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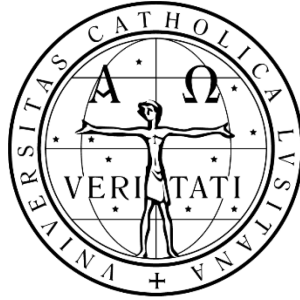
**SCHOOL SELF-EVALUATION FRAMEWORKS AND PRACTICES – A
PARTICULAR LOOK AT CATHOLIC SCHOOLS: A SYSTEMATIC LITERATURE
REVIEW**

Dissertação apresentada à Universidade Católica Portuguesa
para a obtenção do grau de Mestre em Ciências da Educação
Especialização em Administração e Organização Escolar

Cláudio José Pedro Barroca

FACULDADE DE EDUCAÇÃO E PSICOLOGIA

Maio 2025



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Sob orientação da Professora Doutora Diana Isabel de Araújo Mesquita

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“Integrate the transmission of the cultural and scientific heritage [...] with the primary purpose of educating individuals.”

“Endowed with a specific identity: its reference to a Christian concept of life centred on Jesus Christ.”

“To unite existentially by intellectual effort two orders of reality that too frequently tend to be placed in opposition as though they were antithetical: the search for truth, and the certainty of already knowing the fount of truth.”

Congregation for Catholic Education (2022).
The Identity of the Catholic School for a Culture of Dialogue, Nos. 19-20

Abstract

In the context of Catholic schools, a triangle of paradoxical tensions coexists in the interrelationships between the school's mission and identity, school self-evaluation (SSE), and external evaluation. In this regard, this research aims to analyse existing scientific investigations on SSE, while also addressing the specific context of Catholic schools. A systematic literature review was conducted, following PRISMA guidelines, reviewing articles published between 2004 and 2024 in Scopus and Web of Science databases, originating from Europe and North America. The review identifies research trends, the configuration of SSE in Catholic schools, inherent logics of action, methodological procedures, impacts on school practices, and recommendations to enhance SSE. Additionally, while academic literature on SSE has significantly expanded, research addressing its impact and configuration within Catholic schools remains scarce. To prevent SSE from being subordinated to external evaluation, schools must prioritize aligning SSE with the school's context-specificity. This is particularly critical for Catholic schools, as external evaluation frameworks overlook core aspects of their distinctive educational mission, risking the secularization and marginalisation of their identity. In addition, a significant research gap concerning SSE in Catholic schools is identified. The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) framework, developed in the United States, represents the only proposal identified for Catholic schools, advocating for a holistic approach that includes academics and the centrality of Catholic mission. This study recommends SSE frameworks that ground Catholic schools' decision-making process in their path to a tailored SSE that consolidates their identity and promotes continuous improvement. A potential SSE framework structure for Catholic schools is suggested, incorporating domains from existing frameworks. Future research could explore and develop SSE frameworks for Portuguese and European Catholic schools.

Keywords: School self-evaluation; School improvement; School institutional evaluation; Catholic school standards; Systematic literature review

Resumo

No contexto das escolas católicas, coexiste um triângulo de tensões paradoxais nas relações que se estabelecem entre a missão e identidade da escola católica, a autoavaliação das escolas (AAE) e a avaliação externa. Neste sentido, o presente estudo analisou a investigação científica existente sobre AAE, com particular ênfase no contexto das escolas católicas. Recorreu-se a uma revisão sistemática da literatura, orientada pelo protocolo PRISMA, incidindo sobre artigos publicados entre 2004 e 2024 nas bases de dados Scopus e Web of Science, com delimitação geográfica à Europa e América do Norte. A análise permitiu identificar as tendências de investigação, a configuração da autoavaliação nas escolas católicas, as lógicas de ação subjacentes, processos metodológicos, impactos nas práticas educativas e recomendações para a AAE. Regista-se um crescimento significativo da produção científica sobre AAE, no entanto permanece circunscrita a investigação sobre a sua configuração no contexto das escolas católicas. De forma a evitar a subordinação da AAE à avaliação externa, torna-se premente que as escolas assegurem o alinhamento da AAE com o seu contexto específico. Esta problemática revela-se particularmente sensível nas escolas católicas, dado que os referenciais externos omitem dimensões identitárias da sua missão educativa. Identificase, neste âmbito, um *research gap* relativamente à AAE para estas instituições. Os *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (NSBECS), desenvolvidos nos Estados Unidos, constituem a única proposta identificada na literatura alicerçada numa abordagem holística que contempla, para além dos domínios académicos, a centralidade da missão católica. Deste estudo, emergem recomendações para elaboração de referenciais de AAE, que visam sustentar processos de tomada de decisão, particularmente nas escolas católicas. É proposta uma possível estrutura de referencial de AAE para escolas católicas, que incorpora domínios de referenciais existentes. Futuras investigações poderão desenvolver referenciais de AAE para o contexto português e europeu de escolas católicas.

Palavras-chave: Autoavaliação de escolas; Melhoria das escolas; Avaliação institucional de escolas; Referenciais de autoavaliação de escolas católicas; Revisão sistemática da literatura

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List of Abbreviations

AAE	Autoavaliação das escolas (School Self-Evaluation)
AEE	Avaliação Externa das Escolas (External Evaluation of Schools)
AEEP	Associação de Estabelecimentos de Ensino Particular e Cooperativo (Association of Private and Cooperative Schools)
APEC	Associação Portuguesa de Escolas Católicas (Portuguese Association of Catholic Schools)
AVES	Programa de Avaliação Externa de Escolas (External School Evaluation Programme)
CAF	Common Assessment Framework
CEEC	European Committee for Catholic Education
CEP	Conferência Episcopal Portuguesa (Portuguese Episcopal Conference)
CIPPO	Context-Input-Process-Product-Output
CNE	Conselho Nacional da Educação (Portuguese National Education Council)
Da-ORG	Dual-axis Organisational Analysis for Inter-School Contact
EFQM	European Foundation for Quality Management
EQAVET	European Quality Assurance Reference Framework for Vocational Education and Training
ID	Identifier of the reviewed article included on the systematic review
IGEC	Inspeção-Geral da Educação e Ciência (General Inspectorate of Education)
I-MAP	Institutional Map for Peace with Social Justice
NCEA	National Catholic Educational Association
NSBECS	National Standards and Benchmarks for Effective Catholic Schools
PDCA	Plan-Do-Check-Act Cycle

PRISMA Preferred Reporting Items for Systematic Reviews and Meta-Analyses

RAE Referencial de Avaliação Externa (External Evaluation Framework)

SNEC Secretariado Nacional de Educação Cristã (National Secretariat for Christian Education)

SPI School Peacebuilding Index

SSE School Self-Evaluation

WoS Web of Science

1. Introduction

Institutional evaluation of schools constitutes, ideally, a strategy and an instrument for regulating practices and seeking improvement processes. Alongside external evaluation, school self-evaluation has been enshrined in Portuguese legislation since 2002, with constant institutional pressure to adopt “self-evaluation practices [...] either in the logic of accountability or in the logic of understanding and improving educational processes and results” (Alves et al., 2014, p. 66).

The Portuguese law of the evaluation system of non-higher education states that a long journey has been undertaken with the aim of promoting the improvement of the quality of the educational system, its organisation, and its levels of efficiency and effectiveness (Lei n.º 31/2002). This path still needs to be fully traversed throughout the educational system, but especially in schools with a specific ethos, such as Catholic schools.

The distinctive dimension of these schools' ethos sets them apart from other educational institutions. They seek to personify an educational approach imbued with a Christian humanist spirit. This unique characteristic is reflected in the school's daily life, where pastoral activities are integrated into and lie beneath all pedagogical practices.

However, Catholic schools' identity is also about striving for improvement in their actions and seeking innovative ways to inspire students in their learning journey. At the same time, they aim to help students become better individuals, engaged citizens, compassionate people, and capable of discovering a deeper sense of purpose in life.

An analysis of external evaluation frameworks for schools and institutional self-evaluation frameworks reveals that, in the specific case of Catholic schools, significant aspects of their mission are often not evaluated or are assessed without fully capturing the essence of their mission. Ozar et al. (2019) state “since Catholic schools are tasked with educating the whole student, an effective Catholic school must achieve outcomes for its students that reach beyond academic achievement alone” (p. 158). As a result, improvement plans frequently fail to include indicators that reflect the specific ethos of these schools. This oversight risks marginalising the very dimension that defines their identity.

Therefore, it is imperative to find ways — particularly through school self-evaluation — that respect and highlight the unique educational mission of each institution. Developing self-evaluation frameworks tailored for Catholic schools would undoubtedly be a crucial step toward strengthening their identity and fostering improvement across all dimensions of their work.

Thus, the findings of this dissertation aim to support school leadership, particularly in Catholic schools, in the pursuit of a self-evaluation framework and practices for its implementation that foster improvement while aligning with, respecting, and promoting the educational context and the educational project of each institution.

The importance and the purposes of the self-evaluation

The belief in the positive effects of self-evaluation processes on improving the quality of education and training that occurs in each school has justified policies oriented towards its institutionalisation and has conferred upon it a progressive centrality. In Portugal, influenced by international policies, the call for institutionalizing a culture of self-evaluation has been linked to the dynamics of external school evaluation. (Leite et al., 2020, p. 1)

Several authors have widely agreed on this perspective, emphasising the importance of self-evaluation as a sustained lever for improvement processes and the involvement of various stakeholders and actors in the school community. MacBeath (2004) considers self-evaluation the essence of the learning community, the intelligent school, school that learns; Bolívar (2012, 2014) emphasises that school evaluation has been attributed the function of contributing to the quality of school organisation and its educational offering and thus promoting better student learning. This idea of improvement has been associated with self-evaluation processes.

MacBeath (2005) reminds schools of what should drive them and the core of all educational and evaluative processes: at the centre of any school is the student, the true reason for the existence of schools.

Given the increasing prevalence and influence of external evaluation in education systems, Caramelo et al. (2015), in an interview with John MacBeath, reiterate “the need

to invest critically and implicitly in self-evaluation processes. [These processes should be capable of] understanding the school culture, listening to the voices of its protagonists - parents, students, and teachers - and accounting for consonances and discordances” (p. 1601). The authors further add that this dynamic requires time that external inspectors do not have, and that the school can only promote its improvement from within, through critical and reflective work of all its members and actors.

Caramelo et al. (2015) emphasise that the singularity of each educational institution is incompatible with standardised self-evaluation models that might compromise its identity. This view is corroborated by Hofman et al. (2009) when they stress that self-evaluation always depends on the school's objectives, the breadth attributed to them, and its leaders.

Paths travelled

In the Portuguese educational system, school self-evaluation has been a subject of political attention, albeit not entirely explicitly, since the first Education System Basic Law was published in 1986. In 2002, the enactment of Law No. 31/2002 mandated both external evaluation and self-evaluation of schools.

According to MacBeath, these paths had their preambles in the European project developed within the framework of the Socrates Program, called “Quality Evaluation in School Education”, which led to the creation of a self-evaluation instrument, the School Self-Evaluation Profile. The project report, of which John MacBeath was engaged, was published in 2000 and transformed into a book, “Serena's story: Traveling towards a better school”. This work allows for an understanding of the diversity of viewpoints present in the self-evaluation process, facilitating comprehension of the school's daily life, what self-evaluation entails, how these processes integrate into the school's daily practices, and how they are experienced and felt by the people involved in their different roles (Leite et al., 2020).

The same authors note that, despite these paths travelled through voluntary implementation and participation in projects in the realm of self-evaluation – projects which led to “a close examination of the use of instruments that allowed for

understanding the effects generated by the organisation of educational action” (Leite et al., 2020, p. 103) - self-evaluation practices in Portugal only became widespread in 2006 with the first cycle of External School Evaluation (Avaliação Externa das Escolas - AEE). This programme, under the responsibility of the General Inspectorate of Education (Inspeção Geral da Educação), considered schools’ capacity for self-regulation and improvement as one of its parameters.

The AEE emphasised the dual nature of evaluation, aiming to articulate the contributions of external evaluation with the culture and devices of school self-evaluation — an aspect that was dropped during the implementation of the second cycle of AEE. Subsequently, in 2018, during the third cycle of AEE, a specific domain focused on self-evaluation was introduced for the first time.

The third cycle of External School Evaluation structures the AEE reference framework into four domains - Self-evaluation, Leadership and Management, Educational Service, and Results - encompassing a total of twelve fields of analysis.

In terms of SSE in Portugal, alongside the movement of external evaluation, some projects have emerged aiming to define the bases of SSE. According to Sampaio & Leite (2022), some examples can be referred: “Evaluation of Quality in School Education” (European Community, 1997-1998); “Quality XXI” (Institute for Educational Innovation, 1999-2002); “External School Evaluation Programme” – AVES (Manuel Leão Foundation with support from the Calouste Gulbenkian Foundation – 2000); “Improving Quality” (Association of Private and Cooperative Schools - AEEP, in partnership with QUAL company – 2000), based on the EFQM (European Foundation for Quality Management) model, which contributed to the Common Assessment Framework (CAF), an European project, and its adaptation for education.

Referring to these SSE models, Melo (2014) emphasises that “with minor exceptions, such as [...] AVES program and the CAF model, other self-evaluation projects had a short duration, did not reach a critical scale, and failed to permeate the system beyond the personal experiences of their direct actors” (p. 100).

Since the publication in Portugal of Decree-Law No. 92/2014, it is also significant to notice that schools offering vocational education and training, are required to implement

quality assurance systems for their training processes and the outcomes achieved by their students, in alignment with the “European Quality Assurance Reference Framework for Vocational Education and Training” (EQAVET), as approved by the Recommendation of the European Parliament and the Council (2009).

Mouraz et al. (2014) mention that since the second cycle of AEE, the “standards from the CAF model align with the external school evaluation program” (p. 86). Considering the need to simplify organisational evaluation processes, CAF second edition (2019) consolidates, into a single instrument, the CAF Education model (2013), the External Evaluation Framework (RAE), and the EQAVET framework, given their convergent and complementary nature.

