

# INTERNATIONAL EDUCATION BOARD



## Eligibility Criteria Policy

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# 1. Preamble

1.1. The International Education Board, hereinafter referred to as IEB, is an independent, private, non-governmental, and non-statutory international education authority committed to quality assurance, accreditation, and standards development across diverse education and training sectors worldwide.

1.2. IEB operates as a voluntary quality recognition and benchmarking organization, supporting educational institutions and training providers through structured evaluation, ethical standards, and continuous improvement frameworks.

1.3. IEB accreditation is a voluntary quality recognition process designed to support institutions in demonstrating their commitment to quality education, continuous improvement, and ethical practice.

1.4. IEB accreditation does not constitute government approval, statutory recognition, degree equivalence, or professional licensure. IEB respects and operates complementary to national and regional regulatory authorities.

1.5. This Eligibility Criteria Policy establishes the requirements that institutions and education providers must meet to be considered for IEB accreditation.

1.6. Eligibility criteria serve as threshold requirements that must be satisfied before an institution can proceed through the full accreditation evaluation process.

1.7. Meeting eligibility criteria does not guarantee accreditation but confirms that an institution may proceed to full evaluation against IEB standards.

1.8. This policy should be read in conjunction with other IEB policies, including the Accreditation Process Policy, Accreditation Framework and Standards Policy, and other applicable IEB governance documents.

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## 2. Purpose

2.1. The purpose of this policy is to define the eligibility requirements for institutions seeking IEB accreditation.

2.2. This policy aims to establish clear, transparent, and consistent criteria for determining which institutions may apply for accreditation.

2.3. This policy provides guidance to prospective applicants on the minimum requirements they must meet before applying.

2.4. This policy ensures that the accreditation process is accessible to qualified institutions while maintaining meaningful threshold standards.

2.5. This policy protects the integrity of IEB accreditation by ensuring applicants have appropriate foundations for quality evaluation.

2.6. This policy establishes a fair and equitable framework that accommodates diverse institutional types, sectors, and delivery modes.

2.7. This policy supports institutions in conducting self-assessment of their readiness for the accreditation process.

2.8. This policy provides clarity on circumstances where eligibility may not be met and pathways to address gaps.

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## 3. Scope

### 3.1. Applicability

3.1.1. This policy applies to all institutions and education providers considering or seeking IEB accreditation.

3.1.2. This policy applies to institutions seeking institutional accreditation, where the entire institution is evaluated.

3.1.3. This policy applies to institutions seeking program accreditation, where specific programs or courses are evaluated.

3.1.4. This policy applies to institutions seeking provisional or candidacy status as a pathway to full accreditation.

3.1.5. This policy applies to institutions seeking renewal of existing accreditation.

3.1.6. This policy applies to all sectors within IEB's accreditation scope, including higher education, schools, vocational training, professional development, healthcare education, and other sectors.

3.1.7. This policy applies to all delivery modes, including campus-based, online, distance, blended, and hybrid learning providers.

### 3.2. Geographic Scope

3.2.1. This policy applies globally to institutions operating in any country or jurisdiction.

3.2.2. Institutions must comply with applicable local laws and regulations in their jurisdiction of operation.

3.2.3. IEB eligibility criteria are applied consistently regardless of geographic location.

3.2.4. Certain criteria may be adapted to accommodate jurisdictional differences while maintaining core standards.

### 3.3. Types of Applicants Covered

3.3.1. Universities and higher education institutions are covered by this policy.

3.3.2. Schools, colleges, and pre-university education providers are covered by this policy.

3.3.3. Online, distance, blended, and hybrid learning institutions are covered by this policy.

3.3.4. Homeschooling support organizations and alternative education providers are covered by this policy.

3.3.5. Skill enhancement, vocational, and professional training providers are covered by this policy.

3.3.6. Continuing Professional Development program providers are covered by this policy.

3.3.7. Healthcare, aesthetic, dental, and clinical education providers are covered by this policy.

3.3.8. Non-formal and lifelong learning institutions are covered by this policy.

3.3.9. Any other institution or provider within IEB's accreditation scope is covered by this policy.

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## 4. Definitions

- 4.1. **Eligibility** means the status of meeting the threshold requirements necessary to be considered for IEB accreditation evaluation.
- 4.2. **Eligibility Criteria** means the specific requirements that must be satisfied for an institution to qualify for accreditation consideration.
- 4.3. **Applicant Institution** means an education or training provider seeking IEB accreditation.
- 4.4. **Institutional Accreditation** means accreditation of an entire institution, evaluating its overall quality systems, governance, and operations.
- 4.5. **Program Accreditation** means accreditation of specific educational programs, courses, or qualifications within an institution.
- 4.6. **Provisional Status** means a pre-accreditation recognition for institutions demonstrating commitment to quality but requiring further development.
- 4.7. **Candidacy Status** means a formal preparatory stage during which an institution works toward meeting full accreditation requirements.
- 4.8. **Legal Establishment** means formal registration or incorporation of an institution under applicable laws in its jurisdiction of operation.
- 4.9. **Operational Status** means the active delivery of education or training programs to enrolled learners.
- 4.10. **Minimum Operating Period** means the required duration of operational activity before eligibility for accreditation.
- 4.11. **Governing Body** means the board, council, or authority responsible for institutional governance and oversight.
- 4.12. **Chief Executive** means the principal officer responsible for institutional leadership and management, such as a president, rector, principal, or director.
- 4.13. **Quality Assurance Mechanisms** means the systems, policies, and processes an institution uses to ensure and improve educational quality.
- 4.14. **Financial Viability** means the institution's capacity to sustain operations and fulfill commitments to learners.
- 4.15. **Good Standing** means the absence of unresolved regulatory sanctions, legal prohibitions, or serious ethical violations.
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## 5. Guiding Principles

The eligibility determination process is governed by the following principles:

### 5.1. Transparency

- 5.1.1. Eligibility criteria are clearly documented and publicly available.
- 5.1.2. Prospective applicants receive complete information about requirements before applying.
- 5.1.3. Eligibility determinations are communicated with clear rationale.
- 5.1.4. Any changes to eligibility criteria are communicated in advance.

