e. Process

The applicant must gather records of their training and demonstrate that their training pathway meets provincial criteria. For Level 2 or 3 certificates, this involves demonstrating either successful completion of a recognized program, or a record of equivalent training.

f. Outcomes

The individual receives the certificate corresponding to the recognized level of training (Level 1, 2, or 3). If the application does not support a higher level, the applicant may receive a lower certificate that corresponds to the training that was demonstrated, or be required to provide additional documents or records.

4.3.9 British Columbia

a. Authority

In British Columbia, certification is administered by the Early Childhood Educator (ECE) Registry, with several distinct professional certificates, rather than a simple numbered level system.

This model makes it possible to distinguish between basic professional qualifications, full certificates, and certain specializations, including specializations for infants and toddlers or for children with special needs.

b. Levels

In British Columbia, the different types of professional certifications determine the responsibilities that can be carried out in regulated child care centres:

- **Responsible Adults (RAs):** Although this certificate is not administered by the ECE Registry, individuals who wish to work with school-aged children must provide proof of at least 20 hours of training in child development, guidance, health and safety, or nutrition. They can obtain a Responsible Adult certificate from various training providers;
- **Early Childhood Educator Assistant (ECEA):** This entry-level certificate allows an individual to work under the supervision of a certified educator. It can be obtained after successfully completing one or more basic ECE courses, particularly those related to child development, guidance, or health and safety;
- **Early Childhood Educator (ECE):** This certificate is the primary professional qualification that allows individuals to assume full educational responsibilities. It is generally awarded after successful completion of a recognized ECE program of one or five years, depending on the number of supervised work hours completed by the applicant prior to application. The five-year certification requires, in particular, demonstration of supervised work experience, including a minimum number of practice hours, as well as references that can attest to professional competencies;
- **Additional Specializations:** British Columbia also offers specialized certificates, including certificates for Infant and Toddler Educators and Special Needs Educators. These specializations require additional training that focuses on specific age groups or on working with children with special needs. They allow for expanded professional responsibilities and access to certain specialized positions, including working with children under 36 months old.

Certifications must be renewed regularly (annually or every five years) by showing at least 40 hours of professional development and confirming work experience.

c. International recognition

Individuals trained abroad must submit their professional qualifications for evaluation by the provincial authority. An application typically includes official transcripts, a description of the program completed, confirmation from the training institution, and any other relevant academic or professional documents. This information allows for an analysis of the length of studies, the content of the training, and a record of a practice component. All documents must be submitted in English or accompanied by a translation.

The goal of this process is to determine which type of certificate the applicant is eligible for, whether additional training is required, and, where appropriate, whether the applicant can attain specialized certificates. The analysis aims to establish the equivalency between the training obtained abroad and the requirements of the British Columbia certification system.

d. Comparative evaluation

In British Columbia, qualifications obtained abroad must undergo a comparative evaluation by a recognized organization. The International Credential Evaluation Service (ICES), offered by the British Columbia Institute of Technology (BCIT), is used for this. This external evaluation aims to provide a structured analysis of the level of education and the equivalency of training.

The evaluation report allows the ECE Registry to compare the training received abroad with provincial ECE requirements. Based on this analysis, the authority can determine whether the individual is directly eligible for a certificate, or needs to complete additional training, or can attain specialized certification.

e. Process

The process begins with identifying the desired certificate. The applicant then submits an application, including their educational and professional documents, to the ECE Registry, which then evaluates the equivalency and determines the applicable certificate.

In addition to training, further requirements may apply depending on the certificate sought, including proof of supervised work experience, professional references, a background check, and first aid certification.

f. Outcomes

Outcomes of this process can include an award of the certificate corresponding to the recognized level, either ECE Assistant, ECE, or ECE with additional specializations.

British Columbia also recognizes certain certifications from several other provinces/territories, but it converts them into equivalent provincial certificates. In this way, a lower-level certification may lead to an Early Childhood Educator Assistant certificate, while a higher-level certification may lead to an ECE certificate, depending on demonstrated work experience.

4.3.10 Northwest Territories

a. Authority

In the Northwest Territories, the certification of ECE staff falls under the jurisdiction of the Department of Education, Culture and Employment. Individuals trained abroad can submit their professional qualifications to obtain certification that is recognized within the territory.

The model adopted is relatively flexible and relies primarily on a direct analysis of academic documents by the territorial authority. This approach makes it possible to evaluate the equivalence of training obtained outside the territory and to award the most appropriate certification, while also identifying, if necessary, any additional training required.

b. Levels

The territorial system generally distinguishes between three professional categories corresponding to different levels of responsibility, depending on the recognized training. This classification system determines the functions that can be performed in regulated child care centres, as well as the opportunities for professional advancement.

The three levels generally held are as follows:

- Early Learning and Child Care Assistant (ELCCA): Entry level that can be granted to a person with little or no formal training. It allows them to work under supervision;
- Early Learning and Child Care Educator (ELCCE): Intermediate level requiring post-secondary training in early childhood education, often comparable to a certificate or partial training;
- Early Learning and Child Care Supervisor (ELCCS): Advanced level associated with more comprehensive qualifications in ECE and with supervisory or management roles.

c. International recognition

Individuals trained abroad can apply for certification by submitting their post-secondary qualifications, transcripts, course descriptions, and any other relevant documentation. The territorial ministry then evaluates the length of studies, the content related to early childhood, the training institution, and the equivalency with territorial standards.

This method allows the person to be placed within the assistant, educator, or supervisor levels, according to the extent of their recognized training.

d. Comparative evaluation

In the Northwest Territories, having an external comparative evaluation, such as that offered by WES, is not systematically mandatory. The territorial authority may directly analyze the academic documents submitted by the applicant to determine the equivalence of their training with territorial ECE requirements.

The territorial ministry typically reviews official transcripts, qualifications, course descriptions, and any information related to program duration and practical training components. This review aims to verify the relevance of the training, the recognition of the educational institution, and their equivalency with territorial standards for each certification level.

When the information provided is deemed insufficient or difficult to interpret, the authority may request a comparative evaluation by a recognized organization to support its decision. This process allows for a more detailed analysis of the level of studies and the equivalency of the program completed.

This approach offers a degree of flexibility to those trained abroad, while requiring that submitted documents be complete, clear, and sufficiently detailed to allow for a rigorous evaluation. It also allows the process to be adapted to the diversity of different international training pathways.

e. Process

The applicant first completes the application for ECE certification, then submits their qualifications, transcripts, and, if requested, course descriptions. The territorial ministry then reviews the application and determines the appropriate certification level.

If necessary, the territorial authority may request additional documents or recommend further training before confirming the decision.

f. Outcomes

The outcome of the process is the awarding of a certification level corresponding to the recognized training. The individual can then be classified as an assistant, educator, or supervisor, depending on the extent of their background and experience.

When the application does not make it possible to clearly establish equivalency or reveals significant training gaps, additional documents or supplementary training may be required.

4.3.11 Yukon

a. Authority

In the Yukon, staff working in a licensed ECE and child care program must hold an ECE certification issued by the Early Learning and Child Care Branch of the Department of Education.