To address the uniqueness of educational institutions, Guerra (2002) discusses the different aspects of school evaluation, defining its nature as: a contextualized evaluation; one that considers processes and not just results; one that gives voice to participants under conditions of freedom; one that is concerned with educational values in a dual aspect; one that uses diverse methods to reconstruct and analyse reality; one that is committed to societal values; an evaluation where no one has exclusive or privileged criteria for correct or valid interpretation of reality; one that is not swayed by the mystique of numbers; one that uses simple language; one that originates from the school's initiative; and one that aims to modify practice.

Tensions with external evaluation

In the pursuit of balance between the contributions of external evaluation and the regulation of self-evaluation, MacBeath states:

Of course we believe that an external perspective is very important, and we would never want to discard any form of external inspection or moderation, because schools can become very isolated and may become very self-satisfied, and self-evaluation can sometimes be merely self-praise. (Caramelo et al., 2015, pp. 1610-1611)

MacBeath, to the same authors, also adds that sometimes schools are not very good at administering their own self-evaluation, at knowing themselves.

It is in this context that Bolívar (2014) insists on the need for schools to be supported in building their capacity for self-evaluation, arguing that it is not enough to be able to apply a battery of evaluation instruments available in numerous publications.

However, the allocation of the self-evaluation factor in External School Evaluation seems to refer more to an understanding of self-evaluation as an accountability practice, a reading also made by the Portuguese National Education Council (CNE) in 2008. The CNE recognized that since schools have very different realities, the indirect pressure for standardization of self-evaluation may have negative consequences, recommending greater centrality for self-evaluation and its articulation with external evaluation (Leite et al., 2020). The same authors emphasise that “a certain tendency towards subordination of self-evaluation practices to external evaluation directives is observed, and thus also towards a prescriptive logic of self-evaluation” (Leite et al., 2020, p. 106).

MacBeath corroborates this view, stating that currently, self-evaluation “remains present in schools, but gradually loses its vitality, subjugated by the determinations of the General Inspectorate of Education and, thus, by external evaluation” (Caramelo et al., 2015, p. 1604). Despite the educational authorities continuing to assert that they do not intend to induce the process, AEE has been exercising guidance and regulation, “since it requests from the school a discourse about itself, constructed around the analysis of dimensions that it imposes” (Sousa & Terrasêca, 2015, p. 2).

Castro, in a study involving several Portuguese schools, further problematizes the issue, questioning the effectiveness of internal and external evaluation's contribution to school improvement:

The research resulted in the perception that the impacts of external and internal evaluation are insignificant in the daily life of schools and that all the effort invested in school institutional evaluation procedures translates into the fulfilment of a legitimising ritual and management of schools' public image, relegating their effective improvement to a secondary plane. (Castro, 2012, p. 1)

The author concludes that the “necessity [of school self-evaluation] translates more into a staging and ritualisation of a formal nature than into effective and profound improvements in practices, especially at the pedagogical and relational level” (Castro, 2012, p. 306). This factor can only be circumvented by instilling in the community a “perception that there is an effective need for improvement and that the areas in which this improvement is possible are identified” (Castro, 2012, p. 312).

The particularity of school self-evaluation in Catholic schools

Schools with a specific ethos envision broader spectrums of education for their students in their educational objectives, whose standards do not align with prescriptive models of school self-evaluation. David Faber mentions that as a “principal and superintendent of Catholic schools, he was frustrated by the lack of standardized measures available to [...] report the effectiveness of the Catholic school[s] he served” (Faber, 2019, p. 218).

The National Standards and Benchmarks for Effective Catholic Schools (NSBECS), published in 2012 (and revised in 2023) by the National Catholic Educational Association - NCEA NSBECS Advisory Council (Eds.), United States of America, sought to address this diversity, “grounded in Church documents on Catholic education, clearly articulated, and carefully organized — was both necessary and long overdue” (Cepelka, 2019, p. 207).

The author states that “using the NSBECS and the defining characteristics as the framework for rigorous self-assessment and as a means to achieve ongoing school improvement and, ultimately, school excellence, our schools now have a blueprint, based on national standards” (Cepelka, 2019, p. 208) that target the following domains: Mission and Catholic identity, Governance and leadership, Academic excellence, and Operational vitality.

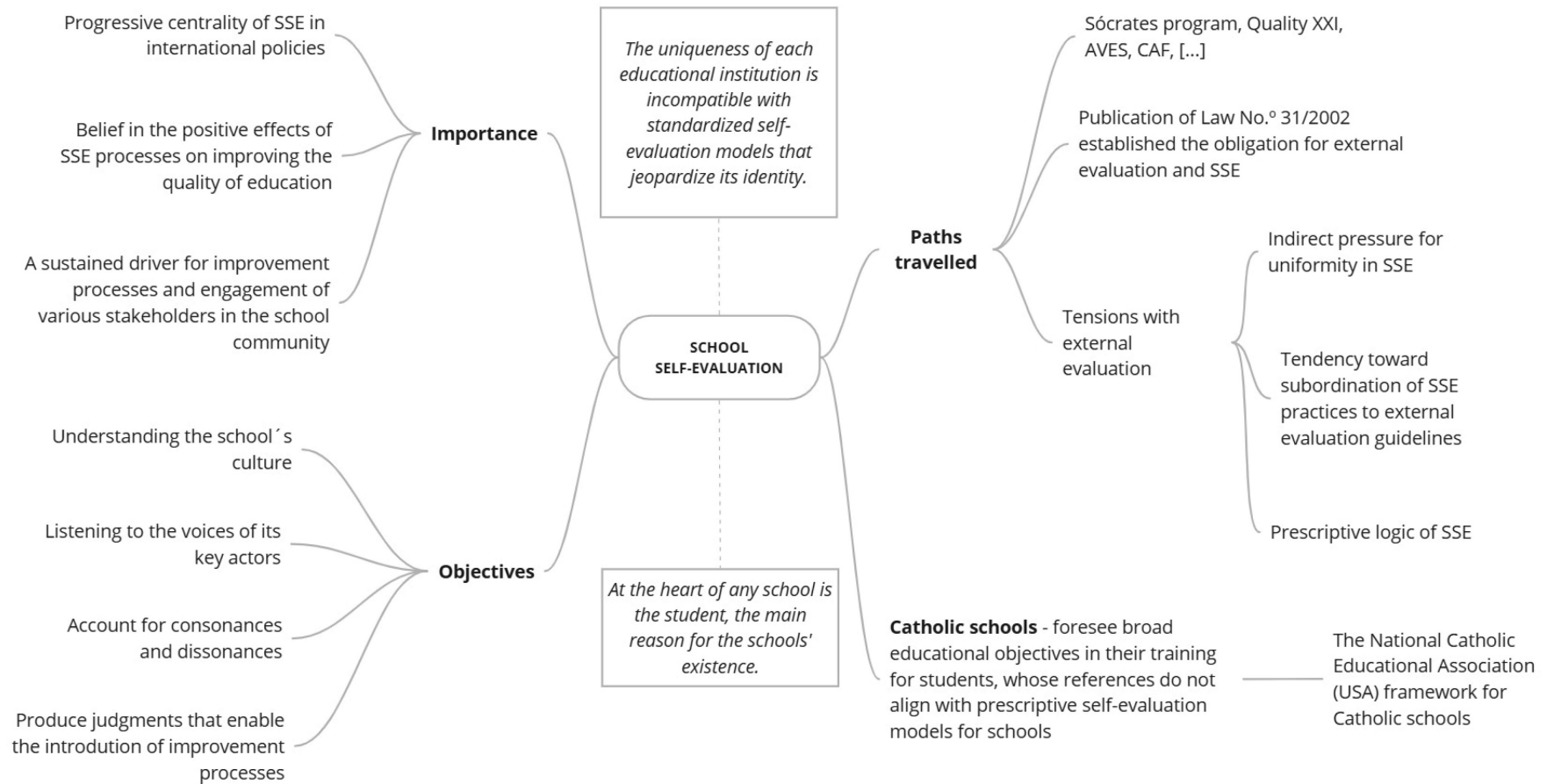
Faber (2019) mentions that the NSBECS effectiveness monitoring program has “become foundational as a measure of quality for our schools [...] [allowing the obtaining and sharing of information that] provides specific direction and feedback for both strategic planning and school improvement” (p. 221), covering the various dimensions of Catholic school intervention.

Translating the singularities of each school, and particularly Catholic schools, into self-evaluation practice is an urgency sustained by (Guerra, 2002) who argues that evaluating schools implies knowing the distinct nature and configuration they have, as institutions rooted in a particular society, taking into account the unique, unrepeatable, dynamic, value-filled, and essential character of each school.

Figure 1 presents a systematisation of the configuration and problematization of school self-evaluation, illustrating key elements such as its importance, objectives, paths travelled, and specific considerations for Catholic schools, already mentioned in this introduction.

The diagram synthesises the literature review, highlighting the progressive centrality of self-evaluation, its tensions, and the need to understand the school's unique culture.

Figure 1 – Systematisation of the configuration and problematization of the school self-evaluation



(Caramelo et al., 2015; Cepelka, 2019; Faber, 2019; Leite et al., 2020; Sampaio & Leite, 2022)

Objectives and research questions

In this context, it is essential to identify and systematise the pathways taken in school self-evaluation practices and analyse how these practices may, or may not, serve the purpose of improvement, and their impact on the educational community.

In light of the tensions between external evaluation and internal self-evaluation processes (Leite et al., 2020), what pathways can be explored that respect each educational institution's identity and uniqueness while harmonising with the contexts and communities it serves to promote improvement?

The particularity of schools becomes even more pronounced when considering those with Catholic ideals. By adopting standardised self-evaluation frameworks, the domains related to their ethos are excluded, and schools risk having the identity aspects of their educational practices removed from improvement processes, which may lead to their marginalisation.

Considering the problematic exposed, the objectives for this dissertation are outlined in Table 1, as follows.

Table 1 - Objectives

Objectives	
O1	Map and systematise the scientific research produced in the last two decades on frameworks and practices of institutional school self-evaluation in schools in general and particularly in Catholic schools.
O2	Identify the logics of action inherent to the implementation of school self-evaluation.
O3	List the methodological procedures for the implementation and dissemination of the self-evaluation.
O4	Analyse the impact of self-evaluation on the improvement of school practices.
O5	Document the literature recommendations to foster and enhance school self-evaluation procedures and frameworks of schools in general and particularly for Catholic schools.

To achieve these objectives in this dissertation, seven research questions, outlined in Table 2, are enunciated. To ensure a comprehensive overview of the contributions of scientific investigation in this field and to systematise the state of the art in this area, a systematic review of the literature has been conducted following PRISMA guidelines.

Table 2 - Research questions

Objectives and research questions		
O1	Q1	What scientific research has been produced on institutional school self-evaluation frameworks?
	Q2	How is the school self-evaluation configured in the context of Catholic schools?
O2	Q3	What are the logics of action inherent to school self-evaluation implementation?
O3	Q4	What are the methodological procedures of implementation and dissemination of school self-evaluation?
O4	Q5	What is the impact of school self-evaluation on the improvement of their practices?
O5	Q6	What recommendations does the literature suggest to school self-evaluation and improvement of its implementation?
	Q7	What recommendations foster a Catholic schools self-evaluation framework?

The findings of this research may support the decision-making process for implementing school self-evaluation in schools, particularly in Catholic schools. This can lead to the adoption of SSE frameworks and processes appropriate to each school's specific context and unique ethos.

2. Methodology

To address the research questions and analyse the existing body of knowledge in scientific investigation to date, a systematic literature review was conducted focusing on self-evaluation frameworks, logics of action, implementation processes, and contributions to improving self-evaluation in schools in general and Catholic schools in particular.

The systematic literature review identifies, evaluates, and synthesises all relevant evidence on a specific research question. The goal of systematic literature reviews is to ensure that every stage of the review process is conducted with rigor and transparency, thereby making the process reproducible and amenable to future updates.

Furthermore, the systematic reviews offer a structured and transparent approach to evaluating existing evidence, unlike traditional reviews that are “selective in their identification of relevant literature, rather than being the product of an exhaustive search” (Zawacki-Richter et al., 2020, p. 28). Another essential aspect of systematic reviews is the use of explicit criteria, both for determining the relevance of studies identified during the search and for evaluating the probable validity of their research findings. Additionally, systematic reviews aim to go beyond mere summarization by contributing to the body of knowledge.