### 5.2. Fairness and Consistency

- 5.2.1. Eligibility criteria are applied consistently across all applicants.
- 5.2.2. Similar institutions are treated similarly in eligibility determinations.
- 5.2.3. Criteria are designed to be fair to diverse institutional types and contexts.
- 5.2.4. Determinations are based on objective evidence rather than subjective judgment.

### 5.3. Accessibility

- 5.3.1. Eligibility criteria establish meaningful thresholds without creating unnecessary barriers.
- 5.3.2. Criteria accommodate diverse institutional types, sizes, and delivery modes.
- 5.3.3. Pathways exist for developing institutions to work toward eligibility.
- 5.3.4. The eligibility assessment process is straightforward and supportive.

### 5.4. Quality Focus

- 5.4.1. Criteria establish threshold requirements that indicate readiness for quality evaluation.
- 5.4.2. Eligibility requirements reflect fundamental elements necessary for quality education.
- 5.4.3. Meeting eligibility criteria indicates an institution has foundations for quality assessment.
- 5.4.4. Criteria support the overall integrity and value of IEB accreditation.

### 5.5. Respect for Diversity

- 5.5.1. Criteria accommodate different educational philosophies and approaches.

5.5.2. Criteria are sensitive to different national and cultural contexts.

5.5.3. Criteria recognize that quality can be demonstrated through various means.

5.5.4. One-size-fits-all approaches are avoided where flexibility serves quality goals.

## **5.6. Proportionality**

5.6.1. Eligibility requirements are proportionate to the type and level of accreditation sought.

5.6.2. Requirements for institutional accreditation may differ from those for program accreditation.

5.6.3. Requirements for provisional status are appropriately differentiated from full accreditation.

5.6.4. Requirements consider institutional size, sector, and complexity.

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## 6. General Eligibility Requirements

### 6.1. Overview

6.1.1. All institutions seeking IEB accreditation must meet the general eligibility requirements specified in this section.

6.1.2. These requirements apply regardless of institutional type, sector, or delivery mode.

6.1.3. Additional sector-specific or type-specific requirements may apply as specified in subsequent sections.

6.1.4. All requirements must be met at the time of application and maintained throughout the accreditation process.

### 6.2. Legal Establishment

6.2.1. The institution must be legally established under the laws of its jurisdiction of operation.

6.2.2. Legal establishment may be demonstrated through incorporation, registration, licensing, or other formal recognition as required by applicable law.

6.2.3. The institution must provide documentary evidence of legal establishment.

6.2.4. If operating in multiple jurisdictions, the institution must be legally compliant in all jurisdictions where it operates.

6.2.5. The legal entity applying for accreditation must be clearly identified.

### 6.3. Operational Status

6.3.1. The institution must be actively operational and delivering educational programs at the time of application.

6.3.2. Institutions that have not yet commenced operations are not eligible for full accreditation but may apply for candidacy status.

6.3.3. The institution must have enrolled learners actively engaged in educational programs.

6.3.4. Evidence of operational status includes enrollment records, program schedules, and evidence of teaching and learning activities.

### 6.4. Minimum Operating Period

6.4.1. For full institutional accreditation, the institution must have been operational for a minimum of two years.

6.4.2. For program accreditation, the program must have been delivered for a minimum of one complete cycle, meaning at least one cohort must have completed the program.

6.4.3. For provisional or candidacy status, there is no minimum operating period, but the institution must be actively delivering programs.

6.4.4. The operating period is calculated from the date of first enrollment of learners in educational programs.

6.4.5. In exceptional circumstances, IEB may consider applications from institutions with shorter operating periods if they demonstrate exceptional quality foundations.

## **6.5. Educational Purpose**

6.5.1. The institution's primary purpose must be the provision of education, training, or learning opportunities.

6.5.2. The institution must have a clearly articulated educational mission.

6.5.3. The institution must offer structured educational programs, courses, or learning experiences.

6.5.4. Organizations whose primary purpose is not educational are not eligible for accreditation.

## **6.6. Governance Structure**

6.6.1. The institution must have an established governance structure appropriate to its size and nature.

6.6.2. A governing body or authority with responsibility for institutional oversight must be identified.

6.6.3. The chief executive or principal officer must be identified.

6.6.4. Governance arrangements must provide for accountability and ethical conduct.

6.6.5. Evidence of governance structure includes organizational charts, governance documents, and identification of key personnel.

## **6.7. Quality Assurance Commitment**

6.7.1. The institution must demonstrate commitment to quality assurance and continuous improvement.

6.7.2. Basic quality assurance mechanisms must be in place or in development.

6.7.3. The institution must be committed to the principles underlying IEB accreditation.

6.7.4. Evidence of quality commitment may include quality policies, improvement plans, and evidence of self-evaluation activities.

**6.8. Financial Capacity**

6.8.1. The institution must demonstrate adequate financial capacity to sustain its operations.

6.8.2. Financial capacity includes the ability to deliver programs, maintain resources, and fulfill commitments to learners.

6.8.3. Evidence of financial capacity may include financial statements, audit reports, or other appropriate documentation.

6.8.4. Institutions facing significant financial distress that threatens educational continuity may not be eligible.

**6.9. Ethical Conduct**

6.9.1. The institution must operate with integrity and ethical conduct.

6.9.2. The institution must not engage in fraudulent, deceptive, or misleading practices.

6.9.3. The institution must treat learners, staff, and stakeholders fairly.

6.9.4. Evidence of ethical concerns may affect eligibility determination.

**6.10. Good Standing**

6.10.1. The institution must be in good standing with relevant authorities in its jurisdiction.

6.10.2. Good standing means the absence of current sanctions, prohibitions, or enforcement actions that would prevent the institution from operating legally.

6.10.3. Institutions subject to regulatory suspension or prohibition are not eligible during the period of such sanctions.

6.10.4. Previous sanctions that have been resolved do not automatically preclude eligibility but may be considered.

**6.11. Willingness to Participate**

6.11.1. The institution must be willing to participate fully in the accreditation process.

6.11.2. Participation includes providing accurate information, facilitating evaluation activities, and cooperating with IEB requirements.