The territory's system is notable for its very detailed graduated structure, which allows for the recognition of different stages of progression in post-secondary training.

b. Levels

The Yukon provides five levels of certification:

- Level 1: Obtained after one course of 60 hours on early childhood development, the course "Understanding the Early Years" from the Yukon First Nations Education Directorate, or equivalent recognized training;
- Level 1A: Obtained after five courses or 15 post-secondary credits in early childhood development, or equivalent recognized training;
- Level 2: Obtained after one year of post-secondary training in early childhood development, or equivalent recognized training;
- Level 2A: Obtained after 15 courses or 45 post-secondary credits, or equivalent recognized training;
- Level 3: Obtained after two years of post-secondary training in early childhood development, or equivalent recognized training.

c. International recognition

In the Yukon, recognition of professional qualifications obtained outside the territory or outside Canada is based on an evaluation of the equivalence of the training to territorial requirements for early childhood education. Individuals trained abroad may therefore be evaluated based on the number of courses taken, the number of credits accumulated, the level of the program, and the relevance of the content in relation to key areas of early childhood education.

The analysis typically focuses on a report provided by an evaluation agency, course descriptions, the duration of the training, and whether or not there is a practical component to the training. A transcript may be requested for clarification. This process aims to determine which Yukon certification level can be associated with the training and whether any additional requirements apply.

The Early Childhood Educator Guide to Certification is the primary reference for evaluating equivalencies. It identifies recognized training programs and clarifies the equivalency between professional qualifications obtained elsewhere and the Yukon certification levels. This approach promotes a structured recognition of international pathways while ensuring compliance with territorial standards.

d. Comparative evaluation

In the Yukon, an external, course-by-course comparative evaluation is required for anyone trained outside Canada. The territorial authority prioritizes this direct analysis of training equivalency based on the academic documents submitted by the applicant. This approach allows for the evaluation of the relevance of training with respect to the territorial requirements for ECE.

The analysis focuses on the number of courses taken, the number of credits earned, the program content, and whether or not there is a practical component to the training. Detailed course descriptions and any supplementary documentation are used to determine the equivalency with Yukon certification levels.

When the information provided is insufficient or difficult to interpret, the territorial authority may request additional documents (e.g., supporting documents attesting that the training completed corresponds to one of the recognized levels, or an academic transcript), in addition to the external comparative evaluation. This flexible approach allows the evaluation to be adapted to the diversity of international pathways, while maintaining territorial standards.

e. Process

The process involves submitting an application for certification and demonstrating that the training corresponds to one of the recognized levels. The evaluation will focus on the nature of the courses, the amount of post-secondary training, and, where applicable, the overall equivalency of the program completed.

The candidate must therefore be able to accurately document their background and experience, especially when their training took place outside the territory or in another country.

f. Outcomes

The outcome results in the award of a certificate for Level 1, 1A, 2, 2A, or 3. This gradation allows for the recognition of partial or complete training pathways and for adjusting the professional qualification level according to the individual's progress over time.

In this way, the Yukon stands out for a very precise progression between ECE entry thresholds. This can be advantageous for candidates who have incomplete but significant training in early childhood education.

4.3.12 Nunavut

Nunavut is not among the jurisdictions covered by this study. No diploma requirement applies to working in early childhood education in the territory, and therefore no diploma recognition or comparative evaluation process is required. A person trained abroad who wishes to work in early childhood education in Nunavut may contact employers in the territory directly.

mapchart.net
UN-recognized borders, April 2026

5. Analysis by country

Justification for the choice of source countries for international recruitment in early childhood education

As mentioned previously, we selected six source countries: Belgium, Cameroon, Côte d'Ivoire, France, Morocco, and Tunisia. This choice is based on a combination of factors related to the availability of recognized training programs, the language proficiency of graduates, the alignment of their professional qualifications with Canadian expectations, and the logistical capacity to participate in a structured and ethical migration process.

These six countries were selected because they show:

- Sufficient and structured training capacity in the field of early childhood education;
- Candidates with an adequate command of French and a functional command of English that will facilitate integration;
- A potential for collaboration with Canada that has already been initiated or that may be developed;
- Clearly defined issues regarding the recognition of qualifications that can be addressed with institutional partners.

This choice aims to ensure an ethical, fair, and realistic recruitment process, with well-trained candidates capable of contributing to the early childhood sector in Canada.

Note on the information given in sections 5.1 to 5.6

- The equivalencies presented are based on the practices of recognized evaluation organizations (e.g., WES) and should be interpreted as indicative. Equivalency decisions are the responsibility of the provincial and territorial authorities.
- ECTS credits (from the European Credit Transfer and Accumulation System) are a European unit of measurement for academic workload, where 60 credits correspond to one year of full-time study. Therefore, a program of 180 ECTS credits is generally equivalent to three years of post-secondary study.



Factors	Belgium	Cameroon	Ivory Coast	France	Morocco	Tunisia
Relevant training system	Institutions granting qualifications for preschool teachers, bachelor's degrees in early childhood education and care, etc.	Diverse range of training courses: 10 institutions offering certificates of teaching aptitude and post-secondary qualifications	Recognized State Diploma: Diplôme d'État d'éducateur préscolaire (DEP) offered by l'Institut national de formation sociale	A wide range of training opportunities: 37 institutions offering qualifications such as the DEEJE or the CAP AEPE	Well-structured training offered: 3 professional licenses (OFPPT)	11 institutions offering, in particular, le Brevet de technicien supérieur (BTS) éducateur et éducatrice petite enfance
Proficiency in French	Excellent: 76% (OIF)	About 60%	60% for educated individuals	High: 97% (OIF)	About 60%	Good: 63%
Proficiency in English	Intermediate: estimated between 18 and 24% (Eurostat)	25%, of which 13% are bilingual	Intermediate: 23%	Intermediate: 30 to 35%	20 to 30%	20 to 40%
Work Holiday Visa*	Working Holiday Visa for those aged 18–30, maximum duration of 1 year			Working Holiday Visa for those aged 18–35, maximum duration of 2 years		
PISA Reading Score (2022)	High: 479			477	339	361 in 2015
PISA Math Score (2022)	489			474	365	367 in 2015
PISA Science Score (2022)	491			487	365	386 in 2015
HDI	Very high: 0.951	Average: 0.587		0.710		0.746
Benefits	Programs often well aligned with European and Canadian standards	A young and trained workforce, very open to professional migration	Attractiveness: a stable country with a strong tradition of training in the early childhood sector	Training standards are well-known and closely aligned with Canadian expectations, despite the challenges related to the CECE in Ontario	Developing partnerships, a pool of well-trained candidates, and strong cultural and linguistic ties with the Canadian Francophonie	Compatible linguistic and educational profile: good balance between technical and academic training

Note : The Canada Working Holiday Visa stems from bilateral youth mobility agreements concluded between Canada and several countries, including France and Belgium.

5.1 Belgium

Context: culture, economy, politics

Belgium is distinguished by its institutionalized cultural and linguistic diversity, based on the coexistence of its Francophone, Dutch-speaking, and German-speaking communities. These multiple communities influence educational systems, professional practices, and regulatory frameworks, particularly in the areas of training and certification. A culture of social dialogue, collaboration, and shared governance shapes public policies and relationships between institutional actors.

Economically, Belgium has an open and highly service-based economy, supported by logistics, specialized industry, and the presence of European institutions. Investments in training, labour force qualifications, and innovation are central drivers of economic and social development.

Politically, the country is a federal constitutional monarchy, characterized by a strong decentralization of responsibilities to the regions and communities. In education, it is primarily the linguistic communities that undertake these responsibilities; this results in distinct educational policies, and influences the structuring of qualifications and the mechanisms for recognizing them.

The participation rate in ECE is very high, with approximately 95% of children over the age of 4 enrolled in pre-primary education, reflecting a widely accessible and institutionalized system.

Terminology

When analyzing the profiles of people trained in Belgium, it is crucial to verify that they have taken courses and completed practical internships specifically in ECE, in order to facilitate the recognition of their training in the provinces and territories of Canada.