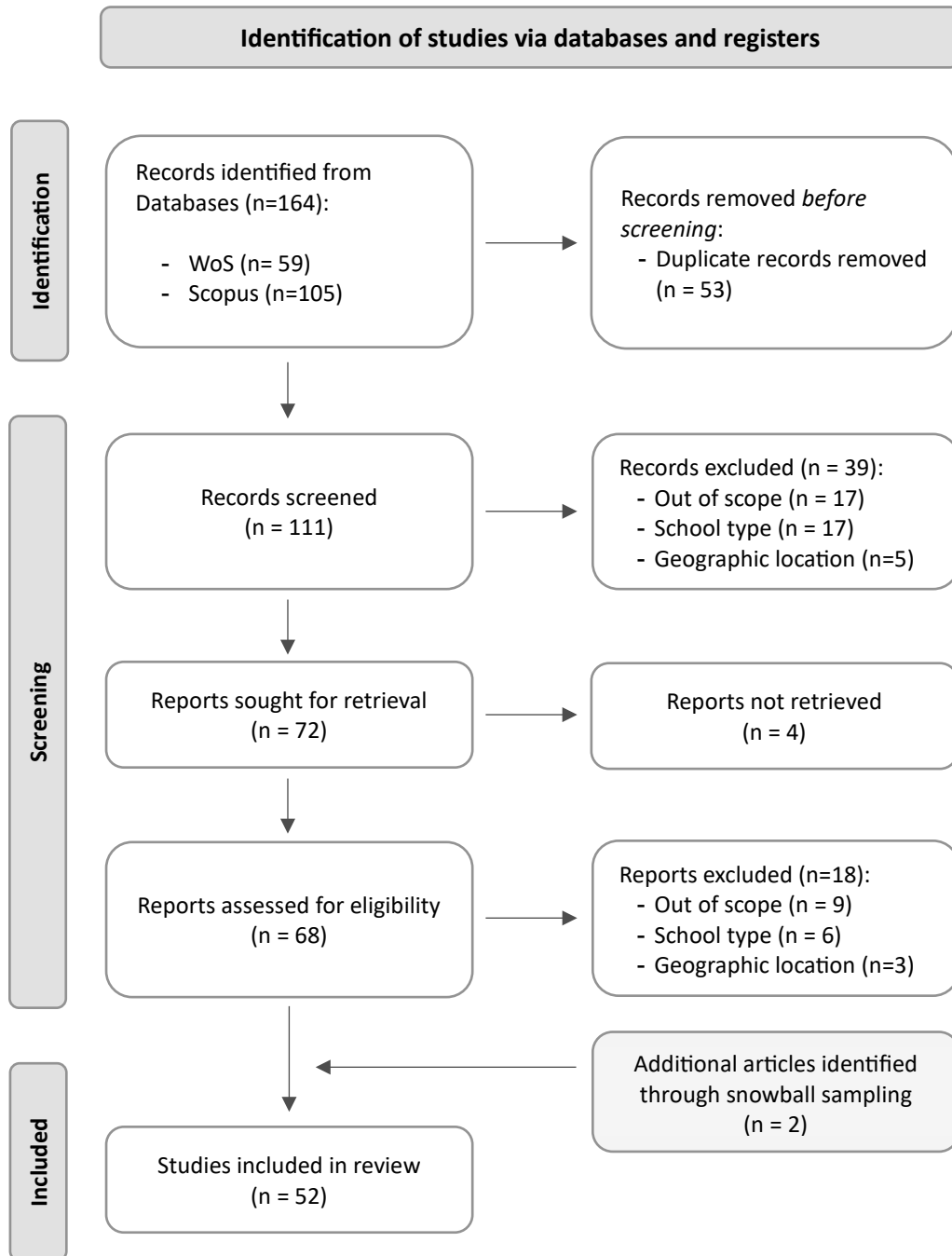
Zawacki-Richter et al. (2020), referring to the methodological considerations, recommend the steps for the systematic review process that were followed in this review: defining the review question, developing the search strategy, the search string, selecting search sources and databases, selecting inclusion and exclusion criteria, screening and coding of studies, appraising their quality, and finally synthesising and reporting the results.

To increase transparency and strengthen the methodological rigor of this research, the systematic literature review will follow to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 updated guidelines for reporting systematic reviews, presented in Page et al. (2021).

These updated guidelines reflect the new orientations, considering that systematic reviews encompass the complete set of processes used to identify, select, and synthesise evidence. The PRISMA 2020 statement includes a checklist of 27 items to guide reporting of systematic reviews.

Figure 2 presents the flow diagram for illustrating the study selection process, following the recommendations detailed in the PRISMA 2020, summarizing the review process, from initial identification to final inclusion. The flow chart delineates the number of records identified, the number of records screened, the number of full-text reports retrieved for detailed evaluation, and the number of studies ultimately meeting the inclusion criteria and included in the review (Page et al., 2021).

Figure 2 - PRISMA flow diagram of the screening and selection procedure for systematic reviews



2.1. Research strategy

The initial phase of the strategy involved exploring several key academic educational databases to understand the scientific investigation produced in this area. Scopus and Web of Science were the databases selected for this study because they are two of the most comprehensive and reliable scientific databases available. Their extensive coverage of peer-reviewed publications in this field guarantees a robust foundation for the subsequent stages of the research process.

The search criteria in the selected databases include using keywords in English or Portuguese, limiting the search to review articles, and focusing on the fields of social sciences / Education & Educational Research. The publication period is specified as since 2004. Finally, the documents to be considered should be in either Portuguese or English and originate from the Region of Europe or North America. Table 3 summarises the selected databases and search criteria.

Table 3 – Databases and search criteria

Databases	Search criteria
	Key words in English or in Portuguese
	Only review articles
SCOPUS	Limited to social sciences / Education & Educational Research
Web of Science (WoS)	Publications since 2004
	Language: Portuguese or English
	Region: Europe or North America

The search strings used in the Scopus and Web of Science (WoS) databases for this study are detailed in Appendix A. These strings were optimized explicitly for article retrieval according to search criteria.

The search identified 164 articles, 59 of which were retrieved from the Web of Science and 105 from Scopus. The list of articles was exported from the databases, and it

included detailed information such as the title, year of publication, journal, page numbers, authors, DOI, abstract, and keywords.

The information was subsequently imported to Rayyan, “an intelligent research collaboration platform” (*Rayyan: AI-Powered Systematic Review Management Platform*, n.d.) “that helps expedite the initial screening of abstracts and titles using a process of semi-automation” (Ouzzani et al., 2016, p. 1).

The Rayyan web-based platform automatically identifies and removes duplicate references. Nonetheless, all identified duplicated articles were manually verified to avoid any misidentification by the platform, and before screening, 53 articles were identified as duplicates, resulting in 111 articles being screened, with the analysis of titles and abstracts, taking into consideration the inclusion and exclusion criteria presented in Table 4.

Table 4 - The criteria for inclusion and exclusion in the systematic literature review

Inclusion Criteria
Publications from 2004 to 2024
Limited to articles
Articles written in Portuguese or English
Geographic restriction to Europe and North America for the origin of the articles
Articles that focus on school self-evaluation in the context of school improvement, involving students aged 10 to 18 years old

Exclusion Criteria
No full-text access to article
School type: articles that focus only on primary schools or universities, were excluded
Out of scope: articles that do not explore school self-evaluation, in the context of school improvement, were excluded
Geographic issue: articles originating outside Europe or North America, were excluded

From these, 39 articles were excluded due to being out of scope (17 articles), focusing only on primary schools or students under ten years old (17 articles), or geographic locations outside Europe or North America (five articles).

A total of 72 reports were sought for retrieval. The Rayyan database with the articles' information was exported to Mendeley Reference Manager for full-text reading. Four articles were not retrieved because it was impossible to access the full text of the articles. Of the 68 articles assessed for eligibility, with full text reading and analysis, 18 were excluded: nine articles for being out of scope, six due to the school type criteria, and three because their geographic location was not mentioned in the inclusion criteria. During the full text review and bibliographic analysis of the selected articles, two additional articles were identified through snowball sampling, resulting in a total of 52 articles included in the systematic review.

The Rayyan database was exported to a Microsoft Excel spreadsheet. For the articles not included, the exclusion reasons were recorded. In contrast, for the included articles for data extraction, during the full-text reading, the following information was systematised: title, year, authors, keywords, abstract, region, study design - quali (interviews, observations and interviews, participants reflection, case study, document analysis, longitudinal study, questionnaire), theoretical (literature review, systematic review, descriptive study) – data collection, URL, DOI, and relevant observations.

2.2. Information retrieval and coding process

Each article included in the systematic review was designated an identifier [X], where X is the specific identification number of the article. This method of reviewing article identification was used to promote the connection of each article's contribution to the research questions and to distinguish them from other references mentioned in this dissertation that were not part of the systematic review.

Regarding the PRISMA guidelines, the 52 articles included in the review were comprehensively analysed to obtain the literature's contributions to the seven research

questions. The Excel spreadsheet was organised by research question, with extracts from the articles that explicitly contributed to answering each one being recorded.

The information obtained was analysed per question to understand the data from each article. Categories and tendencies were identified, and data were organised and categorised. Depending on the type of data obtained, some data were treated more systematically and others more descriptively.

3. Results

This section presents the research findings, organised into nine subsections. The first two subsections focus on identifying and characterizing the reviewed articles and their overall contribution to the research questions. The remaining seven subsections address the findings related to each research question, providing a detailed analysis of the review results, which will later serve as the basis for discussion in the subsequent section.

3.1. Identification and characteristics of reviewed articles

According to Figure 2 - PRISMA flow diagram of the screening and selection procedure for systematic reviews, a total of 52 articles were included in the review for data extraction. The articles are listed and identified in Table 5, along with the information of their titles, authors, year of publication, and region.

Table 5 - Identification of selected articles from systematic review for extracting information

ID ¹	Title	Year	Authors	Region
Articles included in the systematic review obtained from Web of Science and Scopus databases				
[1]	School self-evaluation an international or country specific imperative for school improvement?	2021	Brown, M. and Gardezi, S. and Blanco, L.D.C. and Simeonova, R. and Parvanova, Y. and McNamara, G. and O'Hara, J. and Kechri, Z.	Bulgaria, Ireland, Greece and Spain
[2]	Exploring parent and student engagement in school self-evaluation in four European countries	2020	Brown, M. and McNamara, G. and Cinkir, S. and Fadar, J. and Figueiredo, M. and Vanhoof, J. and O'Hara, J. and Skerritt, C. and O'Brien, S. and Kurum, G. and Ramalho, H. and Rocha, J.	Belgium, Ireland, Portugal and Turkey
[3]	Policy and practice: including parents and students in school self-evaluation	2020	Brown, M. and McNamara, G. and O'Brien, S. and Skerritt, C. and O'Hara, J.	Ireland
[4]	Parent and student voice in evaluation and planning in schools	2020	Brown, M. and McNamara, G. and O'Brien, S. and Skerritt, C. and O'Hara, J. and Faddar, J. and Cinqir, S. and Vanhoof, J. and Figueiredo, M. and Kurum, G.	Ireland

¹ Identifier of the reviewed article included on the systematic review.

ID¹	Title	Year	Authors	Region
[5]	Self-evaluation teams: Representations of educational actors	2020	Carvalho, M.J. and Folgado Ferreira, A.C.	Portugal
[6]	Using the dynamic model to develop an evidence-based and theory-driven approach to school improvement	2010	Creemers, B.P.M. and Kyriakides, L.	Netherlands and Cyprus
[7]	Quality assurance and evaluation (QAE) in Scotland: Promoting self-evaluation within and beyond the country	2009	Croxford, L. and Grek, S. and Shaik, F.J.	Scotland
[8]	Effects of Deliberative Democracy on School Self-Evaluation	2007	Davidsdottir, S. and Lisi, P.	Iceland
[9]	Comparing effects and side effects of different school inspection systems across Europe	2015	Ehren, M.C.M. and Gustafsson, J.E. and Altrichter, H. and Skedsmo, G. and Kemethofer, D. and Huber, S.G.	Netherlands, England, Sweden, Ireland, Austria and Czech Republic
[10]	Drivers for student and parent voice in school self-evaluation activities: A cross-country analysis of Flanders (Belgium), Ireland and Portugal	2021	Faddar, J. and Vanhoof, J. and Brown, M. and Figuereido, M. and Cinkir, S. and O'Hara, J. and McNamara, G.	Belgium, Ireland and Portugal
[11]	School self-evaluation: self-perception or self-deception? The impact of motivation and socially desirable responding on self-evaluation results	2018	Faddar, J. and Vanhoof, J. and De Maeyer, S.	Belgium
[12]	School self-evaluation: What? How? With whom? And then?	2023	Figueiredo, C.	Portugal
[13]	From inspection to quality: Ways in which school inspection influences change in schools	2015	Gustafsson, J.-E. and Ehren, M.C.M. and Conyngham, G. and McNamara, G. and Altrichter, H. and O'Hara, J.	Netherlands, England, Sweden, Ireland, Austria and Czech Republic
[14]	New regimes of truth: The impact of performative school self-evaluation systems on teachers' professional identities	2009	Hall, C. and Noyes, A.	England
[15]	School self-evaluation and its impact on teachers' work in England	2009	Hall, C. and Noyes, A.	England

ID¹	Title	Year	Authors	Region
[16]	School self-evaluation instruments: An assessment framework	2005	Hofman, R.H. and Dukstra, N.J. and Hofman, W.H.A.	Netherlands
[17]	Teachers' views of the impact of school evaluation and external inspection processes	2016	Hopkins, E. and Hendry, H. and Garrod, F. and McClare, S. and Pettit, D. and Smith, L. and Burrell, H. and Temple, J.	England
[18]	School self-evaluations and school inspections in Europe: An exploratory study	2008	Janssens, F.J.G. and van Amelsvoort, G.H.W.C.H.	Netherlands, Belgium, Denmark, England, Germany, Northern Ireland and Scotland
[19]	The use of stakeholder voice through school self-evaluation in Turkish schools	2022	Kurum, G. and Cinkir, S.	Turkey
[20]	An authentic look at evaluation in education: A school self-evaluation1 model supporting school development	2019	Kurum, G. and Cinkir, S.	Turkey
[21]	School self-evaluation and school improvement: A critique of values and procedures	2004	Kyriakides, L. and Campbell, R.J.	Cyprus and England
[22]	Embedding Self-Evaluation in School Routines	2021	McNamara, G. and Brown, M. and Gardezi, S. and O'Hara, J. and O'Brien, S. and Skerritt, C.	Ireland
[23]	Internal review and self-evaluation - The chosen route to school improvement in Ireland?	2005	McNamara, G. and O'Hara, J.	Ireland
[24]	Quality assurance in Irish schools: Inspection and school self-evaluation	2021	McNamara, G. and O'Hara, J. and Brown, M. and Quinn, I.	Ireland
[25]	Operationalising self-evaluation in schools: Experiences from Ireland and Iceland	2011	McNamara, G. and O'Hara, J. and Lisi, P.L. and Davidsdottir, S.	Ireland and Iceland
[26]	For improvement, accountability, or the economy? Reflecting on the purpose(s) of school self-evaluation in Ireland	2022	McNamara, G. and Skerritt, C. and O'Hara, J. and O'Brien, S. and Brown, M.	Ireland
[27]	Incorporating library provision in school self-evaluation	2004	Mcnicol, S.	England
[28]	Supporting the consistent implementation of self-evaluation in Irish post-primary schools	2015	O'Brien, S. and McNamara, G. and O'Hara, J.	Ireland