6.11.3. The institution must be willing to accept and act upon evaluation findings.

6.11.4. The institution must be willing to comply with post-accreditation requirements if accredited.

# 7. Institutional Eligibility Criteria

## 7.1. Overview

7.1.1. This section specifies additional eligibility criteria for institutions seeking institutional accreditation.

7.1.2. Institutional accreditation evaluates the entire institution's quality systems, governance, and operations.

7.1.3. These criteria supplement the general eligibility requirements in Section 6.

## 7.2. Institutional Identity and Mission

7.2.1. The institution must have a clearly defined identity and mission.

7.2.2. The mission must be documented and communicated to stakeholders.

7.2.3. The institution must be able to articulate its educational philosophy and approach.

7.2.4. The mission must be appropriate to the institution's context and stakeholders.

## 7.3. Comprehensive Operations

7.3.1. The institution must have comprehensive operations appropriate to its mission.

7.3.2. Operations must include academic or educational functions, administrative functions, and student or learner support functions.

7.3.3. The institution must have sufficient infrastructure, whether physical or digital, to support its operations.

7.3.4. Human resources must be adequate to deliver programs and support learners.

## 7.4. Program Portfolio

7.4.1. The institution must offer a coherent portfolio of educational programs.

7.4.2. Programs must align with the institutional mission.

7.4.3. At least one program must have been delivered for a complete cycle with learners completing the program.

7.4.4. Evidence of program delivery includes program documentation, enrollment records, and completion data.

## 7.5. Learner Enrollment

7.5.1. The institution must have a meaningful number of enrolled learners.

7.5.2. What constitutes meaningful enrollment depends on institutional type and context.

7.5.3. As a general guideline, the institution should have sufficient learners to demonstrate operational viability.

7.5.4. Very small or newly established institutions may be more appropriate for provisional status initially.

## **7.6. Governance Capacity**

7.6.1. The governing body must have capacity and capability for effective oversight.

7.6.2. Governance arrangements must provide for strategic direction, accountability, and risk management.

7.6.3. The governing body should meet regularly and maintain appropriate records.

7.6.4. Separation of governance and management functions should be evident, appropriate to institutional size.

## **7.7. Academic or Educational Leadership**

7.7.1. The institution must have identified academic or educational leadership.

7.7.2. Leadership must have appropriate qualifications and experience for the institutional context.

7.7.3. Leadership responsibilities must be clearly defined.

7.7.4. Evidence of leadership capacity includes credentials, experience records, and organizational structure.

## **7.8. Quality Management System**

7.8.1. The institution must have quality management mechanisms in place.

7.8.2. Quality mechanisms may include policies, procedures, monitoring systems, and review processes.

7.8.3. The institution must demonstrate commitment to using quality information for improvement.

7.8.4. A mature, comprehensive quality system is not required for eligibility, but foundational elements must be present.

## **7.9. Stakeholder Engagement**

7.9.1. The institution must demonstrate engagement with relevant stakeholders.

7.9.2. Stakeholders include learners, staff, employers, and communities served.

7.9.3. Mechanisms for gathering and responding to stakeholder feedback should be evident.

7.9.4. Stakeholder engagement appropriate to institutional context and sector is expected.

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## **8. Program Eligibility Criteria**

### **8.1. Overview**

8.1.1. This section specifies eligibility criteria for institutions seeking program accreditation.

8.1.2. Program accreditation evaluates specific educational programs, courses, or qualifications.

8.1.3. The institution offering the program must meet general eligibility requirements.

8.1.4. Additional program-specific criteria must also be satisfied.

### **8.2. Institutional Foundation**

8.2.1. The institution offering the program must be legally established.

8.2.2. The institution must be operational and in good standing.

8.2.3. The institution must meet basic governance and ethical conduct requirements.

8.2.4. The institution need not be institutionally accredited to seek program accreditation, but must meet threshold institutional requirements.

### **8.3. Program Definition**

8.3.1. The program must be clearly defined and documented.

8.3.2. The program must have identified learning outcomes or competencies.

8.3.3. The program must have a structured curriculum or learning pathway.

8.3.4. The program must have defined duration, credit value, or learning hours as appropriate.

### **8.4. Program Delivery**

8.4.1. The program must have been delivered for at least one complete cycle.

8.4.2. At least one cohort of learners must have completed the program.

8.4.3. For programs currently being delivered for the first time, provisional program recognition may be more appropriate.