In Belgium, the following terms refer to distinct levels of training within the education system:

- **Bachelier:** Corresponds to an undergraduate bachelor's-level degree, usually obtained after three to four years of study;
- **Brevet:** Refers to a college-level diploma or certificate qualification, or a specialized professional certification, depending on the sector;
- **Certificat:** Most often refers to a professional qualification or a competency certification;
- **Classification A1:** Level of training that refers to post-secondary training;
- **Classification A2:** Level of training that refers to a qualifying secondary school training.

This terminology differs from Canadian usage and must be interpreted rigorously, particularly in relation to the content of the training and internships completed.

ECE training system

In Belgium, early childhood education training is traditionally based on a continuous annual program, covering the entire academic year from September to June. If a student fails a course or a mandatory internship, they must repeat the entire year.

Pre-primary education is compulsory from the age of five, although children can attend preschool free of charge from the age of two and a half.

Recent reforms, particularly in Wallonia since 2023, have strengthened the training requirements for teaching staff. Although non-school child care settings can still recruit staff with secondary or professional qualifications, pre-primary teachers must now hold a master's degree.

Qualifications offered

Qualification professionnelle d'ordre secondaire (services de garde) [Secondary professional qualification (child care settings)]

Le Certificat de qualification de puériculteur ou puéricultrice is obtained following a four-year professional program (meaning the 9 compulsory years of school plus a 4-year professional program), thus combining general education and practical training in a child care setting.

L'agente ou agent d'éducation qualification is similar, following a program of approximately three years (meaning the 9 compulsory school years plus a 3-year program), with a more specialized focus.

Modular programs also exist in adult education (continuing education), including the Certificat d'auxiliaire de l'enfance ou d'éducateur. These programs, often lasting one to two years, now require the Certificat d'enseignement secondaire supérieur (CESS) to work in child care settings.

Bachelier en accueil et éducation du jeune enfant (AEJE) [Bachelor's degree in early childhood education and care]

This recently introduced three-year program (180 ECTS credits) aims to enhance the professionalization of the sector. It includes courses in pedagogy, developmental psychology, health, and legislative frameworks, as well as practical internships. Graduates can work in child care settings but are not qualified to teach in pre-primary schools.

Master en enseignement – section 1 (préscolaire et primaire) [Master's degree in education – section 1 (preschool and primary)]

Since 2023, this has been the professional qualification required to teach in pre-primary schools. It is an integrated four-year program (240 ECTS), combining higher education and university training.

Comparability with Canadian requirements

Belgian qualifications have a clear structure by level of education, ranging from secondary professional qualifications to university degrees.

Secondary-level programs, such as the Certificat de qualification de puériculteur ou puéricultrice, are generally comparable to a Canadian high school diploma with a professional specialization. Adult education programs are more difficult to evaluate or categorize and require individualized analysis.

Le Bachelier en AEJE is generally comparable to a Canadian three-year bachelor's degree, while le Master en enseignement corresponds to a combination of bachelor's and master's degrees in the Canadian system.

However, as in other countries studied, gaps can be observed with regard to specific training related to children under 3 years of age and the documentation of practical internships.

Criteria and obstacles to the recognition of qualifications

The recognition of Belgian qualifications is based primarily on the analysis of the total duration of the training, the number of theoretical and practical hours involved, as well as the quality and supervision of the internships.

The main obstacles include the complexity of the education system (the linguistic communities), the coexistence of classification levels (A1 and A2), and the variability of training pathways in adult education.

Challenges may also be related to documenting internships and interpreting qualification designations in a Canadian context.

Best practices and ways for collaboration

Developing formal partnerships between Belgian institutions and Canadian authorities is a good practice to facilitate access to standardized program descriptions and competency benchmarks.

The use of equivalency charts comparing Belgian qualifications with corresponding Canadian levels, as well as the development of targeted bridging training (particularly for infants, regulatory frameworks, and health and safety), would strengthen transparency and accelerate the processes for recognition of qualifications.

5.2 Cameroon

Context: culture, economy, politics

Cameroon is characterized by a rich cultural, linguistic, and religious diversity resulting from the coexistence of local traditions and Francophone and Anglophone influences. The extended family and community networks play a central role in the socialization and education of young children, with a strong emphasis on intergenerational transmission, respect for authority, and social cohesion. These factors influence educational practices from early childhood, particularly in the areas of socialization, language, and integration into the school environment.

Economically, the country relies on a mixed economy combining agriculture, natural resources, services, and a significant informal economic sector. Development policies emphasize professional training and skills development to support employability and the quality of social services, including in the early childhood education sector.

Politically, Cameroon is a centralized presidential republic. The institutional framework is marked by matters related to decentralization, governance, and national cohesion, particularly in the Anglophone regions. These dynamics influence the organization of educational policies, the structuring of training systems, and the mechanisms for professional certification.

The country has seen a notable increase in preschool enrollment rates in recent years, although significant challenges remain, particularly in terms of access, infrastructure, and the availability of qualified teachers, especially in rural areas and regions that are affected by conflict.

Terminology

In Cameroon, the terms *certificat*, *brevet*, and *diplôme* refer to distinct levels of training within the Francophone and Anglophone education systems. The terminology may vary depending on the relevant ministry (basic education, secondary education, employment and vocational training) or the institution that delivers the training.

In Anglophone contexts, titles such as a Certificate or Diploma in Early Childhood Education are commonly used. This terminological diversity necessitates rigorous interpretation when analyzing the equivalency of international qualifications, particularly to distinguish secondary-level professional qualifications from post-secondary qualifications.

ECE training system

ECE training is offered by public and private institutions, including the *écoles normales d'instituteurs* (ENI) [teachers training colleges], professional training centres, and specialized early childhood institutes. Francophone and Anglophone pathways coexist, but sometimes with different program structures and different competency benchmarks.

The regulatory framework aims for a gradual harmonization of certifications, but differences remain between programs in terms of duration, number of hours, standardization of content, and formalization of supervised internships.

The standard professional qualification for preschool teaching in the Francophone system is the *Certificat d'aptitude pédagogique d'instituteurs de l'enseignement maternel et primaire* (CAPIEMP), while the Anglophone equivalent is the Teachers Grade One Certificate. These programs are generally offered in teachers training colleges for general education (ENIEG, *écoles normales d'instituteurs de l'enseignement général*), under the supervision of the Ministry of Secondary Education.

Qualifications offered

Certificat d'aptitude pédagogique d'instituteur de l'enseignement maternel et primaire (CAPIEMP)

This diploma is the main professional qualification for teaching in preschool and primary school. It is a post-secondary program generally lasting two years (13+2, after a recent reform), accessible after a high school diploma or equivalent qualification, with an entrance exam.

There is also an alternative three-year program (10+3) for those with a lower secondary school diploma. Both programs include practical placements in schools and a final national examination.

Teachers Grade One Certificate

This is a qualification equivalent to CAPIEMP in Anglophone regions, with similar requirements in terms of duration, pedagogical training, and supervised internships.

University programs in ECE

Some universities, in particular the University of Bamenda, offer three-year bachelor's degree programs in early childhood education, intended for more advanced or supervisory roles.

Other university pathways, such as the Diplôme de professeur de l'enseignement (DIPET I) or the Licence en sciences de l'éducation, may also include components related to early childhood, although this is not always a distinct specialization.

Comparability with Canadian requirements

Analysis of Cameroonian ECE programs reveals a conceptual closeness between the Francophone and Anglophone approaches in basic pedagogy, child development, and integration of practical internships.

Post-secondary programs like the CAPIEMP (13+2) are generally comparable to Canadian college training, while the university pathways can correspond to bachelor's degrees.

