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Abstract

This chapter examines the line that countries and their respective higher education institutions must walk when developing and implementing accreditation systems. Through a case study of the University of Bahrain, this chapter provides an overview of Bahrain's national higher education system before moving into an analysis of the multiple, conflicting, and complementing characteristics of national and international accreditation schemes and processes. Through surveys and interviews with faculty and administrators at all levels across a single, this chapter illustrates the issues of success, or challenge, at the local level. While the implementation of both international and national schemes is advocated for, the study illustrates the need to carefully weigh the balance between the desired outcomes and the demands that implementing multiple systems and schemes places on the

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faculty and administrators who are held to account for not only implementation but also the results.

(HRK / Abstract übernommen)

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