8.4.4. Evidence of delivery includes enrollment records, assessment records, and completion certificates.

### **8.5. Program Resources**

8.5.1. Adequate resources must be available to deliver the program effectively.

8.5.2. Resources include qualified faculty or instructors, learning materials, and facilities or platforms.

8.5.3. Resources must be appropriate to the program level, mode, and discipline.

8.5.4. Evidence of resources includes faculty profiles, resource inventories, and platform access.

## **8.6. Assessment and Certification**

8.6.1. The program must have established assessment methods.

8.6.2. Assessment must be aligned with program learning outcomes.

8.6.3. Successful learners must receive appropriate certification, credentials, or recognition of achievement.

8.6.4. Evidence includes assessment frameworks, sample assessments, and credential samples.

## **8.7. Learner Information**

8.7.1. Clear and accurate information must be provided to prospective learners.

8.7.2. Information must include program content, duration, costs, and expected outcomes.

8.7.3. Any limitations or requirements for external recognition should be clearly communicated.

8.7.4. Information provided must not be misleading or deceptive.

## **8.8. Quality Monitoring**

8.8.1. Mechanisms must be in place to monitor program quality.

8.8.2. Learner feedback must be collected and considered.

8.8.3. Program outcomes must be tracked to the extent possible.

8.8.4. Evidence of quality monitoring includes feedback systems, outcome data, and review records.

## 9. Sector-Specific Eligibility Requirements

### 9.1. Overview

9.1.1. Certain sectors have additional eligibility requirements reflecting sector-specific considerations.

9.1.2. These requirements supplement, and do not replace, general and type-specific criteria.

9.1.3. Applicants should identify the relevant sector category and ensure all applicable requirements are met.

### 9.2. Higher Education Institutions

9.2.1. Higher education institutions must demonstrate capacity to deliver education at the appropriate level.

9.2.2. Faculty must have qualifications appropriate to the level of education offered.

9.2.3. Research capacity or scholarly activity may be relevant depending on institutional mission.

9.2.4. Library or information resources must be adequate for higher education purposes.

9.2.5. Student support services appropriate to higher education must be available.

### 9.3. Schools and Pre-University Education Providers

9.3.1. Schools must demonstrate compliance with applicable education laws in their jurisdiction.

9.3.2. Teacher qualifications must be appropriate for the age groups and subjects taught.

9.3.3. Curriculum must be appropriate for the educational stage.

9.3.4. Child safeguarding policies and practices must be in place.

9.3.5. Facilities must be safe and appropriate for the learner age groups.

### 9.4. Vocational and Professional Training Providers

9.4.1. Training providers must demonstrate relevance of programs to industry or professional needs.

9.4.2. Trainers must have appropriate qualifications and industry experience.

9.4.3. Practical training facilities, equipment, or partnerships must be adequate.

9.4.4. Links to industry or professional bodies are encouraged.

9.4.5. Outcomes such as employment or professional competence should be tracked.

### **9.5. Continuing Professional Development Providers**

9.5.1. CPD providers must demonstrate expertise in the professional fields they serve.

9.5.2. Programs must be designed to enhance professional competence.

9.5.3. Instructors must have relevant professional credentials and experience.

9.5.4. Programs should be designed to meet professional development needs.

9.5.5. Mechanisms for assessing learning and providing appropriate recognition should be in place.

### **9.6. Healthcare, Dental, and Clinical Education Providers**

9.6.1. Healthcare education providers must demonstrate compliance with applicable health and safety regulations.

9.6.2. Clinical training facilities must meet appropriate standards for patient safety.

9.6.3. Instructors must have relevant clinical qualifications and experience.

9.6.4. Patient or client safety policies must be in place for any practical training.

9.6.5. Programs must be designed to develop competencies appropriate to the healthcare field.

9.6.6. IEB accreditation of healthcare programs does not constitute professional licensure or registration.

### **9.7. Aesthetic and Wellness Education Providers**

9.7.1. Aesthetic education providers must demonstrate appropriate facilities for practical training.

9.7.2. Health and safety policies must address risks associated with aesthetic procedures.

9.7.3. Instructors must have relevant qualifications and industry experience.

9.7.4. Hygiene and sanitation standards must be maintained.

9.7.5. Client safety protocols must be established for training involving clients.

# 10. Eligibility for Online and Distance Learning Providers

## 10.1. Overview

- 10.1.1. Online and distance learning providers are eligible for IEB accreditation.
- 10.1.2. The general eligibility requirements apply to online providers.
- 10.1.3. Additional criteria address the specific characteristics of online and distance delivery.

## 10.2. Technology Infrastructure

- 10.2.1. The provider must have reliable technology infrastructure to deliver online education.
- 10.2.2. Learning platforms must be functional, accessible, and appropriate for the programs offered.
- 10.2.3. Technical support must be available to learners.
- 10.2.4. Contingency arrangements for technology failures should be in place.

## 10.3. Online Pedagogy

- 10.3.1. Programs must be designed for effective online delivery, not merely transferred from face-to-face formats.
- 10.3.2. Interactive elements and learner engagement mechanisms must be incorporated.
- 10.3.3. Assessment methods must be appropriate for online delivery and ensure integrity.
- 10.3.4. Instructor competence in online teaching must be demonstrated.

## 10.4. Learner Support

- 10.4.1. Support services must be accessible to online learners.
- 10.4.2. Support includes academic support, technical support, and administrative assistance.
- 10.4.3. Communication channels between learners and instructors must be established.
- 10.4.4. Response times for learner queries should be reasonable.

## 10.5. Identity Verification

- 10.5.1. Mechanisms must be in place to verify learner identity for assessment purposes.
- 10.5.2. The provider must have policies addressing academic integrity in online environments.

10.5.3. Assessment security measures must be appropriate to the stakes of the assessment.

#### **10.6. Accessibility**

10.6.1. Online platforms should be designed with accessibility considerations.

10.6.2. Reasonable accommodations for learners with disabilities should be available.

10.6.3. The provider should consider the diverse technology access circumstances of learners.

#### **10.7. Legal Compliance**

10.7.1. Online providers must comply with applicable laws in jurisdictions where they operate and enroll learners.

10.7.2. Data protection and privacy requirements must be addressed.

10.7.3. Consumer protection requirements applicable to online education must be followed.

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# 11. Eligibility for Non-Traditional and Alternative Education Providers

## 11.1. Overview

11.1.1. IEB recognizes the diversity of educational approaches and welcomes applications from non-traditional providers.

11.1.2. Non-traditional providers include homeschooling support organizations, alternative schools, microschools, learning pods, and innovative education models.

11.1.3. General eligibility requirements apply, with appropriate adaptation to context.

## 11.2. Educational Philosophy

11.2.1. The provider must have a clearly articulated educational philosophy.

11.2.2. The philosophy must be coherent and appropriately implemented.

11.2.3. The approach must prioritize learner welfare and educational benefit.

11.2.4. Alternative approaches are welcomed but must demonstrate educational validity.

## 11.3. Structured Learning

11.3.1. Learning experiences must be structured and intentional, even if not following traditional formats.

11.3.2. Learning goals or outcomes must be identified.

11.3.3. Progress and achievement must be assessed or evaluated in some manner.

11.3.4. Documentation of learning and achievement must be maintained.

## 11.4. Qualified Facilitators

11.4.1. Those facilitating learning must have appropriate capabilities for their role.

11.4.2. Qualifications may differ from traditional teacher credentials but must be relevant.

11.4.3. Support and development for facilitators should be available.

11.4.4. The provider must be able to demonstrate facilitator competence.

## 11.5. Learner Welfare

11.5.1. Learner welfare must be a priority for all non-traditional providers.

11.5.2. Safeguarding measures must be appropriate to the context and learner demographics.

11.5.3. The provider must operate in the best interests of learners.

11.5.4. Parents or guardians must be appropriately involved for minor learners.

#### **11.6. Legal Compliance**

11.6.1. Non-traditional providers must comply with applicable laws regarding education in their jurisdiction.

11.6.2. Requirements for homeschooling, alternative education, or private education vary by jurisdiction.

11.6.3. The provider must be aware of and compliant with relevant requirements.

11.6.4. IEB accreditation does not satisfy statutory requirements where they exist.

#### **11.7. Organizational Capacity**

11.7.1. The provider must have sufficient organizational capacity to deliver its educational services.

11.7.2. Governance and accountability must be appropriate to the provider's scale and context.

11.7.3. Very informal arrangements may not meet the threshold for organizational capacity.

11.7.4. The provider must be able to engage meaningfully with the accreditation process.

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# 12. Eligibility for New and Developing Institutions

## 12.1. Overview

12.1.1. IEB provides pathways for new and developing institutions that may not yet meet full accreditation eligibility.

12.1.2. These pathways support institutions in developing toward full accreditation.

12.1.3. Provisional status and candidacy status are available for qualifying institutions.

## 12.2. Candidacy Status

12.2.1. Candidacy status is available for institutions planning to seek accreditation but not yet meeting full eligibility.