However, differences can be observed with regard to the standardization of competency benchmarks, supervised internship hours, and specific training related to infants and children under 2 years of age, training that is often explicitly required in several Canadian provincial frameworks.

Criteria and obstacles to the recognition of qualifications

The recognition of Cameroonian qualifications is based primarily on an evaluation of the total duration of training, the number of hours of instruction, the structure of the programs, and the number of hours of supervised internships. Particular attention is paid to the standing of the institution offering the training, and the required admittance level.

Primary obstacles include the diversity of certifying authorities, the coexistence of Francophone and Anglophone pathways, and the variability of qualification designations. Difficulties can also arise from the multiple pathways (post-secondary and secondary), inconsistent documentation of training programs, and the fact that some teachers practice without specific qualifications, particularly in rural areas.

Best practices and ways for collaboration

In order to facilitate the recognition of qualifications and professional mobility, it is recommended to strengthen the standardization of program descriptions, in particular by the preparation of detailed course plans, competency matrices, and internship certificates specifying the duration, level of supervision, and age groups supervised.

Developing institutional partnerships between Cameroonian early childhood training institutions, Canadian organizations that evaluate qualifications, and Canadian post-secondary institutions could foster a better understanding of each other's standards. Implementing targeted bridging programs, holding blended participant webinars, and having virtual professional discussions would also be promising ways to reduce the identified gaps and accelerate the processes for the recognition of qualifications.

5.3 Ivory Coast



Context: culture, economy, politics

Côte d'Ivoire is characterized by significant cultural and ethnic diversity. French is the official language in Côte d'Ivoire and the country has strong community traditions. The values of solidarity, respect for hierarchy, and intergenerational transmission play a role in structuring social and educational practices, particularly in early childhood care.

Economically, the country boasts one of the most dynamic economies in West Africa, driven by agriculture, particularly the cocoa sector, as well as commerce, services, and infrastructure. Development policies increasingly emphasize professional training and improved access to preschool education.

Politically, Côte d'Ivoire is a presidential republic engaged in a process of institutional consolidation. Recent reforms aim to strengthen governance, stability, and the effectiveness of social policies, including in the education and child protection sectors.

However, access to ECE remains limited, with low school enrollment rates and significant disparities between urban and rural areas, as well as a lack of qualified teachers, which directly influences the structuring of training pathways.

Terminology

In Côte d'Ivoire, the terms *certificat*, *brevet*, and *diplôme* refer to distinct levels of training within the educational and professional training system. A *baccalauréat* refers to the national diploma awarded upon completion of secondary education that grants access to higher learning.

The names used by public, private, or faith-based centres may vary, and this requires rigorous interpretation when analyzing the equivalency of international qualifications, particularly to distinguish a secondary professional qualification from a post-secondary qualification.

ECE training system

ECE training is offered by a network of public and private institutions, including teacher training colleges, professional training centres, and community or faith-based organizations. Programs fall under the jurisdiction of different ministries, which can lead to variations in curriculum structure, training duration, and the formalization of supervised internships.

The regulatory framework aims for a gradual harmonization of certifications, but differences remain between academic (college and university) and professional training pathways, particularly with regard to competency benchmarks, standardization of number of hours, and documentation of practical experience.

The standard professional qualification for teachers in ECE is the *Diplôme d'État d'éducateur préscolaire* (DEP); admission to these programs requires a *baccalauréat* or comparable qualification as well as passing an entrance exam.

In practice, a significant proportion of preschool staff, particularly in the private sector, do not always have specific qualifications in early childhood education, which reflects the structural constraints of the system.

Qualifications offered

Diplôme d'État d'éducateur préscolaire (DEP)

The DEP is the main qualification in ECE. The program generally takes three years, with the possibility of reducing it to two years depending on prior learning. It combines theoretical instruction (pedagogy, child psychology, public health, educational activities) and practical placements in real-world settings.

This qualification is offered by the National Institute for Social Training (INSFS, Institut national supérieur de formation sociale), the main public institution specializing in this field, and is delivered by the Ministry of Employment and Social Protection.

Diplôme d'État d'éducateur préscolaire adjoint (DEPA)

This two-year program, intended for individuals who have a high school diploma, includes theoretical courses and practical internships. Combined with experience, this program allows admission to the higher-level DEP qualification.

Community Programs (Éducateur préscolaire communautaire – EPC)

These short-term training programs (approximately 3 months) are designed to address teacher shortages, particularly in rural areas. They focus on practice and on quick integration into preschool settings.

Comparability with Canadian requirements

Analysis of Ivorian ECE programs reveals a conceptual similarity with Francophone approaches to basic pedagogy, child development, and the integration of practical internships. Professional training programs emphasize field experience, while academic programs offer a more structured foundation in educational planning and classroom management.

The DEP is generally considered equivalent to a three-year bachelor's degree in ECE in the Canadian context, making it the most favourable designation in terms of the recognition of ECE qualifications.

However, differences can be observed with regard to the standardization of competency benchmarks, supervised internship hours, and the specific training related to infants and children under 2 years of age, training that is often explicitly required in several Canadian provincial frameworks.

Criteria and obstacles to the recognition of qualifications

The recognition of Ivorian qualifications in ECE is based primarily on an evaluation of the total duration of the training, the number of hours of instruction, the program structure, and the number of hours of supervised internship. Particular attention is paid to the standing of the institution offering the training and to the required admittance level.

Principal obstacles include the diversity of certifying authorities, the variability of qualification designations,

and the incomplete documentation of training pathways. Difficulties can also arise from the existence of short-term or non-standardized training programs, as well as from a lack of specific competencies for some staff in preschool settings.

Best practices and ways for collaboration

In order to facilitate the recognition of qualifications and professional mobility, it is recommended that the formalization of programs be strengthened, in particular by preparing detailed course descriptions, competency matrices, and standardized internship certificates.

Developing institutional partnerships between Ivorian early childhood training institutions, Canadian organizations that evaluate qualifications, and Canadian post-secondary institutions could foster a better understanding of each other's standards. Implementing targeted bridging programs, holding blended participant webinars, and having professional discussions would also be promising ways to reduce identified gaps and accelerate the processes for the recognition of qualifications.

5.4 France

Context: culture, economy, politics

France is characterized by a cultural identity that is strongly structured around language, secularism, and republican values, with a central place given to education and equal access to public services. Social and educational policies are of great importance, and early childhood is considered a crucial stage of development, both educationally and socially.

Economically, France has a diversified economy based on industry, services, agriculture, and innovation. The country invests heavily in initial training and continues the training in the development of workforce skills in order to meet the needs of the labour market and to support the quality of services, particularly in the health, education, and early childhood sectors.

Politically, France is a semi-presidential republic characterized by a strong central state. National regulatory frameworks oversee training, delivery of qualifications, competency benchmarks, and the organization of professions, which promotes the uniformity of standards across the entire country, including for professions related to early childhood.

Terminology

In France, the following terms refer to distinct levels of qualification:

- *The Certificat d'aptitude professionnelle – Accompagnant éducatif petite enfance (CAP AEPE)* corresponds to a basic professional diploma, generally obtained after secondary school and often recognized as a high school diploma in Canada;
- *The diplômes d'État* are regulated and nationally recognized professional certifications;
- A *licence* refers to an undergraduate university degree, usually obtained after three years of post-secondary studies;
- *The Bachelor universitaire de technologie (BUT) – Carrières sociales/parcours liés à l'intervention sociale* is a French higher education designation offered mainly in the Instituts universitaires de technologie, which are attached to universities.