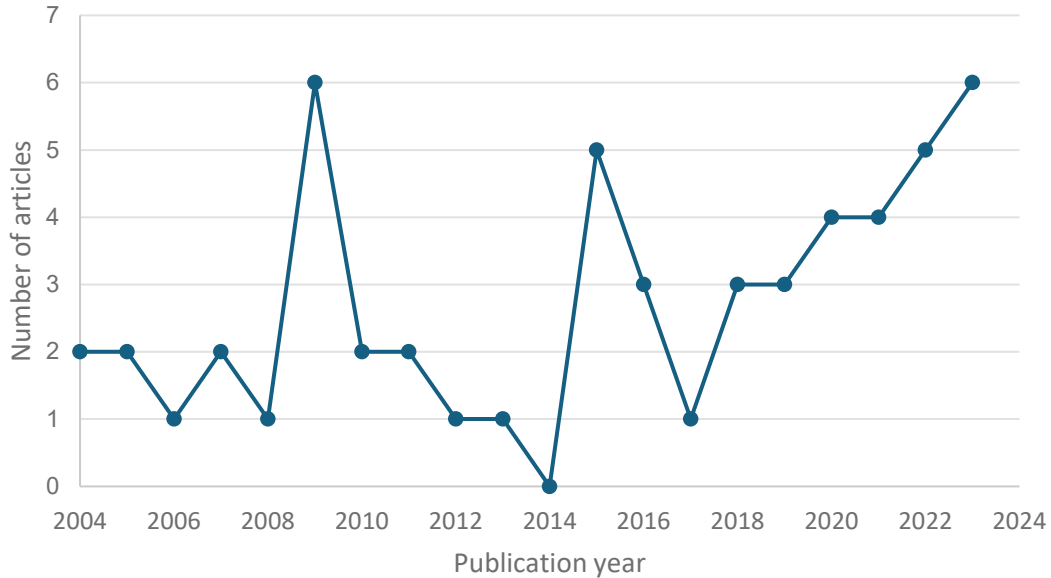
ID¹	Title	Year	Authors	Region
[29]	Learning by doing evaluating the key features of a professional development intervention for teachers in data-use, as part of whole school self-evaluation process	2022	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M.	Ireland
[30]	Teacher leadership in school self-evaluation: an approach to professional development	2022	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M. and Skerritt, C.	Ireland
[31]	Students as co-researchers in a school self-evaluation process	2022	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M. and Skerritt, C.	Ireland
[32]	Irish teachers, starting on a journey of data use for school self-evaluation	2019	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M.	Ireland
[33]	Making a Difference: The Promise of Catholic School Standards	2019	Ozar, L.A. and O'neill, P.W. and Barton, T. and Calteaux, E. and Yi, S.	United States
[34]	The Documentation for the School System Evaluation and the Teachers Professional Development: A University-school Collaborative Research in Italy	2023	Perla, L. and Agrati, L.S. and Vinci, V.	Italy
[35]	Self-evaluation and ofsted inspection: Developing an integrative model of school improvement	2007	Plowright, D.	England
[36]	Institutional evaluation of Portuguese schools: Policies, processes and practices	2018	Sá, V.	Portugal
[37]	School (self)evaluation: "Virtues" and "collateral effects"	2009	Sá, V.	Portugal
[38]	School self evaluation model suggestion	2018	Şahin, S. and Kiliç, A.	Turkey
[39]	From curricular justice to educational improvement: What is the role of schools' self-evaluation?	2017	Sampaio, M. and Leite, C.	Portugal
[40]	The use of school self-evaluation results in the Netherlands and Flanders	2012	Schildkamp, K. and Vanhoof, J. and Van Petegem, P. and Visscher, A.	Netherlands and Belgium
[41]	Quality Improvement in Secondary Schools: Developing a School Self-evaluation Scale	2016	Senol, H and Dagli, G	Cyprus

ID¹	Title	Year	Authors	Region
[42]	Middle leaders as policy translators: prime actors in the enactment of policy	2023	Skerritt, C. and McNamara, G. and Quinn, I. and O'Hara, J. and Brown, M.	Ireland
[43]	Enacting school self-evaluation: the policy actors in Irish schools	2023	Skerritt, C. and O'Hara, J. and Brown, M. and McNamara, G. and O'Brien, S.	Ireland
[44]	Developing frameworks for school self evaluation to improve school effectiveness for peace in Northern Ireland	2006	Smith, R. and Neill, J.	Northern Ireland
[45]	Self-evaluation processes of schools or internal evaluation of the system?	2015	Sousa, A.B.P. and Terrasêca, M.M.A.	Portugal
[46]	Improving the quality of education through self-evaluation in Dutch secondary schools	2016	van der Bij, T. and Geijsel, F.P. and ten Dam, G.T.M.	Netherlands
[47]	Designing and evaluating the process of school self-evaluations	2011	Vanhoof, J. and van Petegem, P.	Belgium
[48]	Evaluating the quality of self-evaluations: The (mis)match between internal and external meta-evaluation	2010	Vanhoof, J. and Van Petegem, P.	Belgium
[49]	Attitudes towards school self-evaluation	2009	Vanhoof, J. and Van Petegem, P. and De Maeyer, S.	Belgium
[50]	Linking the policymaking capacities of schools and the quality of school self-evaluations	2009	Vanhoof, J. and van Petegem, P. and Verhoeven, J.C. and Buvens, I.	Belgium
Additional articles included in the systematic review identified through snowball sampling				
[51]	National Catholic School Standards: Focus on Governance and Leadership	2013	Ozar, L.A. and O'neill, P.W.	United States
[52]	Catholic School Effectiveness Literature Review	2015	Ozar, L.A. and Barton, T. and Calteaux, E.	United States

From the timeline of publications included in the search criteria, with exception to 2014, there are articles publications every year. However, the interest of the scientific community in investigating and publishing articles that address subjects related to school self-evaluation, school improvement, school institutional evaluation and Catholic school standards, is not constant. According to Figure 3, the years of 2009 and 2015 show peaks in article publications and from 2017 onwards, there is a growing trend and

interest in the study of issues or questions surrounding SSE, with 2023 being one of the years with the highest number of publications during the period under study.

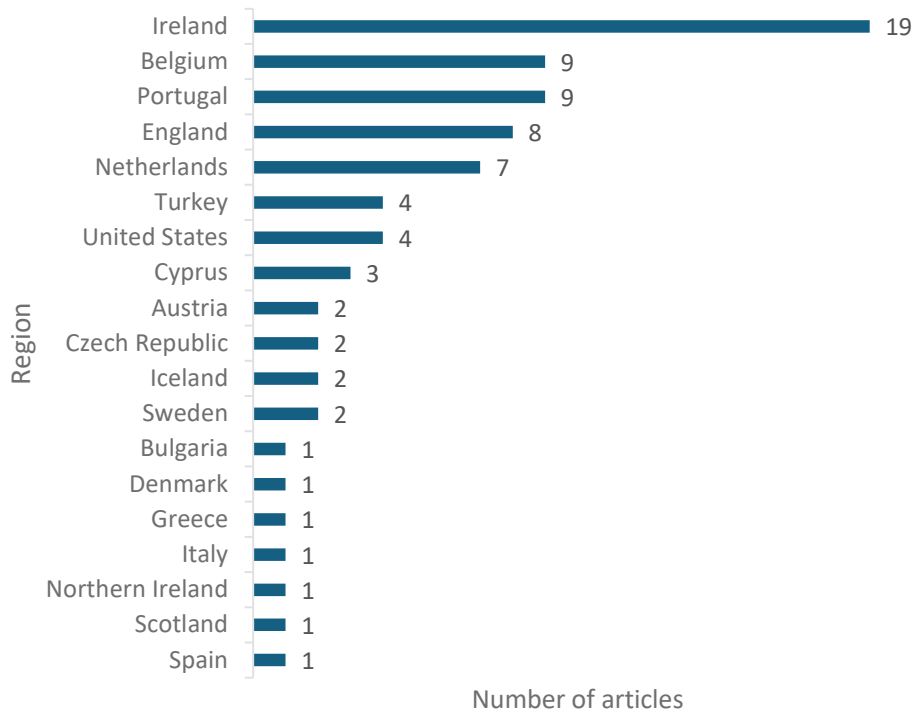
Figure 3 - Distribution of articles by publication year



The WoS and Scopus databases search was geographically restricted to publications from North America and Europe. The distribution of the 52 articles included in this study by region is shown in Figure 4. These two regions total 47 countries, with Europe accounting 44 and North America for 3. Of these 47 countries, 19 have scientific article publications, which corresponds to a ratio of 40% of countries in these regions.

Ireland has a prominent position in the SSE research within the focus of this review, with 19 publications out of the total of 52. Other countries also have a considerable contribution to the number of articles in this analysis: Belgium (nine), Portugal (nine), England (eight), and Netherlands (seven). Several other countries have a smaller number of scientific investigations in this area, four or fewer articles, namely: Turkey, Cyprus, Austria, Czech Republic, Iceland, Sweden, Bulgaria, Denmark, Greece, Italy, Northern Ireland, Scotland and Spain. In North America, publications were found only in the United States (four).

Figure 4 - Distribution of articles by region



3.2. Literature contribution to the research questions

The systematic review of the literature was conducted, analysing the contributions of the selected articles to the seven research questions of the present study, listed in Table 2. The articles were meticulously analysed, and each one's contributions to the research questions were synthesised and mapped. Appendix B provides a mapping of scientific articles' study designs and their contributions to the research questions, with a summary presented in Table 6.

Table 6 - Scientific articles contribution to the research questions

Research questions	Total	Reviewed articles ID
Q1 - What scientific research has been produced on institutional school self-evaluation frameworks?	52	[1]-[52]
Q2 - How is the school self-evaluation configured in the context of Catholic schools?	4	[33], [44], [51], [52]
Q3 - What are the logics of action inherent to school self-evaluation implementation?	43	[1], [2], [5], [7], [9]-[18], [20]-[26], [28], [31]-[34], [36]-[52]
Q4 - What are the methodological procedures of implementation and dissemination of school self-evaluation?	31	[2]-[5], [10], [12], [16], [18]-[20], [24], [25], [27], [28], [31]-[35], [38], [39], [42]-[47], [49]-[52]
Q5 - What is the impact of school self-evaluation on the improvement of their practices?	24	[5], [7], [15], [17], [22], [24], [30], [31], [33], [34], [38]-[50], [52]
Q6 - What recommendations does the literature suggest to school self-evaluation and improvement of its implementation?	40	[1], [2], [6], [8], [10], [11], [16], [18]-[23], [25], [27]-[52]
Q7 - What recommendations foster a Catholic schools self-evaluation framework?	4	[33], [44], [51], [52]

All 52 reviewed articles provide insights into the scientific research on institutional school self-evaluation frameworks (Q1). The literature presents significant contributions to the logics of action inherent to school-self-evaluation implementation (Q3 - 43 articles), to the methodologic procedures and dissemination of school self-evaluation (Q4 - 31 articles) and to the impact of school self-evaluation on the improvement of school practices (Q5 - 24 articles).

It is worth highlighting that the logics of action of SSE or, in other words, the main reasons for implementing this procedure in schools, is the most referenced specific area of study in this review, with more articles focusing on investigations about this theme. Concurrently, scientific investigation also focusses on recommendations to improve SSE

procedures and implementation. Nevertheless, the analysis of SSE's impact on improving school practices has a minor focus in the investigations, compared to other areas mentioned.

A significant finding is the near absence of articles published when the research focuses on the context of Catholic schools: configuration of SSE in Catholic schools (Q2—four articles) and recommendations to foster SSE frameworks in Catholic schools (Q7—four articles).

The subsequent sections will present detailed information regarding the review findings for each research question.

3.3. Scientific research produced on SSE

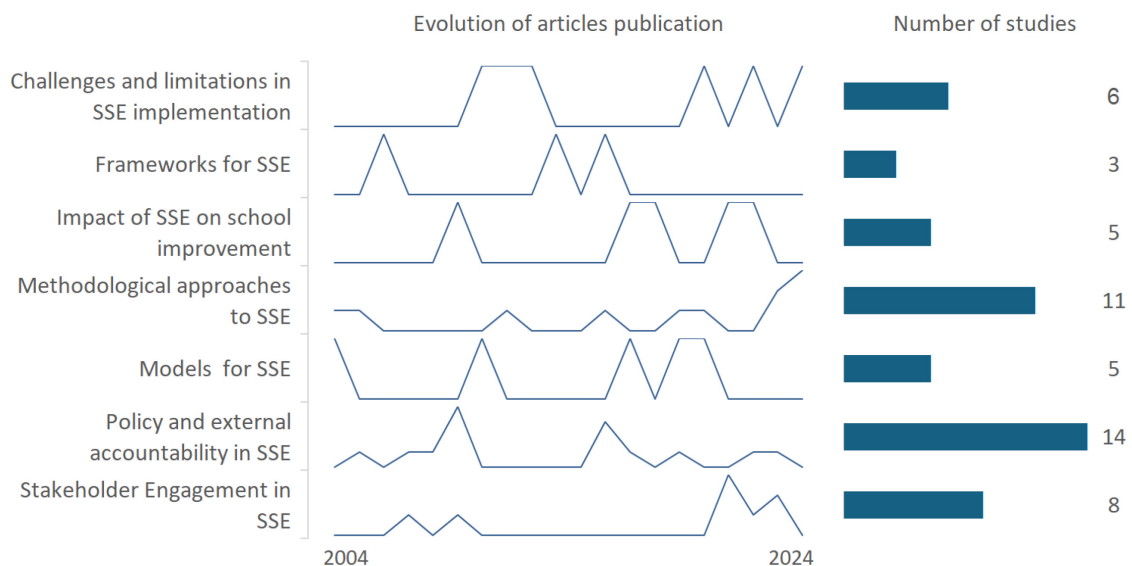
The first research question (Q1) of this study is: What scientific research has been produced on institutional school self-evaluation frameworks? To address this question, the 52 articles reviewed were analysed, and data were extracted to identify the objects of study. Afterward, similarities among the studies were identified, allowing the categorisation of the articles into seven areas of study related to SSE: Impact of SSE on school improvement, Stakeholder engagement in SSE, Methodological approaches to SSE, Policy and external accountability in SSE, Frameworks for SSE, Challenges and limitations in SSE implementation.

