

College of EARLY CHILDHOOD EDUCATORS

2025 Fair Registration Practices Report

Prepared for the Office of the Fairness Commissioner (OFC)



FAIRNESS COMMISSIONER
COMMISSAIRE À L'ÉQUITÉ

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1. Background

Under section 20 of the Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA), which is substantially similar to section 22.7(1) of Schedule 2 of the Regulated Health Professions Act, 1991 (RHPA),

“A regulated profession shall prepare a fair registration practices report annually or at such other times as the Fairness Commissioner may specify or at such times as may be specified in the regulations”.

Section 23 of FARPACTA and Section 22.9 of Schedule 2 of the RHPA then go on to indicate that the Fairness Commissioner shall specify the form in which these reports shall be prepared, along with the required filing dates. This section also stipulates that a regulator must make these reports public.

It is pursuant to these authorities that the Office of the Fairness Commissioner (OFC) has required that each regulator complete its annual Fair Registration Practices Report (FRP).

Please note that this report covers the time-period from January 1 to December 31, 2025.

The FRP:

- Collects information about the organization, applicants to the profession and current membership.
- Provides information to the public about how the organization has implemented fair registration practices during the reporting period.
- Helps the OFC to successfully undertake the education and compliance activities which include monitoring, applying a risk-informed compliance framework, assessing performance, and sharing best practices.
- Determines whether the regulator is complying with recently enacted legislative and regulatory provisions designed to reduce barriers for domestic labour mobility and internationally trained applicants.
- Identifies trends across regulated professions and regulated health colleges.

2. Organization information

Organization name	College of EARLY CHILDHOOD EDUCATORS
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3. Registration requirements

Applicants to the regulated professions and compulsory trades must fulfil registration requirements to practice their profession or use a professional title. This section summarizes registration requirements for each profession or trade regulated by College of EARLY CHILDHOOD EDUCATORS

Licensing requirements (brief description for each requirement listed):

Profession/ Trade Name	Early Childhood Educator
Academic requirement	A) Graduation from a diploma program in early childhood education offered by an Ontario College of Applied Arts and Technology (OCAAT), or B) Graduation from a diploma or degree program, in or related to early childhood education, that is approved by the College as meeting the education requirement, or C) Current licensure or registration in early childhood education with another province or territory in Canada that is recognized by the College for the purpose of labour mobility agreements,

	or D) A combination of education and experience that is assessed by the College as equivalent to A). The College assesses equivalency using the 2018 Early Childhood Education Program Standard approved by the Ontario Ministry of Colleges & Universities O. Reg 221/08 s. 7
Experience requirement	None
Language requirement	Applicants must be able to speak and write either English or French with reasonable fluency. O. Reg. 221/08 s. 5(2)4
Additional information on licensing requirements (may include links to appropriate page on regulator website):	Professional Conduct: - Proof of Professional Standing from any other regulatory body, if applicable - Self-declarations in relation to current or previous criminal, regulatory or related issues relevant to practice

4. Third party assessments

Third party organizations that assess qualifications on behalf of the regulator.

Organization name	Function
World Education Services (WES)	Other

Fair access legislation requires regulators to take reasonable measures to ensure that any third parties undertake assessment of qualifications in a way that is transparent, objective, impartial and fair.

College of EARLY CHILDHOOD EDUCATORS takes the following measure(s) to ensure fair and timely assessments:

WES provides the following limited services in relation to academic credentials awarded by post-secondary institutions outside Canada: - Verification of authenticity of academic credentials - Confirmation of status of issuing institution - Confirmation of program length and credential (eg. diploma, degree) awarded. WES does not evaluate or assess the adequacy of academic credentials in relation to meeting the education requirements for registration with the College. The College has entered into an updated agreement prepared by WES to meet current FARPACTA requirements effective January 1, 2026. The College engages in ongoing conversations with WES to ensure a robust accountability framework, which includes an annual meeting to discuss any documentation-related issues affecting applicants. If an applicant reports challenges, the College (with the consent of the applicant) intervenes to follow up with WES, determine the status of the documentation and facilitate communication between the applicant and WES. The College continues to monitor documentation timelines and applicant feedback to ensure processes remain fair, transparent, and efficient.

5. Accomplishments, risks and mitigations

Key accomplishments and risks pertaining to fair registration practices during the reporting period are summarized below.

A. Accomplishments

1	The College successfully managed a record number of registration applications, which reflects the growing demand for early childhood educators due to child care expansion under the Canada-Wide Early Learning and Child Care (CWELCC) agreement. As the College extended operational capacity to ensure all applications were processed efficiently, fairly, and transparently, further effort was dedicated to individual assessment of internationally trained and interprovincial labour mobility applicants requiring additional personalized support. This included dedicating additional staff time and resources to: - assessing applications from jurisdictions where documentation is difficult to obtain due to factors such as conflict, political
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	<p>instability or the absence of regulatory oversight of the profession, and guiding applicants through the processes of submitting a request for consideration of alternative documentation. - providing clear, accurate information to applicants from other provinces to ensure they understand how their qualifications align with Ontario’s requirements and the different pathways to registration, including interprovincial labour mobility.</p>
<p>2</p>	<p>The College amended key policies related to post-secondary education to support equity and inclusion and advance reconciliation. The Approval of Education Programs Policy was amended to formally recognize the joint program approval process established with the Indigenous Advanced Education and Skills Council (IAESC). Under this joint process, Indigenous Institutes submit a single application that is reviewed collaboratively by IAESC and the College, resulting in a consistent approval decision. This streamlined approach reduces administrative complexity and financial burden for Indigenous Institutes seeking approval of diploma programs in early childhood education. The Policy Statement Regarding Practicum was amended to formally recognize land-based practicum delivered through an Indigenous approach. This work was undertaken in consultation with Indigenous Institutes and supported by an academic consultant and an Indigenous Elder, ensuring that the amendments accurately reflect the needs, priorities, and pedagogical approaches of Indigenous-led institutions that offer this form of practicum experience. These amendments formally recognize the value of Indigenous approaches to practicum and their role in advancing the decolonization of early childhood education. Amendments also removed a potential barrier for Indigenous Institutes seeking program approval from the College for ECE diploma programs. Through this work, the College continues to advance a “two-eyed seeing” approach by aligning program approval requirements with those established by Indigenous authorities, in support of Indigenous sovereignty and control over education systems.</p>
<p>3</p>	<p>The College undertook policy development and collaborative work to support recruitment into the profession via bridging programs. The Approval of Education Programs Policy was amended to enable the College to approve bridging programs designed to support unqualified staff working in the early years sector in meeting the education and experience requirements for registration. This supports the upskilling of the early learning workforce, which is particularly critical given the high number of unqualified individuals</p>