This terminology is generally closer to the classifications used in Canada, but still requires rigorous interpretation, particularly to distinguish qualifications oriented towards child care (providing care and supervision) from those focused on educational instruction.

ECE training system

ECE training in France is governed by a highly standardized framework, based on national qualifications and competency benchmarks. It is offered by professional training institutions (accredited centres and institutes) and post-secondary institutions (universities and institutes). Programs generally include theoretical instruction in child development, pedagogy, health and safety, as well as mandatory internships in child care settings (child care centres, preschools, and mother and child protection services).

Preschool is an integral part of the school system and is compulsory for children aged 3 to 6, with very high attendance rates. The schools, mostly public, must meet uniform national educational requirements, including those related to the qualifications of teaching staff.

This standardized national framework makes it easier to understand the training pathways and to make international comparisons, particularly thanks to the available documentation on expected competencies and certification requirements.

Qualifications offered

Certificat d'aptitude professionnelle – Accompagnant éducatif petite enfance (CAP AEPE)

This professional qualification focuses on the care and support of young children, including skills in hygiene, safety, child development, and early years activities. It includes a practical training component and approximately 14 weeks of mandatory internships. The duration generally varies between 9 months and 2 years, depending on the training program.

Diplôme d'État d'auxiliaire de puériculture (DEAP)

This diplôme d'État qualification focuses on care, support, and prevention, including intervention in the early years, particularly in health care and child care settings. It includes theoretical training and supervised internships, generally lasting approximately one year.

Diplôme d'État d'éducateur de jeunes enfants (DEEJE)

This post-secondary diplôme d'État focuses on educational intervention, the overall development of the child, partnership with families, and the design of educational projects. The program typically lasts three years (180 ECTS credits) and includes approximately 1,500 hours of theoretical training and 2,100 hours of practical training in various settings.

Bachelor universitaire de technologie (BUT) – Carrières sociales/parcours liés à l'intervention sociale

This structured post-secondary training includes courses in the humanities, intervention, methodology, and professional practice. Its relevance to early childhood education depends on the individual's pathway and the internships completed with young children.

Licence et licence professionnelle – Sciences de l'éducation/métiers de la petite enfance

These university qualifications, which provide a theoretical foundation in pedagogy, developmental psychology, and educational policy, are sometimes completed with a specialization in early childhood and with internships. Their relevance depends on the modules chosen and the level of supervised practice.

Master en Métiers de l'enseignement, de l'éducation et de la formation (MEEF) – Professorat des écoles (enseignement préscolaire)

This postgraduate university qualification is required to teach in public preschools. It includes two years of study after a licence (see above) and is completed with a national competitive examination: le Concours de recrutement des professeurs des écoles (CRPE).

Comparability with Canadian requirements

An analysis of French training content reveals a conceptual similarity with Canadian approaches, particularly in terms of pedagogy, child development, inclusion, and structuring of internships.

The diplômes d'État, in particular, are distinguished by detailed competency benchmarks and clearly documented internship requirements, which facilitates equivalency analysis. The DEEJE is generally the most widely recognized as equivalent to a Canadian post-secondary program, while the CAP AEPE and the DEAP are often considered secondary-level or basic professional qualifications.

However, differences may appear, depending on the Canadian province/territory, particularly in relation to certain specific requirements (e.g., health and safety, local regulations, first aid, pedagogy of infants and very young children) or on the distinction between care-oriented professions versus educational instruction.

Criteria and obstacles to the recognition of qualifications

The recognition of French qualifications in ECE is based primarily on the analysis of the total duration of the training, the level of qualification, the number and type of supervised internships, as well as the equivalency between the competency benchmarks and the Canadian provincial/territorial requirements.

Potential obstacles include differences in the structure of the professions (care vs. education), differences between professional qualifications (e.g., CAP) and post-secondary qualifications (e.g., DEEJE and licence), and the need to demonstrate locally required competencies. In some cases, recognition may be conditional upon additional training, validation of internship hours, or proof of recent experience in child care settings.

Best practices and ways for collaboration

To facilitate recognition and professional mobility, it is recommended to systematically provide detailed course descriptions, competency benchmarks, and standardized internship certificates that specify the duration, level of supervision, and age groups concerned.

Developing partnerships between French early childhood training institutions, Canadian organizations that evaluate qualifications, and Canadian post-secondary institutions could foster a better understanding of each other's standards. Implementation of bridging training programs, blended participant webinars, and information-sharing mechanisms would help reduce timelines, ensure accurate equivalency evaluations, and support professional integration.

5.5 Morocco

Context: culture, economy, politics

Morocco is characterized by a multicultural identity stemming from Amazigh, Arab, Andalusian, and African heritages, where language, religion, and family play a structuring role in social life. The values of hospitality, respect for authority, and community cohesion influence educational practices and the transmission of knowledge from early childhood.

Economically, the country has a diversified and modernizing economy based on agriculture, tourism, manufacturing, services, and foreign investment. Recent public policies emphasize workforce skills development, professional training, and improving the quality of educational services, including preschool services.

Politically, Morocco is a constitutional monarchy in which the king plays a central role in strategic direction and major reforms. The institutional framework promotes stability and the implementation of sectoral policies, particularly in education and social protection, within a context of ongoing reforms aimed at strengthening access, quality, and governance in the education system.

However, the country has a relatively low rate of participation in ECE (29.8% in 2024) and faces a significant shortage of qualified teaching staff with initial training in early childhood education. This directly influences the structure and diversity of training pathways.

Terminology

In Morocco, the following terms refer to distinct levels of qualification

- **Bachelier:** Generally, refers to a student who has obtained the baccalauréat, a national qualification marking the end of secondary studies and granting access to higher education. This term differs from Canadian usage, where bachelier refers instead to a post-secondary qualification;
- **Licence d'éducation:** Basic qualification for public education, gradually replacing short-cycle programs;
- **Certificat de qualification pédagogique (CQP):** The CQP is a post-secondary professional certification awarded as part of teacher and educational staff training. It does not necessarily correspond to a full university degree. Its level and recognition vary according to several criteria, such as the duration of the program, the number of internship hours, and the specialization completed.

ECE training system

ECE training in Morocco has been strengthened and professionalized in recent years. The training is offered by public and private institutions, under the supervision or authorization of national education authorities. Notably, ECE training is provided by the Institut royal de formation des cadres (IRFC), in collaboration with the Faculté des sciences de l'éducation de l'Université Mohammed V.

Programs are also offered by specialized training centres, such as the Centre Al Manar, which offers courses lasting one to two years, either in person or remotely, as well as by the Institution Tahar Sebti (ITS), whose mission is to strengthen the supply of certified training in the early childhood sector.

The reforms introduced in 2018 strengthened the professionalization of the sector by establishing the licence d'éducation as the basic qualification for public school teachers, gradually replacing short-cycle programs. Teachers must also obtain the two-year Certificat de qualification pédagogique (CQP), which includes theoretical training and a supervised internship in a school setting.

However, a significant proportion of educators, particularly in the private sector, continue to hold a short-cycle professional qualification, which reflects the structural gaps in the system.

Qualifications offered

Licence d'éducation/Licence professionnelle en éducation des jeunes enfants

This three-year (six-semester) post-secondary qualification is offered at teacher training institutions and some universities. It includes courses in pedagogy, child development, and educational management, as well as mandatory internships.

Certificat de qualification pédagogique (CQP)

This two-year postgraduate program is required to teach in the public sector. It combines theoretical instruction with supervised practice in a school setting.

Diplômes de cycle court – Éducatrice de jeunes enfants/éducatrice spécialisée en petite enfance

These programs, lasting approximately two years after a baccalauréat, are offered by private institutes and professional training centres. They include theoretical training and practical internships, and are particularly widespread in the private sector.