12.2.2. Candidacy indicates the institution has committed to working toward IEB accreditation.

12.2.3. Candidacy does not constitute accreditation and must not be represented as such.

12.2.4. Candidacy provides a framework for institutional development guided by IEB standards.

## 12.3. Eligibility for Candidacy

12.3.1. The institution must be legally established.

12.3.2. The institution must have a clear educational mission and plan.

12.3.3. The institution must be operational or have a credible plan for commencing operations.

12.3.4. The institution must demonstrate commitment to meeting IEB standards.

12.3.5. The institution must have adequate resources to pursue candidacy activities.

12.3.6. A governance structure must be in place.

12.3.7. The institution must be in good standing and operate ethically.

## 12.4. Provisional Status

12.4.1. Provisional status is available for institutions that meet most but not all full eligibility or accreditation requirements.

12.4.2. Provisional status may be appropriate for institutions with limited operating history but strong quality foundations.

12.4.3. Provisional status may be granted when an institution substantially meets standards but has specific areas for development.

12.4.4. Provisional status is time-limited and requires progress toward full accreditation.

### **12.5. Eligibility for Provisional Status**

12.5.1. The institution must be legally established.

12.5.2. The institution must be operational and delivering educational programs.

12.5.3. Enrolled learners must be actively engaged in programs.

12.5.4. Governance and leadership structures must be in place.

12.5.5. Quality commitment must be demonstrated.

12.5.6. The institution must demonstrate potential to meet full accreditation requirements within a reasonable period.

12.5.7. No fundamental barriers to future full accreditation should exist.

### **12.6. Transition Expectations**

12.6.1. Institutions granted candidacy or provisional status are expected to progress toward full accreditation.

12.6.2. A development plan with milestones should be established.

12.6.3. IEB may provide guidance and support during the development period.

12.6.4. Regular progress reporting is required.

12.6.5. Failure to demonstrate progress may result in withdrawal of candidacy or provisional status.

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# 13. Eligibility Verification Process

## 13.1. Overview

13.1.1. Eligibility is verified as part of the accreditation application process.

13.1.2. Verification occurs during Stage 1, the Pre-Application stage, and Stage 2, the Formal Application stage.

13.1.3. Eligibility determination is based on documented evidence provided by the applicant.

13.1.4. IEB may verify information through independent sources where appropriate.

## 13.2. Pre-Application Eligibility Review

13.2.1. During the pre-application stage, a preliminary eligibility assessment is conducted.

13.2.2. The assessment is based on information provided by the prospective applicant.

13.2.3. The preliminary assessment indicates whether the institution appears to meet eligibility criteria.

13.2.4. The preliminary assessment is indicative and does not guarantee eligibility.

13.2.5. Concerns identified at this stage are communicated to the prospective applicant.

## 13.3. Formal Eligibility Determination

13.3.1. Formal eligibility determination occurs upon submission of a complete application.

13.3.2. IEB reviews all submitted documentation against eligibility criteria.

13.3.3. Additional information may be requested to clarify eligibility questions.

13.3.4. The eligibility determination is documented.

13.3.5. The applicant is notified of the eligibility determination.

## 13.4. Required Evidence

13.4.1. Evidence required for eligibility verification includes legal establishment documents such as registration certificates and incorporation documents.

13.4.2. Evidence includes governance documents such as constitutions, bylaws, and board composition.

13.4.3. Evidence includes operational evidence such as enrollment records and program schedules.

13.4.4. Evidence includes financial capacity indicators such as financial statements and audit reports.

13.4.5. Evidence includes good standing evidence such as regulatory compliance certificates and declarations.

13.4.6. Evidence includes leadership identification such as credentials and appointment records.

13.4.7. Evidence includes mission and purpose documentation.

13.4.8. Additional evidence may be required for sector-specific or type-specific criteria.

### **13.5. Verification Methods**

13.5.1. Document review is the primary method for eligibility verification.

13.5.2. IEB may verify documents through official sources where feasible.

13.5.3. IEB may conduct inquiries with regulatory authorities where appropriate.

13.5.4. In some cases, preliminary site visits or virtual meetings may support eligibility verification.

13.5.5. The applicant is responsible for the accuracy of information provided.

### **13.6. Timeline**

13.6.1. Preliminary eligibility assessment is typically completed within two weeks of enquiry.

13.6.2. Formal eligibility determination is typically completed within three weeks of complete application submission.

13.6.3. Timelines may vary based on complexity and responsiveness.

13.6.4. Requests for additional information extend the timeline.

### **13.7. Eligibility Outcomes**

13.7.1. If eligibility is confirmed, the application proceeds to the documentation review and evaluation stages.

13.7.2. If eligibility is not confirmed, the applicant is notified with reasons.

13.7.3. If eligibility is uncertain, additional information may be requested or conditional eligibility may be granted pending clarification.

13.7.4. Applicants not meeting full accreditation eligibility may be advised of candidacy or provisional status options.

# 14. Eligibility Self-Assessment

## 14.1. Purpose of Self-Assessment

- 14.1.1. IEB encourages prospective applicants to conduct eligibility self-assessment before applying.
- 14.1.2. Self-assessment helps institutions understand whether they meet eligibility criteria.
- 14.1.3. Self-assessment identifies gaps that may need to be addressed before application.
- 14.1.4. Self-assessment supports efficient use of resources by both the institution and IEB.

## 14.2. Self-Assessment Tool

- 14.2.1. IEB provides an eligibility self-assessment tool for prospective applicants.
- 14.2.2. The tool guides institutions through all applicable eligibility criteria.
- 14.2.3. The tool is available through IEB's official channels.
- 14.2.4. Completion of the self-assessment is recommended but not mandatory before application.