currently working within scope of practice in licensed child care settings. The College undertook collaborative activities to support the creation of these programs. This included partnering with an OCAAT to inform the design of a bridging program designed to address specific educational gaps, enabling participants to meet the requirements for registration with the College upon successful completion. The College played a key role in screening interested applicants. Following completion of the program, the College conducted interviews with graduates to assess the program’s effectiveness. Graduates reported that the program significantly deepened their understanding of the role and responsibilities of Registered Early Childhood Educators (RECEs) and strengthened their professional practice. A key insight gained from this project is that eligible participant cohorts for bridging programs tend to be small, which limits program scalability. This, along with further insights gleaned from the graduate interviews, will inform the design and implementation of future bridging programs, and enable the College to target its efforts towards initiatives that most effectively support workforce development and quality practice.

B. Risks and Mitigations

Risk	Mitigation Measure
<p>Submission of fraudulent documents by applicants Over the past several years, the College has seen an increase in the number of registration applications containing forged or fraudulent documents or falsified information. The additional investigative work required to prevent the approval of fraudulent applications occasionally results in extended timelines to issue a decision.</p>	<p>Mitigation activities include: 1) dedication of additional time and resources to the investigation and verification of applications; 2) rigorous tracking of applications and supporting documents to ensure accuracy and authenticity; 3) initiatives to reduce document-related risks associated with individuals who have common names; 4) ongoing staff training to support the identification and handling of potentially fraudulent documents; 5) inter-jurisdictional information-sharing regarding fraudulent applications to identify emerging trends and seek joint solutions; 6) the creation of resources for applicants and</p>

	<p>members on Honesty During Education and Training, and Honesty During Interactions with the College.</p>
<p>Ongoing amendments and increased administrative compliance reporting under FARPACTA. The College's obligation to respond to and ensure compliance with ongoing changes to obligations under FARPACTA, and the related increase in administrative compliance reporting, presents a risk to the timeliness of registration processes. As the College is forced to divert staff, as well as financial and IT resources to ensure compliance with timeline reporting requirements, there is less capacity to support fair and efficient application reviews. The prescriptive approach to policy requirements and timelines under FARPACTA presents a risk to the College's ability to apply a flexible, principles-based and applicant-centered approach to provide tailored solutions supporting better registration outcomes.</p>	<p>Mitigation activities include: 1) Redirecting staff and operational resources to respond to the ongoing changes and increased compliance reporting requirements; and 2) Ongoing communication with the Office of the Fairness Commission to seek feedback in advance of policy changes and explain policies and practices.</p>
<p>Interprovincial inconsistencies in registration practices. Early childhood education is not recognized as a self-regulating profession in any other province but operates under a variety of registry models administered by governments with significant differences in capacity to effectively assess applications and credentials. Variability in registration practices creates confusion for applicants as well as an incentive for unsuccessful</p>	<p>Mitigation activities include: 1) Active coordination with credentialing teams in counterpart jurisdictions to: organize regular meetings; maintain a dedicated listserv for questions and updates; facilitate information-sharing on processes and requirements, workforce trends and challenges and regulatory risks; and arrange ad-hoc meetings as needed. 2) Participation in consultations and inter-provincial working groups at the request of the</p>

<p>applicants to ‘jurisdiction-shop’ by seeking registration in a province with less rigorous requirements to obtain registration in Ontario pursuant to interprovincial labour mobility, rather than addressing identified gaps in their qualifications. This creates unnecessary work and the illusion of workforce expansion in other provinces and increases the risk of registering individuals in Ontario who are not equipped for professional practice.</p>	<p>Ministry of Education. 3) Development of an online learning module for new registrants to ensure that individuals entering the profession possess a consistent foundation of knowledge required to practise, with a strong emphasis on professional responsibilities and expectations.</p>
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6. Changes to registration practices

During the January 1 to December 31, 2025 reporting period, College of EARLY CHILDHOOD EDUCATORS has introduced the following changes impacting its registration processes. Changes, anticipated impacts, and risk mitigation are summarized below.