Programmes spécialisés (Centre Al Manar, ITS and others)

These varied programs combine theoretical, technical, and practical training, with a strong internship component and an orientation towards inclusion and working in diverse environments.

Comparability with Canadian requirements

An analysis of the training content and teaching modules reveals a conceptual similarity with the approaches used in France and Canada, particularly regarding pedagogy, assessment of child development, and the structuring of internships. The programs are distinguished by a strong theoretical and practical component.

The two-year diplômes de cycle court are generally comparable to a two-year Canadian college qualification, while the licence d'éducation corresponds to a Canadian bachelor's degree (three or four years), depending on the institution. The CQP can be considered equivalent to a graduate-level qualification, comparable to a master's degree in certain evaluation contexts.

However, differences can be observed, particularly with regard to specific training related to infants and children under 2 years of age, which is often a required criterion in several Canadian provinces/territories.

Criteria and obstacles to the recognition of qualifications

The recognition of Moroccan qualifications in ECE is based primarily on an analysis of the total duration of the training, the number of hours, the program structure, and the proportion of supervised internships in care settings (as opposed to education settings). Organizations that evaluate qualifications pay particular attention to the standing of the training institution, as well as to the clarity of the competency benchmarks and learning outcomes.

Among the main obstacles identified are the diversity of training pathways, the coexistence of public and private certifications with varying levels of standardization, and the terminological discrepancies between the names of Moroccan qualifications and the categories used in Canada. Difficulties can also arise from incomplete documentation of internships and the continued presence of short-cycle qualifications in the private sector.

Best practices and ways for collaboration

To facilitate the recognition of qualifications and professional mobility, it is recommended to strengthen the formalization of programs by preparing detailed course descriptions, competency grids, and standardized certificates of supervised internships.

Developing institutional partnerships between Moroccan early childhood training institutions, Canadian organizations that evaluate qualifications, and Canadian post-secondary institutions could foster a better understanding of each other's standards. Implementing information-sharing protocols, blended participant webinars, and targeted bridging programs would also be promising ways to reduce identified gaps and accelerate the processes for the recognition of qualifications.

5.6 Tunisia

Context: culture, economy, politics

Tunisia is characterized by a Mediterranean and Arab cultural identity marked by a strong emphasis on education, the transmission of knowledge, and the social role of family. Education has historically been considered a central driver of social and economic development, a fact reflected in public policies and investments in training.

Economically, the country relies on a diversified economy combining services, tourism, agriculture, and manufacturing. Challenges related to employability and the quality of social services have reinforced the importance placed on professional training, particularly in the education and social sectors.

Politically, Tunisia has undergone major institutional transformations since 2011, influencing governance and the implementation of public policies. Within this context, the education sector, including early childhood education, is the subject of reforms aimed at improving access, quality, and the professional development of staff.

The rate of participation in ECE is increasing, but remains lower than that observed in European countries, with regional disparities and a service provision that remains uneven between urban and rural areas.

Terminology

In Tunisia, the term baccalauréat refers to the national qualification awarded upon completion of secondary studies, which grants access to higher education. The terms brevet de technicien professionnel (BTP), brevet de technicien supérieur (BTS), and licence refer to distinct levels of post-secondary training.

This terminology is somewhat different from Canadian classifications, so rigorous interpretation in equivalence analyses is required, particularly to distinguish technical training from university training.

ECE training system

ECE training is offered by public and private institutions within both the university and professional training systems. Universities offer programs in educational sciences, while professional training centres offer technical programs geared towards working in preschool settings.

The Tunisian system is characterized by a coexistence of university and professional training programs, with varying levels of standardization. University programs are generally better structured and documented, while professional training programs have greater diversity in terms of content, duration, and quality of internships. Although the professionalization of the sector is progressing, a significant proportion of preschool workers, particularly in the private sector, do not always have full specialized training in ECE.

Qualifications offered

Licence appliquée en sciences de l'éducation/petite enfance

This three-year university qualification combines theoretical training (pedagogy, developmental psychology, educational training) with mandatory internships in educational settings. It represents the most structured and favourable pathway for international recognition.

Brevet de technicien supérieur (BTS)

This post-secondary technical training program focuses on practical competencies and educational intervention. It includes supervised internships and prepares students for rapid integration into an educational setting.

Diplôme d'éducateur de l'enfance (program gradually discontinued)

This qualification, previously offered by institutions such as the University of Carthage and others, was a two-year post-secondary program following the baccalauréat (Bac+2). Its structure and level were comparable to those of the BTS (Brevet de technicien supérieur), including theoretical and practical components in ECE. This program appears to have been gradually discontinued or replaced as part of training system reforms, but it may still appear in the profiles of some individuals who completed the program previously.

Brevet de technicien professionnel (BTP)

This professional training program aims to provide basic technical skills in preschool education, and includes internships in child care settings.

Certificat d'aptitude à l'éducation préscolaire

This qualifying training of variable duration, often oriented towards practical applications and educational activities, is generally an entry-level qualification.

Comparability with Canadian requirements

Tunisian programs show a conceptual similarity to Francophone approaches, particularly in terms of pedagogy and child development.

The licence appliquée is generally comparable to a three-year or four-year Canadian bachelor's degree, depending on the institution that awarded the qualification. The licences from public universities are more likely to be evaluated as four-year degrees, while those from other institutions may be comparable to three-year programs.

The BTS and qualifications equivalent to a Bac+2 level, including the former Diplôme d'éducateur de l'enfance, generally correspond to a two-year Canadian college qualification. Lower-level certifications are more difficult to categorize and often require individualized evaluation.

However, differences may be observed with regard to standardization of programs, documentation of internships, and specific training related to infants, often required in Canadian provinces/territories.

Criteria and obstacles to the recognition of qualifications

The recognition of Tunisian qualifications is based primarily on an analysis of the duration of the training, the number of hours of instruction, the structure of the programs, and the number of hours of supervised internships. Particular attention is paid to the standing of the institution and the required admittance level.

Principal obstacles include the coexistence of university and professional training programs, the variability of standards between institutions, and the sometimes incomplete documentation of training pathways. Differences may also exist in relation to specific training for infants and very young children.

Best practices and ways for collaboration

To facilitate the recognition of qualifications, it is recommended to strengthen the formalization of programs, in particular by providing detailed course descriptions, competency benchmarks, and standardized certificates of internships.

Developing partnerships between Tunisian institutions and Canadian organizations would improve understanding of standards and facilitate processes for determining the equivalency of qualifications. Implementing targeted bridging training, blended participant webinars, and information-sharing mechanisms would also be promising pathways.

6. Recommendations

This section presents strategic and operational recommendations aimed at improving the recognition of international ECE qualifications in Canada. These recommendations are provided for the key actors in the system – governments, professional organizations, training institutions, candidates trained internationally, as well as community partners and employers – in keeping with ensuring consistency, efficiency, and equity in the pathways for the integration of professionals.

Note on existing measures

Some of the recommendations presented in this section are based on initiatives, policies, and mechanisms already in place in several provinces and territories. However, their level of implementation, their reach and impact, and their accessibility vary considerably depending on the jurisdiction. The proposed recommendations therefore aim to consolidate, harmonize, and strengthen existing practices; to encourage the scaling up of these practices across Canada; and to address observed gaps regarding timelines, transparency, and equity in the pathways for the recognition of qualifications and for professional mobility.