Before presenting the results, it is important to explore, in a comprehensive way, the focus of the studies that each category assemble: Impact of SSE on school improvement - consequences of SSE implementation on students curriculum, relationships among various educative agents, teacher's work, learning processes and improvements in the SSE process itself; Stakeholder engagement in SSE - involvement of the diverse community agents in SSE process; Methodological approaches to SSE – technical procedures for implementing SSE, instruments used to obtain data, guidelines for implement SSE procedures and identification of relevant data to SSE; Policy and external accountability in SSE - impact of government policies on external evaluation, inspection models for SE and SSE and its effects on schools; Frameworks for SSE - analysis or

presentations of structured frameworks for SSE implementation; Challenges and limitations in SSE implementation - difficulties in SSE implementation and recommendations to overcome them.

The data extracted from the review made it possible to identify that Policy and external accountability in SSE and Methodological approaches to SSE are the two categories with the most scientific investigations, comprising 14 and 11 articles, respectively. Other categories also receive some focus in the literature, including Stakeholder engagement in SSE (eight articles), Challenges and limitations in SSE implementation (six articles), Impact of SSE on school improvement (five articles), and Models for SSE (five articles). In contrast, the study of Frameworks for SSE represents the least explored study area. The subject categorisation and chronological evolution of scientific research on school self-evaluation are presented in Figure 5, and the underlying data of the scientific research categories by year can be found in Appendix C.

Figure 5 - Subject categorisation and chronological evolution of scientific research on school self-evaluation



It is interesting to note that the trends of educational research in this field aren't a constant over the last two decades. Policy and external accountability in SSE have been

the most studied subject, however, it is clearly a subject without a focus of research since 2016. At the same time, Frameworks for SSE hasn't also been a studied subject since 2015.

On the other hand, the category of Methodological approaches to SSE has only recently begun to attract significant attention from the scientific community, with increased interest emerging since 2022. Challenges and limitations in SSE implementation, the impact of SSE on school improvement, and stakeholder engagement in SSE are other areas of growing scientific interest.

The evolution of article publication, considering all categories, has slightly increased in recent years.

3.4. Configuration of SSE in Catholic schools

This subsection gathers the results to answer the second research question (Q2): How is the school self-evaluation configured in the context of Catholic schools? This question aims to understand and map how and to what extent SSE is implemented specifically in Catholic schools, identify differences in relation to SSE in other schools, register literature studies, and contribute to SSE in Catholic schools.

The results are very pragmatic, with only four of the reviewed articles focusing on SSE configuration in Catholic schools, which suggests this area is still understudied.

The configuration of school self-evaluation in the context of Catholic schools, is presented in Table 7, that synthesises the literature contributions to this subject.

Table 7 – Configuration of school self-evaluation in the context of Catholic schools

Research contribution for configuration of SSE in Catholic schools	Reviewed articles ID
<p>Catholic Schools in the United States use the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) to self-assess and create improvement plans.</p> <p>Self-assessment processes focused not only on academics but also on the centrality of their Catholic mission.</p> <p>NSCECS are organised on Thirteen Standards in four domains (Mission and catholic identity, Governance and leadership, Academic excellence, and Operational vitality).</p>	<p>[33], [51], [52]</p>
<p>Development and implementation in some Catholic and Protestant schools of frameworks: the SPI (School Peacebuilding Index) and the I-MAP (institutional map to improve effectiveness of school-based community relations) to guide practitioners in evaluating arrangements for community relations and peace education.</p> <p>Covers all aspects of school life, from fundamental values to curricular modifications and school policies.</p>	<p>[44]</p>

One of the findings is The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) that are presented and discussed in “Making a Difference: The Promise of Catholic School Standards” (Ozar et al., 2019) [33], “National Catholic School Standards: Focus on Governance and Leadership” (Ozar & Weitzel-O’Neill, 2013) [51] and “Catholic School Effectiveness Literature Review” (Ozar et al., 2015) [52]. In these articles, a framework for the United States Catholic Schools is presented, wherein self-evaluation processes focus not only on academics but also on the centrality of the Catholic mission of these schools. The NSBECS “are based on nine Defining Characteristics, which summarize Church teaching regarding the theology grounding Catholic identity present in Catholic schools” (Ozar et al., 2019, p. 155), organised in four domains (Mission and catholic identity, Governance and leadership, Academic excellence, and Operational vitality), comprising a total of thirteen standards

that “describe policies, programs, structures, and processes that should be present in effective and authentic Catholic schools” (Ozar & Weitzel-O’Neill, 2013, p. 157) and seventy Benchmarks that “provide observable, measurable descriptors for each standard” (Ozar et al., 2019, p. 155). These authors also refer to the school effectiveness standards for Catholic schools, the NSBECS provides guidelines and a common assessment framework that includes criteria unique to Catholic school mission and identity.

It also highlights that in the United States over 1300 schools in 66 dioceses have opted to use these tools and data indicate that the NSBECS are, in fact, widely used (Ozar et al., 2019).

The other finding is reported in “Developing frameworks for school self-evaluation to improve school effectiveness for peace in Northern Ireland” (Smith & Neill, 2006) [44]. The article describes and analyses the development and implementation in some Catholic and Protestant schools of very specific frameworks and tools that are an educational response to ethno-political conflict in Northern Ireland: the Institutional Map for Peace with Social Justice (I-MAP)²; the School Peacebuilding Index (SPI)³ and the Dual-axis Organisational Analysis for Inter-School Contact (Da-ORG)⁴. These instruments aim to guide practitioners in “reconsideration of school improvement priorities and to help pitch thinking into a future which draws together school improvement, school self-evaluation and peace” (Smith & Neill, 2006, p. 170).

3.5. Logics of action inherent to SSE

To address research question three (Q3) - What are the logics of action inherent to school self-evaluation implementation? – the reviewed articles were analysed to find the primary motivations for schools to implement self-evaluation practices. The results were

² The IMAP, or Map for Peace with Social Justice, attempts to provide a coherent framework or roadmap to school improvement for peace.

³ The SPI - school peacebuilding index - aims to guide educational practitioners towards a critically reflective and collaborative exploration of current arrangements for community relations/peace education with a view to identifying areas for improvement.

⁴ The Da-ORG offers practitioners a simple visual aid for appraising cross-community contact and facilitating communication over contact programmes.

categorised and Table 8 outlines the three key logics of action that emanate from the literature, along with the articles where they are discussed.

Table 8 - Logics of action inherent to school self-evaluation

Logics of action	Total	Reviewed articles ID
Improvement and development	31	[1], [11], [13], [15]-[18], [20]-[24], [31]-[34], [38]-[52]
Policy integration, inspection alignment and accountability	31	[2], [5], [7], [9], [10], [12]-[14], [16]-[18], [21], [24]-[26], [28], [32], [33], [36], [37], [39], [42], [43], [45]-[52]
Mission and values alignment	3	[33], [51], [52]

Scientific investigation shows that schools focus on “Improvement and development” of school practices from a holistic perspective when self-evaluation is implemented. On the other hand, logics like “Policy integration, inspection alignment and accountability,” which relate to external mandates to implement school self-evaluation, are still largely mentioned.

Nonetheless, several reviewed articles identify these two logics of action concurrently as purposes for schools to implement self-evaluation.

Another motivation for SSE emerges from this review: “Mission and values alignment”, despite being mentioned in only three articles. This logic emphasises the need to evaluate school life and procedures in relation to its ethos.

3.6. Methodological procedures of implementation and dissemination of SSE

In this subsection, the review results relating to the fourth research question (Q4) are presented: What are the methodological procedures of implementation and dissemination of school self-evaluation?

The data extracted from the analysed articles can be categorised into eight distinct categories: stakeholders’ involvement, data collection, analysis methods, institutional

structures, frameworks for SSE, models for SSE implementation, professional development and support, and dissemination and communication of results. The detailed findings regarding the methodological procedures of implementation and dissemination of school self-evaluation from the systematic review are encompassed in Table 9.

Table 9 - Summary of methodological procedures of implementation and dissemination of school self-evaluation from systematic review

Implementation and dissemination of SSE	Reviewed articles ID
Stakeholders' involvement	13 articles
Teachers' involvement	[49]
Students' involvement	[31]
Parents and students' involvement	[2]-[4], [10], [19]
Teachers, parents and students' involvement	[32]
Principals, teachers and board members involvement	[33]
Involvement of all actors in SSE	[5], [46]
Middle leaders engage staff in discussions about SSE	[42], [43]
Data collection	9 articles
Instruments for data collection:	
- Questionnaires	[19], [32], [42], [46], [49]
- Questionnaires and observations	[16]
- Interviews, observations and document analysis	[38]
Selection of relevant data for school improvement	[25]
Inclusion of library provision in data collection	[27]
Analysis methods	4 articles
Definition of key areas for analysis and planning of the evaluation process	[12], [31]
Data analyses: quality maps and SWOT analyses	[16]
Analysis of the results	[42]
Institutional structures	7 articles
Establishment of school self-evaluation teams	[12], [25], [31], [35], [38], [39], [46]
Frameworks for SSE	9 articles
Framework: school accountability, school improvement and the scientific quality of school self-evaluation instruments	[16]
Use of Inspection / Government Framework in SSE	[18], [24], [35], [45]
Framework: six areas: administration and leadership, education-training process, school-family-community cooperation, school health and safety, relations and communication at school, professional development	[20]

Implementation and dissemination of SSE	Reviewed articles ID
Framework, standards and benchmarks for Catholic Schools in United States	[33], [51]
SPI (school peacebuilding index) framework, covers all aspects of school life, from fundamental values to curricular modifications and school policies for peace education	[44]
The I-MAP (Institutional Map for Peace with Social Justice) provides a broader evaluative framework for addressing systemic issues like equity, diversity, and interdependence to foster peace education	[44]
Models for SSE Implementation	5 articles
Implementation of the CIPPO-model and PDCA-Cycle	[16]
Structured model with cyclical process:	
- preparation, planning, implementation, evaluation, taking action, monitoring, and reviewing.	[20]
- preparation, monitoring, evaluation, planning, and implementation	[38]
- identify focus, gather evidence, analyse and make judgements, write and share report and improvement plan, put improvement plan into action, monitor answers and evaluate impact	[43]
Adaptative cycle of quality: SSE and decision, professional development and merit appraisal	[34]
Professional development and support	7 articles
Training participants	[25], [38]
Workshops for school leaders and teachers	[34], [51]
Facilitation by external expert.	[28], [39], [46]
Dissemination and communication of results	12 articles
SSE report	[12], [31]
Presentation of an improvement plan after the evaluation	[12], [31]-[34], [42], [43], [46], [50]-[52]
Frequent feedback and dissemination of self-evaluation results	[33]
Clear communication strategies	[46], [47], [52]

The most cited practice in the scientific literature is the involvement of stakeholders. Parents, students, teachers, middle leaders and principals, and, potentially, all actors of the educational community are registered.

Questionnaires are the most widely referenced instrument for data collection in school self-evaluation. Observations, interviews, and document analysis are also mentioned as data collection instruments. One article also underlines the selection of the relevant data for SSE, while another highlights the inclusion of library provision in data collection.

The methods for analysing the collected data do not receive significant focus in the reviewed articles. Nonetheless, defining key areas for analysis and planning of the evaluation process, elaborating quality maps, and SWOT analyses are pointed out.

Several articles document the establishment of school self-evaluation teams as an institutional structure for developing, implementing, and sustaining the process.

The presentation of frameworks in use on SSE in some schools is reported, with the domains that each one contains:

- school accountability, school improvement, and the scientific quality of school self-evaluation instruments.
- administration and leadership, education-training process, school-family-community cooperation, school health and safety, relations and communication at school, professional development.
- mission and catholic identity, governance and leadership, academic excellence, and operational vitality (NSBECS).

The use of inspection or government frameworks in SSE is also frequently mentioned.

The presentation of SSE implementation models is not a focus of the scientific investigation. However, the implementation of the CIPPO-model⁵, PDCA-Cycle⁶, Adaptative cycle of quality, among others mentioned, can be consulted in Table 9.

Another widely used SSE practice is the commitment to the professional development and support of SSE teams and participants, as well as the involvement of external experts in the SSE facilitation process.

Simultaneously, clear communication, frequent feedback, the elaboration of a school self-evaluation report, and the consequent improvement plan are discussed.

⁵ Context-Input-Process-Product-Output Model

⁶ Plan-Do-Check-Act Cycle

3.7. Impacts of SSE on the improvement of their practices

Some of the reviewed articles analyse the impacts of school self-evaluation on improving school practices, addressing question five (Q5).

Table 10 provides an overview of the findings and cites the relevant articles from which they were derived. The impacts of SSE can be organised in three categories: “Improvements in school practices”, with thirty-eight references; “Lack of improvements in school practices”, with three references; and “Constraints in SSE Implementation”, with thirteen references.

Table 10 - Impacts of school self-evaluation on the improvement of their practices

Impacts of school self-evaluation	Total	Reviewed articles ID
Improvements in school practices	38	
Improvement in school efficiency and governance	8	[5], [17], [22], [33], [38], [43], [46], [49]
Enhancement of teaching practices and professional development	8	[17], [24], [30], [34], [39], [40], [42], [49]
Strengthened collaboration and stakeholder engagement	9	[15], [24], [31], [33], [41], [42], [44], [46], [50]
Effective use of data for decision-making and school planning	3	[24], [50], [52]
Positive impact in student learning	2	[24], [39]
Increased institutional commitment to continuous improvement	4	[15], [33], [34], [46]
Accountability and alignment with external regulations	1	[33]
Alignment of practices with the school’s mission and identity	3	[33], [44], [52]
Lack of improvements in school practices	3	
Limited or no impact on teaching practices and professional development	2	[5], [7]
Negligible impact in student learning	1	[5]
Constraints in SSE Implementation	13	
Gap between policy and practice	1	[7]

Impacts of school self-evaluation	Total	Reviewed articles ID
Lack of professional commitment	1	[22]
Ineffective implementation of the SSE	4	[15], [30], [47], [50]
Lack of translation of SSE findings into concrete actions	1	[40]
Workload and emotional burden	1	[15]
Limitations in resources and capacity	1	[33]
Conflict between external regulation and internal development	3	[24], [45], [48]
Variability in SSE quality and coherence	1	[48]

From this deep dive into scientific literature about SSE, the benefits of SSE implementation in schools emerge. The improvement in school efficiency and governance, the enhancement of teaching practices and professional development, and the strengthened collaboration and stakeholder engagement are the most cited upgrades in schools when SSE is implemented. The effective use of data for decision-making and school planning, Improvement in student learning, increased institutional commitment to continuous improvement, accountability and alignment with external regulations, and alignment of practices with the school’s mission and identity are also mentioned.