A. Registration requirements and practices

Registration process	Changes Made (Yes / No)	Description
<p>Timelines for registration, decisions and/or responses</p>	<p>Yes</p>	<p>In response to amendments made under the Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA), the College has revised its registration timelines for internationally educated applicants. The service standard for issuing a registration decision, once all required documentation has been received, has been reduced from six months to three months. This change has a potential positive impact for some applicants by providing decisions more quickly. This change has a potentially negative impact for applicants</p>

		who are eligible for the College’s established ‘gaps’ process, in which an application is allowed to remain open while an applicant undertakes additional targeted education to address gaps in their qualifications. This process provides tailored support to applicants in achieving registration without requiring them to begin a new application, but results in applications being held for significantly longer than three months before the final decision is issued. To mitigate this negative impact, the College is continuing to offer this process to eligible applicants and will note the corresponding impact on overall timelines in its reporting.
Changes to internal review or appeal process	No	
Assessment of qualifications, including competency-based assessments and examinations	Yes	The College implemented a pilot project to support applicants for registration who are teaching early childhood education in the post-secondary sector. Where an applicant identifies themselves as a faculty member with teaching responsibilities in an ECE program, the College will work with them to assemble a portfolio of their teaching experience to support Prior Learning Assessment and Recognition (PLAR) of their teaching experience in the assessment of their educational qualifications.
Registration requirements either through regulation, by-law or policy	No	
Documentation requirements for registration	Yes	The College amended its Policy Regarding Consideration of Alternative Documents to ensure continued compliance with FARPACTA

		requirements. The College continues to emphasize the importance of maintaining a flexible and adaptive policy framework. This ensures the College can respond effectively to emerging and evolving barriers to registration, supporting equity and access while remaining compliant with legislative requirements.
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B. Training, policy and applicant supports

Registration process	Changes Made (Yes / No)	Description
Anti-racism and inclusion-based policies and practices	Yes	The College is committed to embedding anti-racism across all areas of its work. Commitments to anti-racism and EDI are embedded within the College’s 2022–2027 Strategic Plan. In 2025, the College began working with the First Peoples Group, an Indigenous consulting group, to develop a formal Reconciliation Plan to guide the College’s ongoing and future work. The College’s Statement of Commitment to Anti-Racism was adopted in 2020. In 2025, the College began the process of reviewing this statement to ensure its scope, approach and language continue to be relevant and appropriate. The College amended the Approval of Education Programs Policy to recognize the joint program approval process established with the Indigenous Advanced Education and Skills Council (IAESC), and amended the Policy Statement Regarding Practicum to recognize land-based practicum delivered through Indigenous approaches as described in section 2 (Accomplishments). The College’s Registration Committee receives regular training on diversity, equity, inclusion,

	<p>and reconciliation. This includes training on the Truth and Reconciliation Commission’s Calls to Action, the importance of land-based learning, and key learnings from engagement with Indigenous partners. Training has been delivered in partnership with subject-matter experts and Indigenous-led organizations. Registration Appeals Committee received training on how to formalize an equity lens within the Committee’s decision-making process. The training was hosted by Janelle Benjamin of All Things Equity, and builds on related training provided in 2024. To support equity-informed decision-making, the College uses reference tools and targeted discussion questions during Registration Committee meetings to help committee members apply an equity lens when reviewing registration policies, requirements and communications. By centering equity in deliberations, the College aims to reduce bias and promote fairer, more inclusive registration outcomes. Council also receives regular training, including the EDI training listed above, as well as the results of a study conducted by faculty at Humber College on queer-affirming curriculum for RECEs in the GTA, information regarding collection of demographic data, and best practices in regulatory governance. College staff who assess applications and make registration decisions receive regular EDI training, including Indigenous cultural competency training delivered by the Ontario Federation of Indigenous Friendship Centres, learning activities focused on First Nations, Inuit, and Métis histories and experiences, and learning regarding Black history and achievements and anti-Black racism. Internal resources, such as</p>
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	<p>the Guideline for Promoting Impartiality and Mitigating Potential Bias in Registration Practices and the Centering Equity in Registration guideline, further support consistent and equitable decision-making. To support mental health, staff were provided with resources and training on empathetic strain (also known as compassion fatigue), including how it manifests in regulatory professions and strategies for addressing it in the workplace. This training was delivered in partnership with the Canadian Mental Health Association. The College continues to strengthen its data and research capacity to support equity-informed regulation. At present, the College collects voluntary self-identification data from applicants who identify as Francophone, Indigenous, or both. In 2025, the College initiated an engagement process with members and sector partners as a first phase toward collecting enhanced demographic data. This future data collection may include information related to race, ethnicity, gender, and sexuality, and will be guided by consultation and ethical data governance principles. Finally, the College continues to partner with external researchers to strengthen the quality and scope of workforce data related to equity. See information provided regarding steps to address labour shortages</p>
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C. System partners

Registration process	Changes Made (Yes / No)	Description
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Steps to increase accountability of third parties	Yes	The College entered into an updated agreement with World Education Services (WES) to comply with the latest amendments made under FARPACTA, which came into effect January 1st, 2026. See information provided in section 1.
Mutual recognition agreements	No	
Accreditation of educational programs	Yes	See information provided in section 2 (Accomplishments) regarding amendments to the Approval of Education Programs Policy and the Policy Statement regarding Practicum. Amendments to the Approval of Education Programs Policy also included enhancements to ensure protection of students, with particular attention to post-secondary institutions' recruitment practices and organizational integrity.