## 14.3. Using Self-Assessment Results

- 14.3.1. If self-assessment indicates eligibility criteria are met, the institution may proceed to apply.
- 14.3.2. If self-assessment indicates gaps, the institution should address these before applying.
- 14.3.3. If self-assessment is uncertain, the institution may contact IEB for guidance.
- 14.3.4. Self-assessment results may be submitted with the application for reference.

## 14.4. Pre-Application Consultation

- 14.4.1. IEB offers pre-application consultation to discuss eligibility questions.
  - 14.4.2. Consultation can clarify how criteria apply to specific institutional circumstances.
  - 14.4.3. Consultation does not constitute a binding eligibility determination.
  - 14.4.4. Consultation supports institutions in making informed decisions about applying.
-

# 15. Exceptions and Special Circumstances

## 15.1. Exceptional Circumstances

15.1.1. IEB recognizes that exceptional circumstances may affect an institution's ability to meet standard eligibility criteria.

15.1.2. Institutions facing exceptional circumstances may request consideration of their situation.

15.1.3. Requests must be documented and explain how the circumstances affect eligibility.

15.1.4. IEB considers requests on a case-by-case basis.

## 15.2. Examples of Exceptional Circumstances

15.2.1. Exceptional circumstances may include institutions operating in crisis-affected regions.

15.2.2. Exceptional circumstances may include institutions serving highly specialized or underserved populations.

15.2.3. Exceptional circumstances may include innovative educational models that do not fit standard criteria.

15.2.4. Exceptional circumstances may include jurisdictions where standard documentation is not available.

15.2.5. Exceptional circumstances may include institutions recovering from force majeure events.

## 15.3. Alternative Evidence

15.3.1. Where standard evidence is not available, alternative evidence may be accepted.

15.3.2. Alternative evidence must reasonably demonstrate that the intent of the criteria is met.

15.3.3. The applicant must explain why standard evidence is unavailable.

15.3.4. Acceptance of alternative evidence is at IEB's discretion.

## 15.4. Conditional Eligibility

15.4.1. In some cases, conditional eligibility may be granted.

15.4.2. Conditional eligibility allows the application to proceed while specific eligibility concerns are addressed.

15.4.3. Conditions must be satisfied before a final accreditation decision is made.

15.4.4. Conditions and timeframes are clearly specified.

### **15.5. Exceptions Approval**

15.5.1. Exceptions to standard eligibility criteria require approval by designated IEB authority.

15.5.2. Exceptions are documented and retained in records.

15.5.3. Exceptions do not set precedent but are decided on case-specific merits.

15.5.4. Exceptions must not compromise the fundamental integrity of the accreditation process.

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# 16. Ineligibility and Disqualification

## 16.1. Grounds for Ineligibility

16.1.1. An institution is ineligible for accreditation if it does not meet the general eligibility requirements.

16.1.2. An institution is ineligible if it is not legally established in its jurisdiction.

16.1.3. An institution is ineligible if it is not operational and actively delivering education.

16.1.4. An institution is ineligible if it fails to meet the minimum operating period for the accreditation type sought.

16.1.5. An institution is ineligible if it lacks appropriate governance structure.

16.1.6. An institution is ineligible if it is not in good standing with relevant authorities.

## 16.2. Disqualification Grounds

16.2.1. An institution is disqualified from accreditation consideration if it has engaged in fraud or misrepresentation in its application.

16.2.2. An institution is disqualified if it has been prohibited from operating by relevant authorities.

16.2.3. An institution is disqualified if it has been found to engage in serious ethical violations.

16.2.4. An institution is disqualified if it has falsely claimed IEB accreditation without authorization.

16.2.5. An institution is disqualified if it has been previously accredited by IEB and had accreditation withdrawn for cause within the past three years.

## 16.3. Notification of Ineligibility

16.3.1. If an institution is determined to be ineligible, it is notified in writing.

16.3.2. The notification specifies the criteria not met and the reasons for the determination.

16.3.3. The notification provides guidance on addressing eligibility gaps where applicable.

16.3.4. The notification informs the institution of any applicable appeal rights.

## 16.4. Consequences of Ineligibility

16.4.1. Ineligible applications do not proceed to evaluation.



16.4.2. Application fees for ineligible applications may be partially refunded as specified in the fee policy.

16.4.3. Ineligibility is recorded in IEB records but is not publicly disclosed.

16.4.4. Institutions may reapply when eligibility concerns are addressed.

### **16.5. Consequences of Disqualification**

16.5.1. Disqualified applications are rejected without evaluation.

16.5.2. Application fees for disqualified applications are not refunded.

16.5.3. Disqualification may include a bar on future applications for a specified period.

16.5.4. The bar period depends on the severity of the grounds for disqualification.

16.5.5. IEB may disclose disqualification to protect public interest in serious cases.

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# 17. Reapplication After Ineligibility Determination

## 17.1. Right to Reapply

17.1.1. Institutions found ineligible may reapply once eligibility concerns are addressed.

17.1.2. There is no mandatory waiting period for reapplication after ineligibility, except for disqualified institutions.

17.1.3. Reapplication requires new application submission and payment of applicable fees.

## 17.2. Addressing Eligibility Gaps

17.2.1. Before reapplying, the institution should address all identified eligibility gaps.

17.2.2. The reapplication should demonstrate how gaps have been addressed.

17.2.3. Evidence of changes made should be included with the reapplication.

17.2.4. Institutions are encouraged to contact IEB for guidance before reapplying.

## 17.3. Reapplication Review

17.3.1. Reapplications are reviewed following the same process as initial applications.

17.3.2. Previous ineligibility does not prejudice the reapplication review.

17.3.3. The reapplication is assessed on current evidence and circumstances.

17.3.4. Unresolved concerns from previous applications may be specifically examined.

## 17.4. Disqualified Institutions

17.4.1. Disqualified institutions may reapply only after the bar period has elapsed.

17.4.2. Reapplication by previously disqualified institutions requires demonstration that disqualifying concerns have been resolved.