However, a negligible impact on teaching practices, professional development, and student learning is mentioned, but with less incidence than the articles identifying these areas as improvements.

The constraints related to SSE implementation are also listed as inhibiting factors in the context of improvement surrounding SSE. The main constraints are the ineffective implementation of the SSE and the conflict between external regulation and internal development. Still, others are enumerated: gap between policy and practice, lack of professional commitment, lack of translation of SSE findings into concrete actions, workload and emotional burden, limitations in resources and capacity, and variability in SSE quality and coherence. No negative consequences of SSE implementation were identified in this review.

3.8. Recommendations to SSE and improvement of its implementation

The analysed articles identify a wide array of recommendations from the literature in response to research question six (Q6): What recommendations does the literature suggest to school self-evaluation and improvement of its implementation?

The findings are aggregated and categorised in Table 11, which lists the recommendations, and the reviewed articles documented them.

The literature review highlights essential areas for improving school self-evaluation practices, providing actionable insights for school actors that can be systematised into seven distinct categories:

- Strengthening stakeholder involvement
- Enhancing data-driven decision-making
- Embedding SSE into school culture
- SSE frameworks
- Providing professional development and support
- Implementing and sustaining effective SSE processes
- Addressing challenges and limitations

The most documented recommendations are “Strengthening stakeholder involvement” and “Providing professional development and support” with 21 references to the first category and 34 to the second. The least cited is “Addressing challenges and limitations” with only four references.

Based on the analysis of the data presented in Table 11, the most meaningful and consensual recommendations highlighted from the review, for school self-evaluation and improvement of its implementation, are presented as follows:

- i. School self-evaluation should involve school stakeholders, under the leadership of school administrators, to reflect the school community's needs and perceptions and ensure its effectiveness.

- ii. School self-evaluation should incorporate explicit objectives, relevant indicators and adequate benchmarks that align with school priorities. This approach enhances the focus and direction of SSE processes and provides a basis for meaningful evaluation and improvement. The use of digital tools is recommended for effective data collection. Distortion in SSE questionnaires should be avoided.
- iii. To embed school self-evaluation into school culture, standards should consider school specific context, emerging from a negotiated process. It is essential to promote clarity in the purpose of SSE, frequent feedback, a climate of trust and openness for the change of mentality required for effective reflective practices in SSE processes.
- iv. Schools should develop a broad but simple self-evaluation framework tailored to their specific characteristics and needs, containing their own goals, priorities, and improvement areas beyond external regulatory influences. Nonetheless, external standards should be considered to lead to more effective schools and avoid the risk of self-referentiality.
- v. Schools need structured support involving expert facilitators and partnerships with universities to interpret data effectively, guide SSE processes, and translate findings into actionable improvements. Simultaneously, professional development and support for all school staff are recommended.
- vi. Schools should use self-evaluation results as a foundation for actionable and meaningful improvement plans and integrate them into their long-term operational planning, embedding SSE within a dynamic model for school improvement.
- vii. Promotion of cooperation among educators to reduce the burden of self-evaluation on a limited number of individuals. Adequate resource allocation and promotion of cooperation among educators are fundamental for enabling schools to conduct meaningful evaluations and improvements.

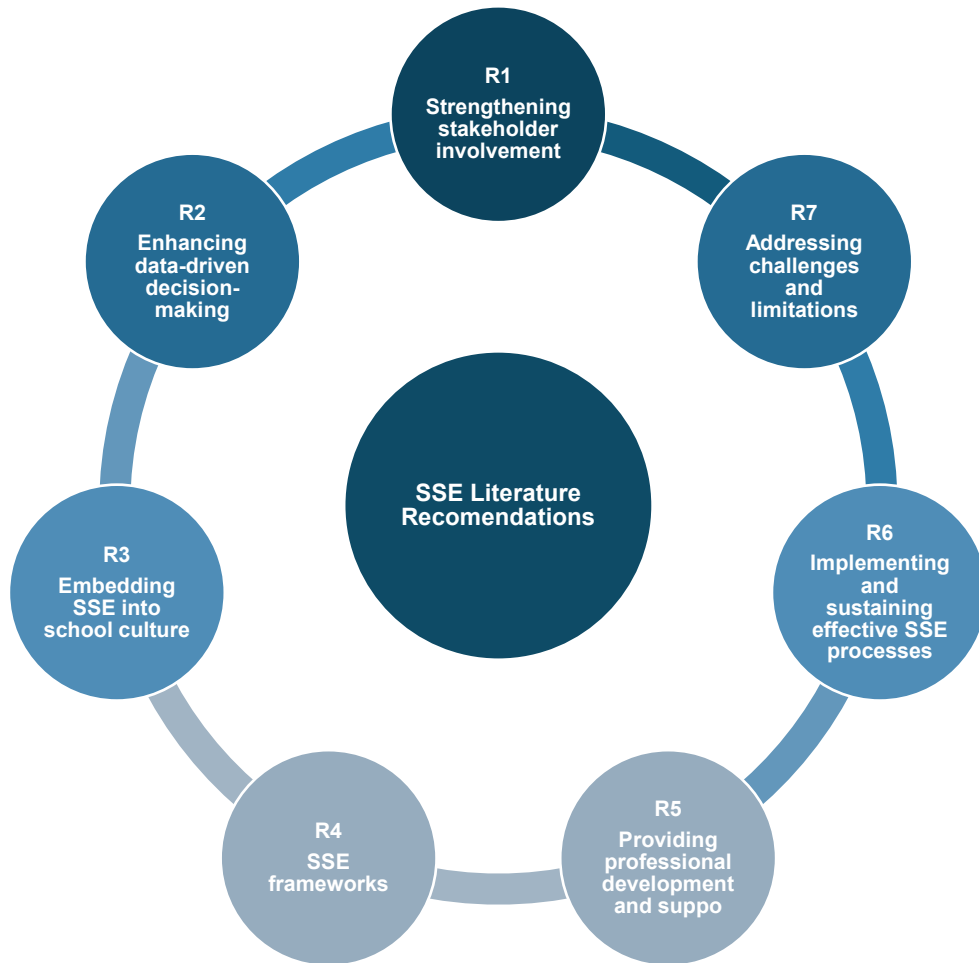
Table 11 - Literature recommendations to school self-evaluation and improvement of its implementation

Literature recommendations to SSE	Reviewed articles ID
Strengthening stakeholder involvement	
School self-evaluation is cooperative process and should be carried out with several stakeholders within the community, like students, teachers and parents, under the leadership of school administrators, to reflect the need and perceptions of the school community and to ensure its effectiveness.	[2], [8], [10], [20], [36]-[38], [41], [42], [44]-[46], [50]-[52]
Stakeholder involvement, particularly among teachers and principals, is critical in every step of planning and implementation. Their commitment can only occur when they feel ownership of the process.	[21], [33]
Involve students as data sources and partners in decision making.	[31]
Define participation rates for students and parents in the SSE process and clearly define their role.	[2], [23]
Motivate participants meaning that they engage in filling in the SSE questionnaires out of sincere interest as a means of achieving their personal goals.	[11]
Enhancing data-driven decision-making	
Explicit objectives, relevant indicators and adequate benchmarks, that align with school priorities, contributes to enhance the focus and direction of SSE processes and provide a basis for meaningful evaluation and improvement.	[18], [25], [47]
Use digital tools, collect data effectively and avoid distortion in SSE questionnaires.	[11], [25], [33]
Adopt a theory-driven and evidence-based approach to school improvement.	[6]
Embedding SSE into school culture	
Consistent implementation policy extended over a long period to establish SSE.	[1]
Ensure that evaluation standards are tailored to each school's specific context, emerge from a negotiated process and shared frameworks within the school context and culture.	[38], [41], [45]
Clarity in the purpose of SSE implementation for the school improvement and a climate of trust and openness are essential for the change of mentality required for effective reflective practices in SSE processes.	[1], [28], [40], [47]-[49]

Literature recommendations to SSE	Reviewed articles ID
Support among teachers should be built by presenting evidence of the positive outcomes of SSE. Teachers must understand and feel confident of the potential of SSE.	[2]
Adopting the right communication strategy with frequent feedback promotes the development of a culture of improvement and drives innovative practices.	[34], [47]
SSE frameworks	
Develop a broad framework including the perspectives of:	
- school accountability, school improvement, and the scientific quality of school self-evaluation instruments.	[16]
- management and leadership, education process, school-family-community cooperation, school health and safety, school relations and communication, and professional development.	[19]
Simplify the SSE framework to reduce excessive complexity and resource demands.	[23]
Schools should develop self-evaluation processes that are tailored to their specific characteristics and needs and should contain their own goals, priorities, and improvement areas, beyond external regulatory influences.	[18], [45]
Implementing external standards can lead to more effective schools and avoid the risk of self-referentiality.	[34], [52]
The inspection process and SSE form a coherent and integrated system that values both accountability and improvement; however, a better articulation is needed to avoid the subordination of SSE to external process and to enhance their combined impact.	[35], [39]
References to the use of the library should be included in whole-school self-evaluation documents.	[23]
Providing professional development and support	
Sustained and continuous training for all staff, on data-informed decision-making, research methodologies and report writing is crucial to ensure effective implementation, long-term sustainability and self-sufficiency in SSE processes.	[1], [8], [19] [20], [22], [29], [30], [33], [42]-[44] [47], [48], [50], [52]
Schools need structured support involving expert facilitators to effectively interpret data, guide SSE processes and translate findings into actionable improvements.	[6], [18], [19], [21], [25], [28], [29], [32], [39], [46]-[50]

Literature recommendations to SSE	Reviewed articles ID
Partnerships between schools and universities are necessary for working on complex processes such as self-evaluation.	[34]
Support for middle leaders is critical to sustaining SSE as a meaningful and impactful process in schools.	[42], [43]
Implementing and sustaining effective SSE processes	
Schools should use self-evaluation results as a foundation for actionable and meaningful improvement plans and integrate it into their long-term operational planning.	[33], [40], [47], [51]
The use of the following models is recommended:	
- Dynamic model to school improvement.	[6]
- Include the phases of the PDCA Cycle as a part of the improvement process.	[16]
- Include levels and criteria of the CIPPO-model in SEE process.	[16]
- The adaptive cycle of quality articulates self-assessment, professional development, and merit appraisal, ensuring that teacher growth is integrated into the broader goals of school improvement.	[34]
Break down the SSE process into manageable tasks and after formulating a development agenda, schools must pay sufficient attention to implementation and the identification of feasible targets.	[29], [48]
It is critical that improvement targets are clearly linked to relevant baseline data generated from the self-evaluation process and that clear procedures are established.	[23], [32]
Designated posts of responsibility for SSE would significantly enhance its implementation.	[42], [43]
Feedback from the self-evaluation process and findings should be shared systematically to support actionable changes and improvement plans.	[50], [51]
Addressing challenges and limitations	
Promote cooperation among educators to reduce the burden of self-evaluation on a limited number of individuals.	[8]
Adequate resource allocation is fundamental for enabling schools to carry out meaningful evaluations and improvements.	[44]
Designated time for SSE activities is essential to support staff engagement and reduce workload pressures.	[1], [43]

Figure 6 - Systematisation of the literature recommendations to school self-evaluation and improvement of its implementation



R1	School self-evaluation should involve school stakeholders, under the leadership of school administrators, to reflect the needs and perceptions of the school community and to ensure its effectiveness.
R2	School self-evaluation should incorporate explicit objectives, relevant indicators and adequate benchmarks that align with school priorities. This approach enhances the focus and direction of SSE processes and provides a basis for meaningful evaluation and improvement. The use of digital tools is recommended for effective data collection. Distortion in SSE questionnaires should be avoided.
R3	To embed school self-evaluation into school culture, standards should consider school specific context, emerging from a negotiated process. It is essential to promote clarity in the purpose of SSE, frequent feedback, a climate of trust and openness for the change of mentality required for effective reflective practices in SSE processes.
R4	Schools should develop a broad but simple self-evaluation framework, tailored to its specific characteristics and needs containing their own goals, priorities, and improvement areas, beyond external regulatory influences. Nonetheless, external standards should be taken into consideration to lead to more effective schools and avoid the risk of self-referentiality.
R5	Schools need structured support involving expert facilitators and partnerships with universities to effectively interpret data, guide SSE processes and translate findings into actionable improvements. Simultaneously, professional development and support for all school staff is recommended.
R6	Schools should use self-evaluation results as a foundation for actionable and meaningful improvement plans and integrate them into their long-term operational planning, embedding SSE within a dynamic model for school improvement.
R7	Promotion of cooperation among educators to reduce the burden of self-evaluation on a limited number of individuals. Adequate resource allocation and promotion of cooperation among educators are fundamental for enabling schools to conduct meaningful evaluations and improvements.

3.9. Recommendations for Catholic SSE frameworks

One of the objectives of this review, addressing question seven (Q7), was to identify recommendations to foster Catholic schools’ self-evaluation frameworks. The results of the review are presented in Table 12.