D. Responsiveness to changes in the regulatory environment

Registration process	Changes Made (Yes / No)	Description
Steps to address labour issues (minister/stakeholders consultations, check demand-supply gap, etc)	Yes	Bridging programs See information provided regarding bridging programs in section 2 (Accomplishments). In response to a request from Skilled Trades Ontario, the College participated in a review of the standards for the Child Development Practitioner (CDP) apprenticeship program. CDP graduates may choose to undertake additional education to bridge to an early childhood education (ECE) diploma that meets the education requirement for registration with the College. The College's involvement in this work supports alignment between apprenticeship

	<p>training standards and the expectations of regulated professional practice and the bridging pathway for apprentices to become qualified RECEs. Mentorship Recognizing that high-quality mentorship can support retention in the sector, the College participates in the Ontario Mentorship Collaborative of Early Years Professionals, which includes Service System Managers, professional resource centres, postsecondary institutions, individual child care programs, the Association of Early Childhood Educators Ontario (AECEO), and the L'Association francophone à l'éducation des services à l'enfance de l'Ontario (AFÉSEO). The Collaborative fosters a supportive mentorship network for early years professionals with a forum to discuss mentorship implementation progression, successes, challenges and strategies to support mentorship programs for the sector. Data The College participates in various initiatives to better understand the causes of attrition within the child care sector. The College partnered with faculty from the University of Toronto on a study examining factors that led former RECEs to leave the sector and the conditions that could motivate them to return. The College continues to partner with the Atkinson Centre for Society and Child Development (Ontario Institute for Studies in Education, University of Toronto) to advance Phase Two of the Knowing Our Numbers (KON) project. This phase will collect data from child care workers on demographics, working conditions, wages and benefits, job satisfaction, and intention to leave the profession, and will establish a permanent database to support municipal</p>
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		<p>and research-driven workforce planning. The College continues to share data with sector partners involved in workforce attraction and retention, including the Ministry of Education and municipalities Information Sharing The College regularly participates in a provincial roundtable facilitated by the Atkinson Centre for Society and Child Development composed of sector partners including service system managers and post-secondary institutions. In addition to providing opportunities for information sharing, the roundtable serves as an incubator for various workforce initiatives including Better Together for Early Years and Knowing Our Numbers. The College also hosts quarterly meetings with provincial and territorial counterparts to exchange information and learn about best practices, receive updates from other jurisdictions, and discuss issues and trends which may impact attraction and retention in Ontario. These information exchanges improve the College’s regulatory capabilities and ability to proactively address workforce issues by keeping the College informed about systemic changes in the regulatory and ECE -specific sector environment</p>
Other	Yes	<p>The College joined The Association for International Credential Evaluation Professionals (TAICEP), which provides access to a comprehensive database of information supporting the review of educational credentials. TAICEP’s dynamic archive enables credential evaluators to review institutional profiles, verification sources, grading scales, sample documentation and jurisdictional qualifications frameworks. This resource enhances the College’s capacity when</p>

		<p>reviewing international credentials, particularly those less commonly seen. The College regularly provides information and presentations to government officials from other provinces and countries in relation to workforce challenges and the regulation of early childhood education. In 2025, this included every province and territory in Canada as well as the government of the United Kingdom.</p>
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7. Membership and application data

The Office of the Fairness Commissioner collects membership and application data from regulators through annual Fair Registration Practices Reports, which are also made available to the public. Information is collected for the purpose of discerning statistical changes and trends related to a regulator’s membership, application volumes, licensure/certification results, and appeals year over year.

A. Race-based data collected

	Race-based data collected? (Yes or No)
Members	No
Applicants	No

Additional description:

See responses in Step 3 (Anti-racism and inclusion-based policies and practices, and Steps to address labour shortages in the profession or trade).

B. Other identity-based or demographic data collected

	Other identity-based or demographic data collected? (Yes or No)
Members	No
Applicants	Yes

Additional description:

The College collects information from applicants on a voluntary basis regarding identification as Francophone and/or of Indigenous heritage. The College uses this data to increase our understanding of the profession and monitor trends in the workforce.

C. Languages of service provision

College of EARLY CHILDHOOD EDUCATORS makes application materials and information available to applicants in the following languages.

Language	Yes / No
English	Yes
French	Yes
Other (please specify)	

D. Membership Profile

Profession Name	Total Number of Members
Early Childhood Educator	67815

Class of License	Total Number of Members	Number of Internationally Educated Members
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Full / General/ Independent Practice	67789	310
Provisional/Limited License/Certificate	26	12

Gender	Number of Members
Male	1795
Female	65914
X (includes trans, non-binary, and two-spirit people)	106

Jurisdiction of Initial Training	Number of Members
Ontario	65523
Other provinces and territories	294
United States	41
Other International	281
Multiple Jurisdictions	1676

Country of Initial Training	Number of Members
Hong Kong	56
United States of America	41
United Kingdom	35
India	34
Australia	15
Philippines	11
Jamaica	8
New Zealand	6
Serbia	6
Sri Lanka	6
Ireland	5
Nigeria	5
Brazil	4
Colombia	4

France	4
Japan	4
Lebanon	4
Pakistan	4
Peru	4
South Korea	5
Turkiye	4
China	3
Ecuador	3
Greece	3
Malaysia	3
Venezuela	3
Chile	2
Egypt	2
Guyana	2
Israel	2
Palestine State	2
Portugal	2
Ukraine	2
Albania	1
Armenia	1
Austria	1
Bangladesh	1
Bulgaria	1
Costa Rica	1
Cyprus	1
Czechia	1
Denmark	1
Germany	1
Ghana	1
Iran	1
Jordan	1
Kenya	1
Mauritius	1
Mexico	1
Moldova	1
Norway	1
Poland	1

Romania	1
Russia	1
Sudan	1
Singapore	1
South Africa	1
Spain	1
Syria	1
Uruguay	1
Zambia	1
Canada	67493

Official language of preference	Number of Members
English	65333
French	2482

Racial identity (optional)	Number of Members
Not collected	67815

E. Data Notes

Table A.2 On the College’s application and related forms, the question reads: I identify my gender as: 1. Female 2. Male 3. If neither term above applies to you, please check this box. The reported data for the “X” category is based on individuals who chose that neither term applies to them. Table A.3 The reported data for the “multiple jurisdictions” category includes individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade (AIT). These individuals are considered based on the license or certificate granted by a regulatory authority of another Canadian province or territory; underlying training for their applicants is not evaluated by the College.