17.4.3. Reapplications from previously disqualified institutions are subject to enhanced scrutiny.

17.4.4. Repeated disqualification may result in permanent bar from accreditation.

# 18. Confidentiality of Eligibility Information

## 18.1. Confidential Treatment

18.1.1. Information submitted for eligibility assessment is treated confidentially.

18.1.2. Eligibility determinations are communicated only to the applicant institution.

18.1.3. IEB personnel involved in eligibility assessment are bound by confidentiality obligations.

18.1.4. Eligibility information is not shared with third parties without consent.

## 18.2. Non-Disclosure of Ineligibility

18.2.1. Determinations of ineligibility are not publicly disclosed.

18.2.2. Inquiries about whether a specific institution has applied or been found ineligible are not answered.

18.2.3. Only publicly disclosed information relates to institutions that have been granted accreditation.

## 18.3. Exceptions to Confidentiality

18.3.1. Information may be disclosed if required by law or legal process.

18.3.2. Information may be disclosed to protect public interest in cases of serious misconduct.

18.3.3. Aggregated, anonymized information may be used for reporting and research.

## 18.4. Data Retention

18.4.1. Eligibility information for applicants proceeding to evaluation is retained as part of the application file.

18.4.2. Eligibility information for ineligible applicants is retained for three years.

18.4.3. After the retention period, information is securely destroyed.

# 19. Roles and Responsibilities

## 19.1. Applicant Institution Responsibilities

19.1.1. The applicant is responsible for accurately assessing its eligibility before applying.

19.1.2. The applicant is responsible for providing accurate and complete eligibility information.

19.1.3. The applicant is responsible for providing documentary evidence to support eligibility claims.

19.1.4. The applicant is responsible for promptly responding to requests for additional information.

19.1.5. The applicant is responsible for notifying IEB of any changes that may affect eligibility.

19.1.6. The applicant is responsible for accepting eligibility determinations or pursuing available remedies.

## 19.2. IEB Secretariat Responsibilities

19.2.1. IEB Secretariat is responsible for providing clear information about eligibility criteria.

19.2.2. IEB Secretariat is responsible for processing eligibility assessments efficiently and fairly.

19.2.3. IEB Secretariat is responsible for communicating eligibility determinations clearly.

19.2.4. IEB Secretariat is responsible for providing guidance to applicants on eligibility matters.

19.2.5. IEB Secretariat is responsible for maintaining confidentiality of eligibility information.

19.2.6. IEB Secretariat is responsible for documenting eligibility determinations appropriately.

## 19.3. Decision Authority

19.3.1. Standard eligibility determinations are made by designated IEB Secretariat personnel.

19.3.2. Complex eligibility questions may be escalated to senior IEB officers.

19.3.3. Exceptions to eligibility criteria require approval by designated authority.

19.3.4. Appeals against eligibility determinations are handled according to the IEB Complaints, Appeals, and Grievance Policy.

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## 20. Policy Review

### 20.1. Review Frequency

20.1.1. This policy is reviewed every two years from the effective date.

20.1.2. Reviews may occur more frequently if circumstances require.

20.1.3. Significant changes in accreditation practice, stakeholder feedback, or operational experience may trigger earlier review.

20.1.4. Changes in applicable laws or regulations may necessitate policy amendments.

### 20.2. Review Responsibility

20.2.1. The IEB Secretariat is responsible for initiating and coordinating policy reviews.

20.2.2. The review process includes consultation with the Accreditation Committee.

20.2.3. The review process may include consultation with external stakeholders and accredited institutions.

20.2.4. The review considers feedback received, operational experience, and best practices in international quality assurance.

20.2.5. Comparative analysis with eligibility practices of peer accreditation bodies may inform reviews.

### 20.3. Approval Authority

20.3.1. Amendments to this policy require approval by the IEB Governing Board.

20.3.2. Minor editorial changes may be approved by the Director of IEB Secretariat.

20.3.3. Substantive changes affecting eligibility criteria require full Board consideration and approval.

20.3.4. Changes that significantly raise or lower eligibility thresholds require careful consideration of impact.

### 20.4. Version Control

20.4.1. All versions of this policy are documented and retained.

20.4.2. The current version is published on the IEB website.

20.4.3. Previous versions are archived and available upon request.

20.4.4. The version number and effective date are clearly displayed on all policy documents.

### **20.5. Communication of Changes**

20.5.1. Changes to this policy are communicated to all accredited institutions and current applicants.

20.5.2. Changes are published on the IEB website with clear effective dates.

20.5.3. Applicants in process are informed of any changes that may affect their application.

20.5.4. Reasonable notice is provided before changes take effect.

20.5.5. Transitional arrangements are specified when changes significantly affect current applicants.

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# 21. Disclaimer and Legal Position

## 21.1. Non-Statutory Status

21.1.1. IEB is an independent, private, non-governmental, and non-statutory organization.

21.1.2. IEB is not a government body, regulator, or licensing authority in any jurisdiction.

21.1.3. IEB accreditation is a voluntary quality recognition process.

21.1.4. IEB accreditation does not constitute government approval or statutory recognition.

21.1.5. IEB accreditation does not constitute regulatory licensing or authorization.

21.1.6. Meeting IEB eligibility criteria does not imply compliance with statutory requirements in any jurisdiction.

## 21.2. No Legal Equivalence

21.2.1. IEB eligibility determination does not grant degree equivalence.

21.2.2. IEB eligibility determination does not grant professional licensure.

21.2.3. IEB eligibility determination does not grant legal recognition of qualifications.

21.2.4. Eligibility for IEB accreditation does not override, replace, or substitute for national or regional regulatory approvals.

21.2.5. Recognition of qualifications remains subject to the requirements of relevant authorities in each jurisdiction.

## 21.3. Institutional Responsibility

21.3.1. Institutions remain solely responsible for ensuring compliance with all applicable laws and regulations in their jurisdiction of operation.

21.3.2. IEB eligibility assessment is complementary to, not a replacement for, statutory compliance.

21.3.3. Institutions must not represent IEB eligibility determination as government approval or regulatory recognition.

21.3.4. Institutions are responsible for accurately representing their status in the IEB accreditation process.

21.3.5. Eligibility confirmation does not guarantee accreditation.

## 21.4. Limitation of Liability

21.4.1. IEB shall not be liable for any decisions made by third parties regarding the recognition or acceptance of institutions based on IEB eligibility determinations.

21.4.2. IEB's eligibility assessment is based on information provided by the applicant and available at the time of assessment.

21.4.3. IEB does not warrant the accuracy of information provided by applicants.

21.4.4. IEB's liability is limited to the extent permitted by applicable law.

21.4.5. Eligibility determinations are made in good faith based on available evidence and established criteria.

## **21.5. Governing Principles**

21.5.1. This policy is governed by principles of fairness, transparency, and good practice in international quality assurance.