Table 12 - Literature recommendations for Catholic schools’ self-evaluation frameworks

Literature recommendations for Catholic schools SSE frameworks	References
Standards should focus on a more holistic approach than student academic achievement.	[52]
Incorporation of indicators that assess the spiritual and community aspects of Catholic education alongside academic results.	[33]
Rubrics and guidelines should be developed to help Catholic educators use the standards and benchmarks for school performance review, school improvement and strategic planning.	[52]
Alignment of practices with the Catholic mission to ensures that schools maintain their unique identity while improving operational effectiveness.	[33]
The Catholic mission should remain central to the work of schools, with self-evaluation reinforcing its understanding and integration into all aspects of school life.	[33]
The use of NSBECS framework is recommended:	
<ul style="list-style-type: none"> - to extend beyond academic and curricular standards, providing schools with a structured roadmap for faith-based education, inclusive of Catholic mission and identity (ensure fidelity in the adoption and implementation of the NSBECS). 	[33], [52]
<ul style="list-style-type: none"> - to emphasise the centrality of the Catholic mission as a foundation for effective governance and leadership, ensuring alignment with Catholic identity, academic excellence and operational vitality. 	[51]
<ul style="list-style-type: none"> - to facilitate continuous improvement mindset and ensure that Catholic schools remain effective and sustainable over time. 	[52]
Breaking the culture of silence and promoting community education are essential for SSE frameworks processes to help forge connections between Protestant and Catholic communities. Recommendation of Da-ORG, I-MAP and SPI frameworks for Northern Ireland Schools.	[44]

From the fifty-two articles analysed, only three present recommendations for Catholic Schools' frameworks: "Making a Difference: The Promise of Catholic School Standards" (Ozar et al., 2019) [33], "National Catholic School Standards: Focus on Governance and Leadership" (Ozar & Weitzel-O'Neill, 2013) [51], and "Catholic School Effectiveness Literature Review" (Ozar et al., 2015) [52]. All three have authors in common and analyse the implementation of the National Standards and Benchmarks for Effective Catholic elementary and secondary Schools (NSBECS) in United States Catholic Schools.

This framework is recommended for catholic schools, presenting the integration of a more holistic approach than student academic achievement (Ozar et al., 2015), incorporating indicators that assess the spiritual and community aspects of Catholic education alongside academic results (Ozar et al., 2019). It is also mentioned by the same author that the alignment of practices with the Catholic mission ensures that schools maintain their unique identity while improving operational effectiveness.

The following recommendations can be systematised, considering the data listed in Table 12:

- i. Catholic schools' frameworks should focus on a more holistic approach by incorporating standards and indicators that assess the spiritual and community aspects of Catholic education alongside with academic results. This ensures that schools maintain their unique identity while improving operational effectiveness.
- ii. The use of NSBECS framework is recommended for Catholic schools to extend beyond academic and curricular standards, providing schools a structured roadmap for faith-based education. It integrates the Catholic mission and identity, effective governance and leadership, academic excellence and operational vitality.

A fourth article in the literature recommends the Dual-axis Organisational Analysis for Inter-School Contact (Da-ORG), Institutional Map for Peace with Social Justice (I-MAP) and School Peacebuilding Index (SPI) as frameworks to be adopted in Northern Ireland schools, including Protestant and Catholic schools. The purpose is to help to forge meaningful connections between community development and community relations,

implementing a “curriculum for reconciliation [...] as a critical pedagogy for peace” (Smith & Neill, 2006, p. 163) and break a “culture of silence and avoidance by failing to address real issues of diversity and conflict within the curriculum” (Smith & Neill, 2006, p. 154).

4. Discussion

This study presents a comprehensive systematic review of the literature on school self-evaluation frameworks and practices, focusing on insights derived from scientific articles related to Catholic schools.

4.1. Trends, impacts and logics in SSE

The findings reveal that academics have explored this field of research in the last two decades, resulting in a considerable number of published articles. However, the results show that the research has predominantly focused on topics such as policy, external accountability, methodological approaches, and stakeholders' engagement rather than models, frameworks, or the impact of SSE on school improvement.

Considering that Bolívar (2014) emphasises that the primary purpose of self-evaluation processes should be their integration into the school's capacity-building efforts, serving as a critical factor in managing improvement, it is important to highlight that scientific publications on school improvement related to SSE implementation have shown an inconsistent trend since 2016. In contrast, research on stakeholder engagement, methodological procedures, and challenges in SSE implementation has exhibited a growing trend in recent years.

Nonetheless, the results indicate that SSE contributes to improving school practices, mainly in governance, efficiency, collaboration, and professional development.

However, the positive impact of SSE on student learning remains less thoroughly documented, with limited empirical support for direct improvements in student outcomes. No studies report negative consequences related to SSE implementation, only constraints or negligible impact on improvement.

Even the underlying reasons for schools' implementation of SSE reflect a balance of factors, as schools navigate between the mandatory perspective of compliance with external requirements and the intrinsic pursuit of continuous improvement within the educational system.

Invoking Castro (2012, p. 1) conclusions – namely, “the perception that the impacts of external and internal evaluation are insignificant” and that “the effort invested in school institutional evaluation procedures translates into the fulfilment of a legitimising ritual” – this study documents not only an evolving perspective of improvement surrounding SSE in the mindset of school’s actors but also provides additional evidences regarding the real impact of SSE on school improvement.

4.2. Recommendations for SSE

Within the scope of recommendations emerging from the literature regarding processes related to SSE, it is essential to highlight the significant contributions of several articles addressing various aspects of the SSE.

The aggregated results of this study allow for the identification of seven categories of literature recommendations for school self-evaluation and the improvement of its implementation, as presented in Table 11 and summarized in Figure 6: Strengthening stakeholder involvement; Enhancing data-driven decision-making; Embedding SSE into school culture; Developing SSE frameworks; Providing professional development and support; Implementing and sustaining effective SSE processes; Addressing challenges and limitations.

The findings highlight that the most extensively documented recommendations in the literature are “Strengthening stakeholder involvement” and “Providing professional development and support”. Conversely, “Addressing challenges and limitations” received the least attention in the reviewed articles.

This emphasises the critical role of stakeholders in SSE. The literature suggests that SSE should be a collaborative endeavour involving various members of the school community, including students, teachers, and parents. This inclusive approach ensures that the evaluation process reflects the needs and perceptions of the school community (Senol & Dagli, 2016), and ultimately contributes to its effectiveness. The importance of internal stakeholders is also noted, as their involvement, motivation and belief in SSE potential are key factors for the successful implementation of SSE.

Furthermore, findings strongly advocate for providing professional development and support, sustained and continuous training for staff in areas related to SSE process, as vital for the effective implementation and long-term sustainability, especially for SSE team members (Kurum & Cinkir, 2022). The need for structured support is also emphasised, including expert facilitators and partnerships with universities (Janssens & van Amelsvoort, 2008; Perla et al., 2023; Vanhoof & Van Petegem, 2010). This recommendation reflects the specificity of the competencies required in an SSE process, which may become ineffective without adequate know-how.

Recommendations for addressing challenges and limitations are aligned with the specificities of SSE implementation and its inherent difficulties – workload and the burden of self-evaluation (Davidsdottir & Lisi, 2007; Hall & Noyes, 2009b).

Consequently, findings suggest the need for adequate allocation of resources and time to overcome these challenges (Brown et al., 2021; Skerritt, O’Hara, et al., 2023; Smith & Neill, 2006).

It is noteworthy that the remaining recommendations reveal a consistent underlying theme related to each school's identity and specificity and the importance of developing school self-evaluation in accordance with each institution's culture, objectives, and educational project.

The recommendation “Embedding SSE into school culture” emphasises that to integrate SSE effectively into school dynamics, it should emerge from a negotiated process rooted in each school's specific context.

Consequently, the recommendation “SSE frameworks” highlights that schools should develop a simple yet comprehensive self-evaluation framework, tailored to their specific characteristics and needs, containing their own goals, priorities, and improvement areas, beyond external regulatory influences (Janssens & van Amelsvoort, 2008; Sousa & Terrasêca, 2015).

The recommendation “Enhancing data-driven decision-making” reinforces this perspective, suggesting SSE should incorporate explicit objectives, relevant indicators, and adequate benchmarks that align with school priorities (Janssens & van Amelsvoort, 2008; Vanhoof & van Petegem, 2011). Furthermore, it advocates for integrating the

results and improvement proposals arising from SSE into the school's long-term operational planning, embedding SSE within a dynamic model for school improvement, as outlined in the recommendation "Implementing and sustaining effective SSE processes".

These findings result in a coherent and interdependent cycle of improvement recommendations, aiming to provide SSE with grounding, development, and procedures aligned with each school's identity, context, and educational project. This approach encourages educational stakeholders to promote and/or adapt SSE frameworks, ensuring they reflect the unique characteristics and specificities of their educational context and driving continuous improvement that is responsive to the particular needs and aspirations of each school community.

4.3. SSE in Catholic schools – a research gap

Since 2014, the publication of articles on school self-evaluation (SSE) has gradually increased, reflecting the current relevance and pertinence of the topic — a context in which this study is situated. However, when the focus shifts to the configuration of SSE in Catholic schools and the literature's recommendations for frameworks tailored to these institutions, this study reveals an almost complete absence of scientific research in this area.

Of the 52 articles analysed, only four address SSE in Catholic schools. Three of these articles discuss the implementation of a self-evaluation framework explicitly designed and published for Catholic schools in the United States by the NCEA NSBECS Advisory Council (Eds.) (2023), the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS). One of its four domains, Mission and Catholic Identity, addresses the distinctive mission of Catholic education. These standards are widely disseminated and applied across various dioceses in the United States and "provides guidelines and a common assessment framework that includes criteria unique to Catholic school mission and identity, as well as widely accepted research-based school effectiveness criteria" (Ozar et al., 2019, p. 155).

The remaining article focuses on the specific case of schools in Northern Ireland, which are predominantly Catholic and Protestant, emphasising the importance of a curriculum for peace and the alignment of SSE with this educational intentionality. Although it is not an article specifically focused on Catholic schools, it reinforces the importance of ensuring that SSE processes consider each school or region's context and unique characteristics.

When considering literature recommendations exclusively for Catholic schools, this study identifies the singularity of the NSBECS framework proposal and its three related studies. This clearly highlights a research gap in the scientific literature, as evidenced by the near absence of specific proposals for SSE tailored to Catholic schools.

This gap in the existing body of knowledge regarding comprehensive standards for Catholic schools is corroborated by Ozar et al. (2015). In the authors' literature review, which grounds the foundations for the NSBECS, states that “there is no existing research on the use of comprehensive standards in Catholic schools” (p. 1).

4.4. Focusing on Catholic schools' SSE frameworks

“Catholic schools exist to provide excellent education in a faith-filled environment, centred in the person of Jesus Christ. This is their mission and their mandate” (NCEA NSBECS Advisory Council (Eds.), 2023, p. 1).

The integration of the various dimensions of educational action in Catholic schools, which connects academic excellence with a privileged Christian education environment, distinguishes these schools' identity and mission. Moreover, practices aligned with the Catholic mission ensure that schools maintain their unique identity while improving operational effectiveness.

To reinforce the conditions for the Catholic mission to remain central to the work of schools, with self-evaluation reinforcing its understanding and integration into all aspects of school life (Ozar et al., 2019), it is essential that “comprehensive effectiveness standards for Catholic schools [...] integrate criteria unique to Catholic school mission

and identity as well as widely accepted research-based school effectiveness criteria” (NCEA NSBECS Advisory Council (Eds.), 2023, p. 1).

It is within this context that the recommendation emerges from this study that frameworks for Catholic schools incorporate standards emphasising a holistic approach, with indicators that assess the spiritual and community aspects of Catholic education alongside academic results (Ozar et al., 2015, 2019).

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) framework is recommended, as it incorporates standards and benchmarks aligned with Catholic school identity and organised into four domains: Mission and Catholic identity, Governance and leadership, Academic excellence, and Operational vitality.

The first domain is directed toward the Catholic school's specific mission as a Christian educational community member. In contrast, the remaining three domains are common to any other school. However, integrating the Catholic dimension imparts a distinctive culture of action across all domains, as reflected in the various standards. This is evident, for example, in the seventh standard: “An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction” (NCEA NSBECS Advisory Council (Eds.), 2023, p. 24).

This reinforces the underlying principle of this study’s recommendations that the entire SSE process, beginning from frameworks, should be adapted to each school’s specific context and ethos.

In fact, the recommendations presented in this study, as outlined in Table 11 and summarized in Figure 6. These principles also apply to Catholic schools, as their mission is also centred on student education and they face similar difficulties and challenges. Additionally, every school has its own identity, charism, and ethos. However, the mission of Catholic schools is even more distinctive and unique. It cannot be evaluated or self-evaluated through the same lens as other schools without risking the marginalisation of their Christian educational dimension.

The data collected in this study regarding the configuration of school self-evaluation in the context of Catholic schools practically only identifies the context of application of the NSBECS in the United States. With the exception of this, there is no evidence of a specific configuration of SSE in Catholic schools, either in Europe or in other North American countries — highlighting the previously mentioned research gap. This suggests that the unique identity and mission of Catholic schools are not sufficiently considered in existing SSE frameworks.

As Leite et al. (2020) note, “a certain tendency towards subordination of self-evaluation practices to external evaluation directives is observed, and thus also towards a prescriptive logic of self-evaluation” (p. 6), while Caramelo et al. (2015) emphasise that the singularity of each educational institution is incompatible with standardised self-evaluation models that might compromise its identity, the research gap concerning SSE Catholic schools’ frameworks, highlight a pressing need for Catholic schools to maintain and strengthen their specific identity and mission, in contrast with a potential homogenization of educational practices in schools and the dilution of Catholic school identity.

4.5. SSE framework in Portuguese Catholic schools - exploratory reflections

Catholic schools have a significant presence in the Portuguese education system. According to data from the Anuário Católico (n.d.), there are 140 Catholic schools in Portugal, spanning various educational levels.

Since 2018, the Portuguese Inspectorate-General of Education and Science (IGEC) has extended its external evaluation activities to schools within the private and cooperative education sector (with state funding agreements), many of which are Catholic institutions. The IGEC's External Evaluation Framework (RAE) includes domains such as “Self-evaluation”, “Leadership and management”, “Educational service provision” and “Results” (Avaliação Externa Das Escolas Quadro de Referência, 2023).

Whether driven by principles of continuous improvement inherent to SSE or by legislative requirements, Portuguese Catholic schools must implement SSE practices tailored to their unique identity and mission.

Melo (2014) highlighted that the most widely disseminated evaluation models in Portugal are the CAF (Common Assessment Framework) and the AVES (External School Evaluation Programme), with the latter being an external evaluation program that also supports schools in their self-evaluation processes (Fundação Manuel Leão, 2024). It is also to consider the RAE of the IGEC, as well as the need for vocational educational schools to integrate the EQAVET framework into their daily practices—an integration for which the CAF model offers a proposal.