F. Applicant Profile

Profession Name	Total Number of Applicants
Early Childhood Educator	8168

Gender	Number of Applicants
Male	522
Female	7628
X (includes trans, non-binary, and two-spirit people)	18

Jurisdiction of Initial Training	Number of Applicants
Ontario	7423
Other provinces and territories	174
United States	17
Other International	280
Multiple Jurisdictions	274

Country of Initial Training	Number of Applicants
United States of America	17
India	110
Hong Kong	27
Philippines	24
Nigeria	13
United Kingdom	9
Ukraine	6
Australia	5
Chile	5
Ghana	5

Brazil	4
Colombia	4
Jamaica	4
Pakistan	4
Turkiye	4
Venezuela	4
Iran	3
Ireland	3
Mexico	3
Poland	3
South Korea	4
Sri Lanka	3
Israel	2
Japan	2
Kenya	2
South Africa	2
Spain	2
Trinidad and Tobago	2
Afghanistan	1
Albania	1
Austria	1
Bangladesh	1
Botswana	1
Cambodia	1
Cameroon	1
Egypt	1
El Salvador	1
France	1
Italy	1
Lebanon	1
Mongolia	1
Morocco	1
Nepal	1
New Zealand	1
Portugal	1
Qatar	1
United Arab Emirates	1
Vietnam	1

Zambia	1
Canada	7871

Official language of preference	Number of Applicants
English	7863
French	305

Racial identity (optional)	Number of Applicants
Not collected	8168

G. Data Notes

Table B.1 On the College’s application and related forms, the question reads: I identify my gender as: 1. Female 2. Male 3. If neither term above applies to you, please check this box. The reported data for the “X” category is based on individuals who chose that neither term applies to them.

H. Application Decisions

The table below summarizes the outcome of registration decisions finalized in 2025. Some applications may have been received in the previous year.

Jurisdiction of initial training	Successful	Unsuccessful	Withdrawn
Ontario	6930	140	65
Other provinces and territories	10	49	135
United States	6	11	3
Other International	63	156	101

Multiple Jurisdictions	140	60	61
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Applications with decisions pending

The table below summarizes the inventory of applications in progress as of December 31, 2025. Again, some of these applications may have been received in the previous year.

Jurisdiction of initial training	Incomplete	Complete	Total
Ontario	568	166	734
Other provinces and territories	14	4	18
United States	5	3	8
Other International	108	31	139
Multiple Jurisdictions	70	13	83

I. New Registrants

For the 2025 reporting year, the breakdown of new registrants by class of registration is provided below:

Class of registration	Total new registrants	Number of internationally educated registrants
Full / General/ Independent Practice	7155	74

J. Data Notes

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K. Reviews and Appeals

Applicants for registration may appeal a registration decision. An **internal review or appeal** involves formal reconsideration of a registration decision further to an application and submissions by the applicant.

Jurisdiction of initial training	Number of internal reviews and appeals processed	Number of decisions changed following internal review or appeal
Other provinces and territories Other International	1 4	

An **external review or appeal** involves review of a registration decision by an external appeal tribunal or court, such as the Health Professions Review and Appeal Board or Divisional Court.

Jurisdiction of initial training	Number of applicants who sought external review or appeal	Number of decisions changed following external review or appeal
Other provinces and territories Other International		

Issues raised in reviews and appeals can point to challenges in the registration process. The table below summarizes top issues or reasons that applicants raised during these appeal proceedings.

Issue or reason raised	Number of appeals
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1. Not meeting educational requirements	5
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Internationally trained applicants face additional challenges in the registration process. The table below summarizes top reasons for not registering internationally trained individuals.

Reason for not registering	Number of internationally trained applicants
1. Not meeting educational requirements	257
2. Incomplete Documentation	81
3. Not meeting the language fluency requirement	34

L. Data Notes

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8. New legislative and regulatory requirements

In 2024, the government introduced legislative and regulatory amendments to FARPACTA that create four new legal obligations that come into effect on **January 1st, 2026**. These obligations relate to:

- Assessment of Qualifications
- Third Party Accountability
- Alternative Documentation Policies

- Parallel Processing Plans

The following are steps that **College of EARLY CHILDHOOD EDUCATORS** has taken during the reporting period to meet these legal obligations.

A. Assessment of Qualifications

These provisions outline specific steps that a regulated profession must take to ensure that its assessment of applicant qualifications is done in a way that is transparent, objective, impartial and fair. They require regulators to:

- Provide clear and accurate information regarding the assessment of qualifications, including information about assessment criteria, methods, timelines and costs.
- Ensure that assessment approaches are competency-based, non-duplicative and unbiased.
- Make examinations and other types of assessments available at least three times per year where there is sufficient demand.
- Communicate assessment decisions in writing, within 10 business days after an assessment decision is made, with reasons for the decision and details of competency gaps in cases of negative decisions.
- Provide a process for applicants to request an appeal or review of an assessment decision.