21.5.2. This policy is intended to be interpreted consistently with IEB's mission as a supportive, quality-focused accreditation body.

21.5.3. In the event of any ambiguity, this policy shall be interpreted in a manner consistent with IEB's stated positioning and values.

21.5.4. This policy should be read in conjunction with other IEB policies and frameworks.

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## 22. Conclusion

22.1. This Eligibility Criteria Policy establishes clear, transparent, and consistent requirements for institutions seeking IEB accreditation.

22.2. Eligibility criteria serve as threshold requirements that ensure applicants have appropriate foundations for meaningful quality evaluation.

22.3. The criteria are designed to be fair and accessible while maintaining meaningful standards that support the integrity of IEB accreditation.

22.4. IEB recognizes the diversity of educational institutions and approaches, and eligibility criteria accommodate this diversity while upholding core quality principles.

22.5. General eligibility requirements apply to all applicants, with additional criteria for specific accreditation types, sectors, and delivery modes.

22.6. Pathways are available for new and developing institutions through candidacy and provisional status options.

22.7. The eligibility verification process is designed to be supportive, helping institutions understand requirements and address gaps where needed.

22.8. IEB encourages prospective applicants to conduct self-assessment and seek guidance before applying.

22.9. Eligibility determination is based on objective criteria and documented evidence, ensuring consistent treatment of all applicants.

22.10. This policy reflects IEB's commitment to supporting quality education worldwide while maintaining standards that give meaning and value to IEB accreditation.

22.11. Institutions considering IEB accreditation are encouraged to contact IEB Secretariat for guidance on eligibility and the accreditation process.

22.12. IEB remains committed to its mission of supporting quality education through voluntary accreditation, standards development, and ethical practice, and welcomes applications from institutions that share this commitment.

## 23. Annexures

### 23.1. Annexure A: Eligibility Self-Assessment Checklist

23.1.1. Annexure A provides a comprehensive checklist for institutions to assess their eligibility for IEB accreditation.

23.1.2. The checklist covers all general eligibility criteria.

23.1.3. The checklist includes sections for institutional accreditation and program accreditation eligibility.

23.1.4. The checklist includes sector-specific criteria questions.

23.1.5. The checklist is designed for institutional use before formal application.

23.1.6. The annexure is available as a separate document from IEB Secretariat.

### 23.2. Annexure B: Eligibility Evidence Requirements

23.2.1. Annexure B provides detailed guidance on evidence required to demonstrate eligibility.

23.2.2. The guidance specifies acceptable documentation for each eligibility criterion.

23.2.3. The guidance includes examples of alternative evidence where standard documentation may not be available.

23.2.4. The annexure supports institutions in preparing complete eligibility documentation.

23.2.5. The annexure is available as a separate document from IEB Secretariat.

### 23.3. Annexure C: Sector-Specific Eligibility Guidance

23.3.1. Annexure C provides detailed guidance on eligibility requirements for specific sectors.

23.3.2. The guidance includes higher education institutions.

23.3.3. The guidance includes schools and pre-university education.

23.3.4. The guidance includes vocational and professional training.

23.3.5. The guidance includes healthcare and clinical education.

23.3.6. The guidance includes online and distance learning.

23.3.7. The guidance includes non-traditional and alternative education.

23.3.8. The annexure is available as a separate document from IEB Secretariat.

**23.4. Annexure D: Candidacy and Provisional Status Application Guide**

23.4.1. Annexure D provides guidance for institutions seeking candidacy or provisional status.

23.4.2. The guide explains the purpose and benefits of candidacy and provisional pathways.

23.4.3. The guide details specific eligibility requirements for these pathways.

23.4.4. The guide explains expectations and progression toward full accreditation.

23.4.5. The annexure is available as a separate document from IEB Secretariat.

**23.5. Annexure E: Glossary of Terms**

23.5.1. Annexure E provides extended definitions of terms used in eligibility assessment.

23.5.2. The glossary supplements the definitions provided in Section 4 of this policy.

23.5.3. The glossary includes sector-specific terminology.

23.5.4. The annexure is available as a separate document from IEB Secretariat.

**23.6. Annexure F: Frequently Asked Questions on Eligibility**

23.6.1. Annexure F provides answers to frequently asked questions about eligibility.

23.6.2. The document addresses common queries and clarifies common misunderstandings.

23.6.3. The document is updated regularly based on stakeholder questions.

23.6.4. The annexure is available as a separate document from IEB Secretariat.

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## 24. Document Control

### 24.1. Document Information

24.1.1. Document Title: Eligibility Criteria Policy

24.1.2. Document Code: IEB-POL-003

24.1.3. Version: 1.0

24.1.4. Effective Date: January 2026

24.1.5. Next Review Date: January 2029

24.1.6. Prepared by: International Education Board Quality Assurance Division

24.1.7. Approved By: IEB Governing Council

24.1.8. Classification: Public

### 24.2. Version History

24.2.1. Version 1.0 represents the initial release of this policy.

24.2.2. Future versions will be documented with version number, date, and summary of changes.

24.2.3. All previous versions are archived and available upon request.

### 24.3. Related Documents

24.3.1. IEB Accreditation Framework and Standards Policy (IEB-POL-001)

24.3.2. IEB Accreditation Process Policy (IEB-POL-002)

24.3.3. IEB Accreditation Levels and Status Policy (IEB-POL-004)

24.3.4. IEB Accreditation Validity, Monitoring, and Review Policy (IEB-POL-005)

24.3.5. IEB Complaints, Appeals, and Grievance Policy (IEB-POL-006)

24.3.6. IEB Data Protection and Privacy Policy (IEB-POL-007)

24.3.7. IEB Recognition and Representation Policy (IEB-POL-008)

24.3.8. IEB Logo Use and Intellectual Property Policy (IEB-POL-009)

24.3.9. IEB Accreditation Decision-Making and Oversight Policy (IEB-POL-010)

24.3.10. IEB Fee Schedule and Payment Policy (IEB-POL-011)

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## 25. Approval

### Policy Approval

25.1. This policy has been reviewed and approved by the IEB Governing Board.

25. 2. Approval signifies that the policy is consistent with IEB's mission, values, and governance framework.

25. 3. The policy takes effect from the Effective Date stated in this document.

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