6.1 For governments and professional organizations

Harmonization and transparency of processes

- Develop a pan-Canadian reference framework that describes the key competencies expected of early childhood educators, while respecting provincial and territorial jurisdictions;
- Publish clear and accessible guides that outline the steps, timelines, costs, and documentation requirements for each province and territory;
- Provide online tracking tools that enable candidates to monitor the progress of their application for the recognition of their qualifications.

Reduction of delays and administrative hurdles

- Establish mechanisms for pre-evaluation of international qualifications, before the candidates' arrival in Canada, in collaboration with recognized evaluation organizations;
- Develop accelerated pathways for candidate profiles from countries or education systems that are already well documented;
- Simplify the translation and authentication requirements for documents where bilateral agreements exist.

Facilitation of interprovincial and territorial mobility

- Encourage the finalization of mutual recognition agreements between provinces and territories to allow early childhood educators who are recognized in one jurisdiction to have their status recognized more quickly in other jurisdictions in Canada;
- Implement mechanisms inspired by the principle of labour mobility provided for in the Canadian Free Trade Agreement (CFTA), adapting these mechanisms to the regulatory realities of the early childhood sector;
- Develop a secure national registry of professional qualifications and professional standing in ECE, accessible to provincial and territorial authorities, in order to reduce the duplication of procedures when professionals change provinces or territories;
- Harmonize, where possible, requirements related to language, continuing training, and background checks, to facilitate professional transitions between jurisdictions.

6.2 For training institutions in Canada

Development of pathways to upgrading

- Create modular bridging programs adapted to international profiles, combining theoretical training, supervised practice, and recognition of prior learning and acquired competencies (RAC);
- Offer flexible training options (part-time, online, hybrid) to accommodate studies, employment, and family responsibilities.

Alignment with provincial requirements

- Work closely with professional organizations and provincial/territorial ministries to ensure the alignment of educational content with local competency frameworks;
- Include mandatory modules on Canadian regulatory frameworks, child protection, inclusion, and intercultural realities in educational settings.

Language and academic support

- Offer specialized courses on French and/or English for the early childhood sector;
- Establish academic and professional mentoring services for internationally trained individuals.

6.3 For individuals trained internationally

The following recommendations could be provided by recruiters to facilitate the process of recognition of prior learning and acquired competencies (RAC).

Preparation before arriving in Canada

- Gather academic and professional documents and have them translated before departure (academic and professional qualifications, transcripts, course descriptions, employment certificates);
- Find out about the specific requirements of the destination province or territory regarding professional recognition and registration.

Development of transferable competencies

- Strengthen language competencies, in particular the professional vocabulary related to ECE;
- Become familiar with Canadian standards regarding teaching practices, communication with families, and working as part of a team, as well as the standards of respect, manners, and politeness in the workplace in Canada.

Mobilization of support networks

- Rely on Francophone community organizations to obtain personalized support;
- Participate in mentoring or professional pairing programs to facilitate integration into the labour market.

6.4 For community partners and employers

Strengthen orientation and integration mechanisms

- Strengthen the capacities of managers and administrators of child care centres in the areas of orienting and integrating staff;
- Implement structured orientation programs for internationally trained recruits, including orientation sessions about the workplace and about professional standards;
- Appoint internal mentors to support educators in their first months of employment.

Collaboration with institutions and governments

- Participate in the co-development of bridging programs and paid internships;
- Share sectoral and regional needs in order to guide priorities for training and the recognition of qualifications.

Value the diversity of competencies

- Recognize and promote intercultural and multilingual competencies as assets for early childhood centres;
- Raise awareness among teams about inclusion and diversity in order to promote respectful and equitable work environments.

7. Conclusion

This study highlights a central finding: despite the existence of mechanisms for recognizing international qualifications in ECE in Canada, the diversity, complexity, and variability of the mechanisms from one province and territory to another constitute a significant obstacle to the rapid and effective integration of internationally trained individuals.

Carried out as part of a project led by the Commission nationale des parents francophones (CNPf), this study is part of a structured three-phase approach aimed at strengthening international recruitment and integration of early childhood staff in Francophone minority communities.

An analysis was carried out for six targeted countries – Belgium, Cameroon, Côte d’Ivoire, France, Morocco, and Tunisia. This analysis, combined with the results of surveys conducted with associations and child care centres, made it possible to document the realities in the field in a very real way, including the needs of employers and the challenges encountered in the recognition processes.

In the context of a persistent shortage of qualified staff, the challenge now goes beyond simply identifying recruitment pools: it now hinges on the capacity of systems to effectively recognize, integrate, and enhance competencies acquired internationally, in a coherent, equitable way that is adapted to the realities of communities.

Improving the recognition of qualifications in ECE relies less on the creation of new mechanisms and more on the structuring, harmonization, and the consistency of existing practices, supported by a better understanding of the training systems of partner countries and the needs of employers.

7.1 Summary of findings

- The frameworks for the recognition of ECE qualifications in Canada show a wide variety in terms of requirements, processes, timelines, and costs;
- The survey results confirm that the recognition of qualifications is the main obstacle to international recruitment, aggravated by a lack of clarity, consistency, and accessibility of information;
- The targeted countries offer structured, relevant training that is often comparable to Canadian requirements, but this can still be insufficiently recognized or understood in evaluation processes;
- Employers demonstrate a strong wish to recruit internationally, but express a clear need for practical tools, guidelines, and support to do this;
- Existing initiatives related to recognition of qualifications and mobility demonstrate significant potential, but require better coordination and scaling up across the country.

7.2 Summary of targeted countries

The analysis of the six selected countries highlights distinct training profiles, each with specific advantages for international recruitment in ECE:

Belgium: Structured and standardized system, having recognized training programs with strong educational components, generally well aligned with Canadian requirements;

Cameroon: Varied training pathways, often completed with significant field experience, but with challenges related to the formal recognition of qualifications;

Côte d'Ivoire: A pool of candidates with diverse profiles and relevant practical experience, requiring added support in the evaluation processes;

France: Diverse and well-established training programs are offered, with specialized qualifications in early childhood that receive relatively favourable recognition in several provinces and territories;

Morocco: Programs under development that combine theoretical training and practical experience, with a strong potential for integration into a Francophone environment;

Tunisia: Structured training programs with solid pedagogical foundations, but sometimes requiring adjustments to meet specific Canadian requirements.

Overall, these countries constitute complementary recruitment pools offering significant potential to meet staffing needs, subject to better structuring of the mechanisms for recognition.

7.3 Next steps

This study provides a foundation for the other phases of the CNPF project, which will transform its findings and analysis into practical tools for employers and partners in the ECE sector, including:

- a guide for Francophone employers in Canada;
- a Code of Conduct.

During this study, analyzing ECE credentials obtained abroad proved to be particularly complex for two main reasons:

- Training systems differ widely from country to country, and sometimes even between institutions within the same country;
- Recognition criteria vary by province or territory and may change over time.

Consequently, this finding calls for great caution when using the benchmarks proposed in the guide for Francophone employers in Canada, which is based on the findings of this study. The fact that a diploma awarded by a specific institution has previously been associated with a particular level of recognition in one province or territory, but this does not guarantee the same outcome for other applicants, even if they hold the same degree. Each certification application is assessed individually by the competent authority, based on the file submitted and the criteria in effect at the time of application. Employers and applicants should therefore exercise caution and consider the guide's benchmarks as general guidance for recruitment, not as confirmation of a certification decision.

The guide therefore provides general benchmarks, informed by recognized credential assessment organizations and the analyses conducted in this study, to assist employers in understanding training profiles and structuring their international recruitment processes effectively.

In addition, a code of conduct will be added to the guide to govern international recruitment practices from an ethical, responsible, and sustainable perspective. This code will aim, in particular, to:

- promote practices that respect both applicants and countries of origin;
- encourage transparent collaboration between employers, partners, and institutions;
- support a successful and inclusive workplace integration of professionals.