The following are steps that College of EARLY CHILDHOOD EDUCATORS has taken to date to meet this new legal obligation.

a. Provide clear and accurate information regarding the assessment of qualifications, including information about assessment criteria, methods, timelines and costs. The College provides comprehensive information on required qualifications for registration through its website, including assessment criteria, the non-sequential application process, applicable timelines (<https://www.college-ece.ca/applicants/what-happens-after-you-submit-your-application-package-2/>), and application fees (<https://help.college-ece.ca/hc/en-ca/articles/20397303194907-How-much-does-it-cost-to-register-with-the-College>) for applicants, including information specific to individual assessment (<https://help.college-ece.ca/hc/en-ca/articles/20397408790811-What-s-involved-in->

an-individual-assessment) and labour mobility applicants (<https://help.college-ece.ca/hc/en-ca/articles/20397317072667-What-documentation-and-information-do-I-provide-if-I-hold-a-current-licensure-or-registration-in-ECE-with-another-province-or-territory-in-Canada-that-is-recognized-by-the-College-for-the-purpose-of-the-Agreement-on-Internal-Trade-AIT>). This information is available in both English and French. The College's website clearly explains that applicants may submit required documentation in any order, enabling them to continue progressing through the registration process even when certain documents are delayed. This non-sequential approach supports timely, fair access to registration. The website also outlines application fees, which are standardized for all applicants, including those undergoing Individual Assessments, despite the more rigorous review such applications require. The College has not increased application fees in the past eight years. Information regarding service timelines is publicly available. Applicants are advised that, within 10 business days of an assessment decision, the College will provide written notification outlining the decision, the reasons supporting it, and, where applicable, details regarding identified competency gaps. For applicants undergoing Individual Assessments, information is available online specifying the application process and method. The web page also explains how the College will use criteria based on the Early Childhood Education Program Standard (<https://files.ontario.ca/mcu-early-childhood-edu-2018-51211-en-2022-02-08.pdf>) approved in 2018 by the Ontario Ministry of Training, Colleges and Universities to determine if the applicant meets the educational requirements for registration. Individual Assessment applicants are also offered optional phone screenings to support informed decision-making prior to document submission. These screenings are not mandatory, and equivalent information is available by email and online for applicants who choose not to participate. During phone screenings, College staff gather information about an applicant's qualifications, clarify documentation requirements and timelines, and direct applicants to online application guides and frequently asked questions. Through these phone screenings, College staff identify an assessment approach that is likely to yield the most positive outcomes for the applicant. This includes identifying applicants who may be eligible to submit alternatives to required documentation and informing them of the College's Alternative Documents Policy. This policy and its accompanying guide clearly set out the College's commitment to accepting alternatives where standard documentation cannot be obtained for reasons beyond the applicant's control, outlines the circumstances in which this may be considered, identifies acceptable alternatives, and explains the process for requesting consideration. For applicants who meet

most of the education requirements but have not met all the vocational learning outcomes required for entry to practice, the College offers an opportunity to fill the gaps in their education prior to the issuance of a final decision. This approach is particularly beneficial for international applicants, as it may prevent the need to complete a full Ontario College of Applied Arts and Technology (OCAAT) diploma program and incur international student fees. It also prevents the need for an applicant to submit a new application for registration after completing the additional education. The College provides each eligible applicant with a list of the specific gaps identified and provides examples of courses that would satisfy each requirement, helping to guide applicants through the process. Each applicant in the gaps process is also provided with access to an online module and applicable College resources, which can be completed at any time during their application process. Because they are completing gaps coursework to become eligible for registration, a small number of applications will remain open for longer than a year.

b. Ensure that assessment approaches are competency-based, non-duplicative and unbiased. The College's approach to the assessment of qualifications of applicants who did not graduate from a program that is recognized (through regulation in the case of diploma programs offered by an OCAAT, or through program approval by the College) is competency-based and unbiased, relying on the vocational learning outcomes set out in the Early Childhood Education Program Standard, approved in 2018 by the Ontario Ministry of Training, Colleges and Universities, to assess equivalency. For applicants educated outside Canada, the College uses World Education Services (WES) to verify academic documentation. See information in section 1. Assessment of the content and equivalency of educational credentials is done by the College. This assessment may also include assessment of relevant work experience to determine whether an applicant's education and experience are equivalent to the program standard. Assessment is competency based and focuses on whether applicants have developed the skills necessary to practise the profession safely and ethically. Applicants are only required to undergo additional training where there is a specific deficit identified such that they do not meet the Vocational Learning Outcomes in the program standard. Applicants with remediable gaps may be eligible to complete eligible coursework at a recognized institution or access educational resources while keeping their application open. With respect to the language fluency requirement, the College's Language Fluency Policy sets out a variety of ways that applicants can meet this requirement. To ensure this assessment is non-duplicative, a language fluency test is not required for applicants who completed their post-secondary education in English or

French. Professional conduct requirements include proof of professional standing only for applicants who are currently or have previously been registered with a regulatory body. The application forms for all applicants include a self-declaration form regarding current or previous criminal, regulatory or similar matters relevant to practice. Supporting documentation such as criminal record checks is only required for applicants who declare current or previous charges or convictions. These issues are assessed in accordance with the College's Policy for Assessing Issues that May Affect the Practice of Early Childhood Education to ensure unbiased decision-making. To further support unbiased decision-making, College staff, Council and committees receive regular training. See information in section 3 (Anti-racism and inclusion-based policies and practices). Internal resources, such as the Guideline for Promoting Impartiality and Mitigating Potential Bias in Registration Practices and the Centering Equity in Registration guideline, further support consistent and equitable registration decisions. Registration staff also participate in regular team meetings to discuss concerns, share observations, and identify emerging trends, helping to ensure that assessment and decision-making processes remain fair, consistent, and unbiased.

c. Make examinations and other types of assessments available at least three times per year where there is sufficient demand. N/A. The College does not require an examination.

d. Communicate assessment decisions in writing, within 10 business days after an assessment decision is made, with reasons for the decision and details of competency gaps in cases of negative decisions. Assessment decisions are communicated in writing, within 10 business days after a decision is made, with reasons for the decision and details of competency gaps in cases of negative decisions.

e. Provide a process for applicants to request an appeal or review of an assessment decision. The College provides a process for applicants to request an appeal or review of an assessment decision on its website (<https://help.college-ece.ca/hc/en-ca/sections/20397371726875-How-do-I-appeal-a-decision>). If an applicant wishes to provide additional supporting documents, they may request a reconsideration by the Registrar. Applicants can submit new documentation for their application by submitting the Request for Reconsideration by the Registrar form (https://www.college-ece.ca/wp-content/uploads/forms/Form_Request_for_Reconsideration_or_Request_for_Review.pdf), including any additional relevant documentation not previously provided, and paying a non-refundable \$65 processing fee. The application is reconsidered with the additional information, and a new decision with reasons is issued to the applicant within 10 days of the decision. An applicant who does not have additional materials to submit may request that the Registration Appeals

Committee review the decision on their application. Applicants request a review by submitting the Request for Review by the Registration Appeals Committee form (https://www.college-ece.ca/wp-content/uploads/forms/Form_Request_for_Reconsideration_or_Request_for_Review.pdf) and paying an \$80 processing fee. The Committee reviews only the original application and decision. The file is considered at the next available Registration Appeals Committee meeting, and a written decision with reasons is provided within 10 days of the Committee's decision.

B. Third Party Accountability

These provisions specify the reasonable measures that a regulated profession must take to ensure that third party assessments of qualifications are undertaken in a way that is transparent, objective, impartial and fair. They require regulators to:

- a. Provide information to applicants on the role of the third party.
- b. Establish a process to address complaints by applicants about their experiences with third party assessment providers and inform applicants about the complaints process.
- c. Enter into an agreement with the third party that specifies:
 - The assessment criteria and methods that the third party is required to use in assessments and the minimum exam scores for a pass.
 - How frequently exams and other types of assessments are offered and, wherever feasible, indicating that applicants will have access to exams and other types of assessments at least three times in a calendar year.
 - The timelines for completing each step of the assessment process and the knowledge and expertise requirements for assessors.

The following are steps that College of EARLY CHILDHOOD EDUCATORS has taken to date to meet this new legal obligation.

See information in Step 1 regarding the College's relationship and agreement with WES. Information regarding the role of WES and the process for submitting a complaint are provided to applicants on the College's website.

C. Alternative Documentation

These provisions require that each regulator have an alternative documentation policy and submit it for review and approval by the Fairness Commissioner. The policy must provide for the regulator to accept reasonable alternatives to the documentation that is normally required if such documentation cannot be obtained for reasons beyond an applicant's control.

The College of EARLY CHILDHOOD EDUCATORS submitted a policy to the OFC by January 1, 2026.

Yes

D. Parallel Processing Plans

These provisions require that each regulator develop a parallel processing plan and submit it for review and approval by the Fairness Commissioner. The policy must permit applicants who experience a delay in one part of the registration process to proceed with other parts of the registration process wherever possible.

The College of EARLY CHILDHOOD EDUCATORS submitted a plan to the OFC by January 1, 2026.

Yes

9. Registration Timelines

Profession: Early Childhood Educator

A. Domestic Labour Mobility Applicants

Section 9.1 (4) of FARPACTA prescribes that regulators must make a registration decision within 30 calendar days from the time that they receive a complete application “and everything required by the regulated profession in respect of the application.”

Prior to July 1, 2025, the corresponding time limit was 30 business days.

College of EARLY CHILDHOOD EDUCATORS requires the following documentation before beginning to count the 30-day registration time-period. This would be the starting point of the registration process for the purpose the data summarized below.

- Completed application form
- Letter of standing / good character
- Other (please specify) Proof of identification Registration fee Proof of meeting language fluency requirement (only for applicants from provinces without this requirement)

January 1 to June 30, 2025

For domestic labour mobility applications received between January 1, 2025 and June 30, 2025 registration timelines and outcomes are summarized below:

Registration decisions	30 business days or less	More than 30 business days or decision pending
Full registration granted	83	0
Alternative registration granted	0	0
No registration granted	14	0

July 1 - December 31, 2025

For domestic labour mobility applications received between July 1, 2025 and November 30, 2025 and decisions made to December 31 (one month later), registration timelines and outcomes are summarized below.

Registration Decisions	30 calendar days or less	More than 30 calendar days or decision pending
Full registration granted	37	1
Alternative registration granted	0	0
No registration granted	6	0

B. Internationally Trained Individuals

Sections 5 and 6 of Ontario Regulation 261/22 made under FARPACTA set out two separate standards to measure how efficiently a regulated profession is processing applications that it receives from ITIs.

- **Three-month decision standard:** Under section 5, a regulator must make registration decisions for an ITI within three months following receipt of everything that it requires in respect of an application for registration, in at least 90% of all cases. Prior to July 1, 2025, the corresponding time limit was six months.
- **One-year reporting standard:** Under section 6, regulated professions must report on their ability to register ITIs, who are eligible for registration without condition, from the earlier of the date that:
 - a) the regulated profession receives everything it requires in respect of the individual's application for the registration, or:
 - b) any third party that assess the individual's qualification on behalf of the regulated profession, receives everything it requires for this purpose.

Section 6 of the regulation further stipulates that the regulator's annual Fair Registration Practices Report must include data on a regulator's compliance with the decision time standard, and its ability to meet the one-year reporting standard and, where the regulator has been unable to meet this one-year standard, the steps that the regulator is taking to meet this standard.

i) Decision Standard

College of EARLY CHILDHOOD EDUCATORS requires the following documentation before beginning to count the decision time standard for internationally trained individuals.