These tools – the guide and the code of conduct – will consolidate the findings of this study and will contribute to structuring, in the medium term, a more coherent, transparent, and effective approach to international recruitment in ECE in Canada.

This study and the tools that will result from it are part of a broader effort to sustainably strengthen the recruitment and integration capacities of Francophone child care centres in Canada. By promoting a better recognition of internationally acquired competencies, they will not only help meet staffing needs, but also support the vitality, diversity, and sustainability of Francophone minority communities in the country.

Finally, we would like to reiterate our sincere thanks to the collaborators and partners mentioned in the Acknowledgments section at the beginning of this document. The contribution of the experts in the field was crucial to the completion of this study.

APPENDICES

APPENDIX 1. Sources

The following references were selected to support the analysis of ECE training systems and the mechanisms for the recognition of professional qualifications in Canada and the target countries. Links in French were preferred when available; otherwise, sources are provided in English.

Canada – Recognition of professional qualifications in ECE

Association of Early Childhood Educators of Newfoundland and Labrador :

Certification pour services de garde d'enfants à Terre-Neuve-et-Labrador.
www.aecenl.ca/index.php/francais/certification

Government of Nova Scotia:

Classification for Child Care Staff.
<https://www.ednet.ns.ca/earlyyears/pd/ClassificationforStaff.shtml>

Government of Prince Edward Island:

Faire une demande de certification en éducation de la petite enfance (formation à l'étranger).
www.princeedwardisland.ca/fr/service/faire-une-demande-de-certification-en-education-de-la-petite-enfance-formation-a-letranger

Government of the Northwest Territories:

Certification des employés des garderies en établissement.
www.ece.gov.nt.ca/fr/services/lancer-et-exploiter-un-centre-de-garde-agree/certification-des-employes-des-garderies-en

Government of Manitoba:

Pour les demandeurs instruits à l'étranger.
www.gov.mb.ca/education/childcare/students_workforce/ieq/index.fr.html

Government of New Brunswick:

Éducatrices et éducateurs de la petite enfance (ÉPE) formés à l'international.
www2.gnb.ca/content/gnb/fr/corporate/promo/investir-services-apprentissage-garde-jeunes-enfants/candidats.html

Government of Yukon:

Attestation en éducation de la petite enfance.
<https://yukon.ca/fr/sante-et-mieux-etre/au-travail/apply-child-care-worker-certification>

Government of Alberta:

Apply for Certification.
www.alberta.ca/child-care-staff-certification.aspx

Government of British Columbia :

Become an Early Childhood Educator.

www2.gov.bc.ca/gov/content/education-training/early-learning/teach/training-and-professional-development/become-an-early-childhood-educator

Government of Saskatchewan :

Early Childhood Educator Certification.

www.saskatchewan.ca/government/education-and-child-care-facility-administration/early-childhood-educator/early-childhood-educator-certification

College of Early Childhood Educators of Ontario:

Évaluation individuelle des diplômes et de la formation.

<https://help.college-ece.ca/hc/fr-ca/articles/20863745996187-%C3%89valuation-individuelle-des-dipl%C3%B4mes-et-de-la-formation>

Organizations that evaluate qualifications

British Columbia Institute of Technology :

International Credential Evaluation Service – ICES.

www.bcit.ca/ices

Comparative Education Service, University of Toronto :

Credential Evaluation.

<https://learn.utoronto.ca/ces>

Government of Alberta:

Évaluation des qualifications internationales.

www.alberta.ca/fr/international-qualifications-assessment

International Academic Credential Assessment Service of Canada (ICAS).

www.icascanada.ca/francais/home.aspx

World Education Services :

Évaluation des diplômes.

www.wes.org/ca/fr

International resources – early childhood education

Belgium

Office de la naissance et de l'enfance :

www.one.be

Cameroon

Ministère de l'Éducation de base :

www.minedub.cm

Ivory Coast

Ministère de l'Éducation nationale, de l'Alphabétisation et de l'Enseignement technique :
www.education.gouv.ci/index.php/Welcome

France

Ministère du Travail et des Solidarités et ministère de la Santé, des Familles, de l'Autonomie et des Personnes handicapées :
<https://solidarites.gouv.fr/petite-enfance>

Organisation mondiale pour l'éducation préscolaire (OMEP) France :
www.omepfrance.fr

Morocco

Fondation marocaine pour la promotion de l'enseignement préscolaire :
<https://fmeps.ma>

Ministère de l'Éducation nationale, du Préscolaire et des Sports :
www.men.gov.ma/fr

Tunisia

Ministère de la Famille, de la Femme, de l'Enfance et des Seniors :
www.femmes.gov.tn/fr/8475-2

Ministère de l'Éducation :
<https://education.gov.tn/?lang=fr>



APPENDIX 2. Terminology

This section presents, in alphabetical order, the main terms and abbreviations used in the study.

AECENL

Association of Early Childhood Educators of Newfoundland and Labrador

Organization responsible for early childhood certification in this province.

AEIC

Agence d'évaluation d'impact du Canada

AEPE

Assistante-éducatrice/assistant-éducateur de la petite enfance (en Colombie-Britannique)

Autorité provinciale

Organisme responsable de reconnaître les diplômes et de délivrer les certifications dans une province ou un territoire.

Bassins de recrutement

Pays ou régions où l'on peut trouver des personnes qualifiées à recruter.

BTS

Brevet de technicien supérieur (en Tunisie)

CAP

Certificat d'aptitude pédagogique (au Cameroun)

CAP AEPE

Certificat d'aptitude professionnelle – Accompagnant éducatif petite enfance (en France)

CCSC

Child Care Services Certification

Early childhood certification process in Newfoundland and Labrador.

CES

Comparative Education Service

Organisme de l'Université de Toronto qui évalue les diplômes obtenus à l'extérieur du Canada.

CFSM

Communautés francophones en situation minoritaire (à l'extérieur du Québec)

CNPF

Commission nationale des parents francophones

DEEJE

Diplôme d'État d'éducateur de jeunes enfants (en France)

ECA

Educational Credential Assessment

Evaluation of international qualifications, used particularly in immigration procedures.

ECE

Early Childhood Educators

A person who provides education and care to young children, or the professional field that involves the education and care of young children.

ECTS

European Credit Transfer and Accumulation System

European unit of measurement for academic credits and workload, where 60 credits correspond to one year of full-time study.

EPE

Éducation de la petite enfance

Domaine qui concerne l'éducation et les soins aux jeunes enfants.

EPEI

Éducatrice ou éducateur de la petite enfance inscrit(e) en Ontario

GTRIPE

Groupe de travail sur le recrutement international en petite enfance

ICAS

International Credential Assessment Service of Canada

Organization for evaluating international qualifications.

ICES

International Credential Evaluation Service
British Columbia Institute of Technology service for
evaluating qualifications.

IDH

Indice sur le développement humain

IRCC

Immigration, Refugees and Citizenship Canada

OEPE

Ordre des éducatrices et des éducateurs de la petite
enfance de l'Ontario

OIF

Organisation internationale de la Francophonie

OIM

International Organization for Migration

PISA

Programme international pour le suivi des acquis des
élèves

PVT

Permis vacances-travail

RAC

Reconnaissance des acquis et des compétences

RECE

Registered Early Childhood Educator (in Ontario)

Recognition of international qualifications

A process to verify whether an international
qualification meets Canadian requirements.

Recruitment pools

Countries or regions where qualified people can be
found for recruitment.

WES

World Education Services