- Completed application form
- Letter of standing / good character
- Other (please specify) Proof of identification Registration Fee Proof of language fluency Credential verification report Course outlines Note: The College only requires a letter of standing when an applicant is or was previously registered with another regulatory body in any profession or jurisdiction

July 1, 2024 – June 30, 2025

For applications from internationally trained individuals received between July 1, 2024 and June 30, 2025 and decisions made to December 31 (six months later), registration timelines and outcomes are summarized below.

Registration decisions	Six months or less	More than six months or decision pending
Full registration granted	35	26
Alternative registration granted	0	0
No registration granted	165	46

Average time in weeks to communicate a registration decision following receipt of everything required by the regulator in respect of an application for registration.

The following decision timelines include applicants who would have been refused when the assessment was complete but were allowed up to one year to complete identified education gaps while the College kept their applications open. :

Average: 13.5 weeks

Min: 1 week

Max: 59.8 weeks

When these cases are excluded, the timelines are as follows:

Average: 9 weeks

Min: 1 week

Max: 33 weeks

The 26 individuals granted full membership beyond the six-month timeline exceeded this timeframe because, although they did not initially meet the College's requirements at the time of assessment, they were given the opportunity to address identified educational gaps before a final decision was made. Their assessments and gap offers were issued within the six-month timeframe, after which they were allowed up to one year to complete the required coursework while their applications remained open.

43 of the 46 applicants identified in the "More than six months or decision pending" are pending decisions due to these applicants taking part in the College's offer to fill gaps in their education prior to a decision being issued. The assessment outcomes and the offers to fill gaps were communicated to these applicants within the six-month timeframe. The files now remain open as the applicants complete their missing educational components to meet the registration requirements.

The above-mentioned approach to both sets of individuals benefits applicants who would otherwise be refused and required to reapply after further study. It also allows these individuals to propose courses in advance, enabling staff to confirm whether the planned education will meet the requirements for their specific file.

July 1, 2025 onwards

The new **three-month registration decision time standard**, which came into force on July 1, 2025, requires that each regulated profession communicate its registration decisions to ITIs within three months of receiving complete applications, in at least 90% of all cases.

College of EARLY CHILDHOOD EDUCATORS has taken or is taking the following steps to comply with communicating registration decisions to ITIs within three months of receiving complete applications.

Yes

ii) **One-year reporting standard**

A regulator’s ability to meet the one-year reporting standard is particularly important since this statistic incorporates the time required to complete third-party (TP) assessments. Often, the TP assessment stage consumes the largest portion of an ITI’s licensure journey. This section of the report addresses the role of a TP in the regulator’s registration process, data sharing mechanisms, and data on actual times in relation to the one-year reporting standard.

Third party assessment is the first point of contact for applicants in the registration process:

No

Name and assessment function of the third party is below:

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Data sharing

College of EARLY CHILDHOOD EDUCATORS has negotiated a mechanism for this third party to record and communicate the date on which the third party received everything that it requires for the purpose of assessing the ITIs qualifications (starting point for the one-year clock)

No

This data sharing mechanism and the measures used by the regulator to track actual times from this date to communication of a registration decision are described below: against the one-year reporting standard is below:

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For ITI applications that College of EARLY CHILDHOOD EDUCATORS received between January 1, 2024, and December 31, 2024, and registration decisions issued up until December 31, 2025, registration timelines and outcomes are summarized below. (Please note: The end date of December 31, 2024, is to allow for a one-year time period to communicate registration decisions)

Registration decisions	Decision Made in One Year or Less	Decision Made in More than One Year or Decision Pending
Full registration granted	0	0
Alternative registration granted	0	0
No registration granted	0	0

College of EARLY CHILDHOOD EDUCATORS has taken / is taking the following steps to **meet the one-year reporting standard.**



Glossary of terms

Applicant: An individual who has applied for membership in a regulated profession or compulsory trade, with the associated rights to practice their profession / trade or use a professional title.

Domestic labour mobility: Applications subject to the Canadian Free Trade Agreement, which stipulates that a certificate issued by one province or territory should be recognized by all others unless there is an exception due to public health, safety and security reasons.

Internationally educated / trained: An individual whose initial professional education was not from a Canadian educational institution, or who is applying for trade certification based on experience gained outside Canada. This category includes individuals with education / training in the US and other countries. It also includes individuals who completed their initial professional education outside Canada and later addressed gaps with courses or a bridging program based in Canada.

Jurisdiction of initial training: For professions, the jurisdiction in which an applicant obtained their initial professional education used in full or partial fulfilment of registration requirements. For trades, the jurisdiction of initial trade experience listed on a Trades Equivalency Assessment (TEA) application.

Member: An individual who has satisfied the conditions for registration in their profession / trade and has been granted the right to practice and/or the right to use a professional designation or title. Members may hold a full license to engage in independent practice, or they may hold an alternate class of registration.

Racial identity: Voluntary self-report data of racial identity as a social description. Follows categories identified in the Ontario Anti-Racism Directorate Data <<https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>> .

Registration requirements: the entry-to-practice requirements that that an applicant must meet to be granted full membership in a regulated profession or trade, with the associated right to practice or right to use a professional title.

- **Academic requirement:** The formal education, or equivalent, that is required for licensing or certification in a particular regulated profession or trade.
- **Experience requirement:** The experiential training or work experience that is required for licensing or certification in a particular regulated profession or trade.
- **Language requirement:** The level of language proficiency that is required for licensing or certification in a particular regulated profession or trade, and the language proficiency tests accepted in fulfillment of this requirement.

Third party service provider: An external organization that assesses applicant qualifications on behalf of the regulator.