In this emerging context of SSE, coupled with the absence of specific frameworks for Catholic schools, except the NSBECS, and the influence of external accountability, there is a pressing need to reflect on a framework proposal for Portuguese Catholic schools. Such a framework would aim to preserve and strengthen their specific identity while mitigating risks of its dilution.

The following table outlines the domains of school evaluation identified in NSBECS, RAE and CAF frameworks:

Table 13 - NSBECS, RAE and CAF frameworks

Framework	Domains
NSBECS National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools	<ul style="list-style-type: none"> - Mission and Catholic identity - Governance and leadership - Academic excellence - Operational vitality
RAE IGEC’s External Evaluation Framework	<ul style="list-style-type: none"> - Self-evaluation - Leadership and management - Educational service provision - Results
CAF Common Assessment Framework	<ul style="list-style-type: none"> - Enablers (leadership, strategy & planning, people, partnerships & resources, processes) - Results (citizen / customer orientated results, people results, social responsibility results, key performance results)

In addition, the study findings identify key principles for designing and implementing SSE frameworks that emphasise adaptability to each school's context while remaining aligned with the unique mission of Catholic education:

- Simple SSE framework to reduce excessive complexity and resource demands. (McNamara & O'Hara, 2005)
- Tailored to schools' specific characteristics and needs, containing their own goals, priorities, and improvement areas, beyond external regulatory influences. (Janssens & van Amelsvoort, 2008; Sousa & Terrasêca, 2015)
- Focus on a more holistic approach than student academic achievement. (Ozar et al., 2015)
- Incorporation of indicators that assess Catholic education's spiritual and community aspects alongside academic results. (Ozar et al., 2019)
- Beyond academic and curricular standards, with a structured roadmap for faith-based education, inclusive of Catholic mission and identity. (Ozar et al., 2015, 2019)

However, the literature also suggests:

- Implementing external standards can lead to more effective schools and avoid the risk of self-referentiality. (Ozar et al., 2015; Perla et al., 2023)
- Combined impact of SSE articulated with external evaluation form a coherent and integrated system that values both accountability and improvement. (Plowright, 2007; Sampaio & Leite, 2017)

Thus, the literature underscores the importance of tailoring SSE practices to each school's context, ethos, and identity. At the same time, it recognises that well-articulated with SSE, external evaluation can amplify school improvement processes.

Based on these findings and recommendations, this study presents a potential SSE framework structure for Portuguese Catholic schools with four domains. It incorporates domains from the RAE, excluding self-evaluation (given that this proposed framework is

itself a model of self-evaluation), and introduces a specific domain reflecting Catholic school identity:

- Domain one: Mission and Catholic identity
- Domain two: Leadership and management
- Domain three: Educational service provision
- Domain four: Results

The direct application of NSBECS to the Portuguese context is questionable. While this framework is specifically designed for Catholic schools, it requires reflection and adaptation to align with European, and particularly Portuguese, cultural realities. Furthermore, integrating aspects of IGEC's RAE is also suggested in the literature.

5. Conclusions

This dissertation presents a systematic literature review focusing on school self-evaluation (SSE) frameworks and practices, particularly Catholic schools. The scope of the research is to analyse existing scientific investigations on SSE, its implementation, and its impact on school improvement, while also addressing the specific context of Catholic schools. The review aims to identify research trends, the configuration of SSE in Catholic schools, inherent logics of action, methodological procedures, impacts on school practices, and recommendations for enhancing SSE, particularly within Catholic school frameworks. The study specifically considered review articles published between 2004 and 2024, in Portuguese or English, originating from Europe and North America, and focused on school self-evaluation in the context of school improvement, involving students aged 10 to 18 years old. The databases consulted were Scopus and Web of Science (WoS).

A triangular interrelationship and paradoxical tensions

This study's problematization arises from a triangular interrelationship and paradoxical tensions between Catholic school mission and identity, school self-evaluation, and external evaluation.

Since 2002, "either in the logic of accountability or in the logic of understanding and improving educational processes and results" (Alves et al., 2014, p. 66) SSE has been a part of Portuguese legislation, with consistent institutional pressure for schools to adopt self-evaluation practices. In 2006, SSE became widespread with the first cycle of External School Evaluation, under the responsibility of the General Inspectorate of Education, which considered the capacity for self-regulation and school improvement as one of its parameters. In 2018, a specific domain focused on self-evaluation was introduced for the first time in external evaluation.

However, the allocation of SSE in external evaluation prioritises an interpretation of SSE as an accountability practice. Leite et al. (2020) emphasise "a certain tendency towards

subordination of self-evaluation practices to external evaluation directives is observed, and thus also towards a prescriptive logic of self-evaluation” (p. 106) and MacBeath highlights that SSE “remains present in schools, but gradually loses its vitality, subjugated by the determinations of the General Inspectorate of Education” (Caramelo et al., 2015, p. 1604).

Given the heterogeneous realities across schools, the indirect pressures toward standardizing SSE risk homogenization, being necessary a reinforced emphasis on SSE centrality and its strategic alignment and its articulation with external evaluation.

With their distinctive educational mission, schools grounded in a specific ethos, such as Catholic schools, constitute a singular case within the broader educational landscape. They aim to embody an educational approach imbued with a Christian humanist spirit. An analysis of external evaluation and SSE frameworks demonstrates that Catholic schools face a systemic oversight: core dimensions of their mission are either excluded from evaluation processes or considered only through reductive metrics that fail to encapsulate their foundational ethos, and schools run the risk of having marginalised their identity.

To overturn this conjecture, it is relevant to develop and sustain SSE frameworks and practices tailored for Catholic schools, consolidating their identity and cultivating continuous improvement. Thus, the objectives of this study were to ground the conditions for Catholic schools to follow the path of an identity-aligned SSE framework.

Sustaining the change

Based on this study's findings, the academic literature on SSE has expanded significantly in recent years, with many publications. However, the primary focus of this research has been on policy, external accountability, methodological approaches, and stakeholder engagement, with comparatively less attention directed towards models, frameworks, or the impact of SSE on school improvement. The findings of this study indicate that SSE has a positive impact on improving school practices, especially in areas like governance, efficiency, collaboration, and professional development. In contrast, the positive

influence of SSE on student learning is less empirically supported, with limited direct evidence of improvements in student outcomes.

This research documents an evolving understanding of improvement related to SSE among school actors and provides further evidence of its actual impact on school enhancement. The aggregated findings (Figure 6) have allowed the identification of seven categories of literature recommendations for SSE and its improved implementation: strengthening stakeholder involvement; enhancing data-driven decision-making; embedding SSE into school culture; developing SSE frameworks; providing professional development and support; implementing and sustaining effective SSE processes; and addressing challenges and limitations.

A consistent underlying theme in the recommendations is the significance of each school's unique identity and the importance of developing SSE in alignment with its specific culture, objectives, and educational project. Consequently, the recommendation for “SSE frameworks” highlights that schools should develop context-specific frameworks tailored to their characteristics, needs, goals, priorities, and improvement areas, going beyond mere external regulatory influences.

Despite SSE's increasing relevance, research specifically addressing its configuration in Catholic schools and tailored frameworks for these institutions is almost entirely absent. Only articles focusing on applying the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) framework in the United States, published by NCEA, discuss SSE specifically in Catholic schools.

This framework includes criteria unique to Catholic school mission and identity, and it represents the only proposal identified in the literature by this study, revealing a significant research gap. Because Catholic schools integrate academic excellence with Christian education, their unique identity and mission necessitate specific consideration in SSE frameworks. The recommendation emerges to incorporate standards emphasising a holistic approach, evaluating spiritual and community aspects alongside academic results (Ozar et al., 2015, 2019). The NSBECS framework, with its four domains including “Mission and Catholic Identity”, is a relevant example. However, its direct applicability to the Portuguese context is questionable, necessitating adaptation to European and

Portuguese cultural realities. This dissertation proposes a potential SSE framework structure for Portuguese Catholic schools with four domains, incorporating elements from existing frameworks while introducing a specific domain for Catholic identity.

Study limitations

The limitations of this study concern the possibility of not including all the relevant studies for this subject in the systematic review. Although the chosen databases are internationally recognized platforms that include many high-quality, peer-reviewed articles, this does not exclude the possibility that other relevant publications may not be contained in these databases. This limitation is further influenced by the chosen keywords, the inclusion and exclusion criteria used, and the search restriction to Portuguese or English languages.

The geographical focus of the review, Europe and North America, limits the generalisation of conclusions to other educational contexts. Additionally, there is also a temporal limitation to consider in the search. The article review was limited to publications from 2004 to 2024. While this two-decade period may provide a wide and significant view of the scientific production about SSE, other relevant studies published before 2004 were not included, which may result in the omission of significant publications concerning SSE.

Despite the recognized quality of the chosen databases, this dissertation does not detail a formal process for evaluating the quality of the included studies, which may influence the reliability of some articles and the generalisation and trustworthiness of conclusions. The PRISMA methodology was chosen because it provides a structured, transparent, and rigorous framework for reporting systematic reviews. Even so, the analysis and systematisation of data and results, obtained from the included articles, may involve subjective interpretations by the researcher and influence the conclusions.

The near absence of specific studies concerning Catholic schools' SSE, represents a significant limitation for a deeper analysis of this particular theme. Most of the identified

studies have their scope on schools in general, in the broader sense of the term, making it necessary to draw some conclusions for the context of Catholic schools.

The most relevant findings for Catholic schools' frameworks, derive from the background of specific studies conducted in the United States that originated the NSBECS, which may not be directly transferred and applied to other contexts and cultures.

Future research pathways

The results obtained in this literature review and the study's limitations identified above point to pathways for the development of scientific research, particularly regarding self-evaluation frameworks for Catholic schools.

This premise is supported by the evident research gap identified in the scientific literature on SSE in Catholic schools, which leads to the identification of four areas requiring further research.

Firstly, it is suggested that studies be conducted with a broader geographical scope than the present study, including more databases and possibly a direct approach to Catholic schools, to identify the specific self-evaluation practices currently taking place in Catholic schools — practices that did not emerge in the systematic literature review conducted in this research — and to what extent these practices include the specific mission of Catholic schools.

Furthermore, there is a clear gap in scientific research related to the specific impact of self-evaluation developed by Catholic schools on improving their educational practices and holistic education, in accordance with the specificity of their mission and identity.

A third potential area for investigation identified by this study is the relationship between external evaluation and its respective impact on Catholic schools. Given the tension identified in the literature between external evaluation and self-evaluation practices, especially in plural and differentiating educational projects — as is the case with Catholic schools — and considering that the action of IGEC already covers a fraction of this type of school, it is pertinent to investigate the impact that external evaluation actions are having on Catholic schools, on the reformulation of their educational and self-evaluation

practices, and whether these respect the identity and uniqueness of these educational projects. The literature identifies the possibility of the dilution of school identity, but also significant support for improvement, when external evaluation practices are articulated with those of SSE, respecting the uniqueness of each school.

A final research recommendation, and perhaps the most pressing, concerns the development of self-evaluation frameworks in the Portuguese and European contexts. Despite the limitations of this study, the lack of scientific research and the lack of proposed self-evaluation frameworks for the reality of Catholic schools is evident and striking. Therefore, it is relevant to develop proposals that integrate a more holistic vision of educational action, incorporating the mission and identity of the Catholic school for the Portuguese context. Based on the recommendations of this research, which identified methodological procedures for the implementation of SSE and principles for the construction of self-evaluation frameworks, it would be pertinent to investigate specific models for SSE in Catholic schools.

Based on the recommendations from the literature obtained through the results of this study, the discussion presents a proposal for integrating a domain of Catholic school identity and mission, inspired by the NSBECS, with the RAE framework, which could be developed based on the experience acquired by the NCEA with the NSBECS. The domains, standards, and respective benchmarks should be articulated and adjusted to the contexts and imbued with the spirit and mission of the school context in all indicators.

Given the significant presence of Catholic schools in the Portuguese educational system, the suggested research gains relevance and would be enhanced and made more important if carried out comprehensively, involving institutions such as the Portuguese Association of Catholic Schools (APEC), the National Secretariat for Christian Education (SNEC), and the contribution of the Episcopal Commission for Christian Education and Doctrine of the Faith, an organ of the Portuguese Episcopal Conference (CEP).

The same prospect could be considered in the European context, involving collaboration with the European Committee for Catholic Education (CEEC).

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Declaration of competing interest

The author declares that the research was conducted in the absence of any financial, commercial, or personal relationships that could be construed as a potential conflict of interest.

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Appendices

Appendix A – Search string

Databases	Search string
SCOPUS	<p>TITLE-ABS-KEY ("School self-evaluation" OR "School institutional evaluation" OR "Catholic school standards" OR "Autoavaliação de escolas" OR "Avaliação institucional de escolas" OR "Referenciais de autoavaliação de escolas católicas") AND PUBYEAR > 2003 AND PUBYEAR < 2024 AND (LIMIT-TO (SUBJAREA , "SOCI")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English") OR LIMIT-TO (LANGUAGE , "Portuguese")) AND (LIMIT-TO (AFFILCOUNTRY , "United Kingdom") OR LIMIT-TO (AFFILCOUNTRY , "Ireland") OR LIMIT-TO (AFFILCOUNTRY , "Netherlands") OR LIMIT-TO (AFFILCOUNTRY , "Belgium") OR LIMIT-TO (AFFILCOUNTRY , "Portugal") OR LIMIT-TO (AFFILCOUNTRY , "Undefined") OR LIMIT-TO (AFFILCOUNTRY , "Cyprus") OR LIMIT-TO (AFFILCOUNTRY , "Turkey") OR LIMIT-TO (AFFILCOUNTRY , "Norway") OR LIMIT-TO (AFFILCOUNTRY , "United States") OR LIMIT-TO (AFFILCOUNTRY , "Spain") OR LIMIT-TO (AFFILCOUNTRY , "Sweden") OR LIMIT-TO (AFFILCOUNTRY , "Switzerland") OR LIMIT-TO (AFFILCOUNTRY , "Italy") OR LIMIT-TO (AFFILCOUNTRY , "Iceland") OR LIMIT-TO (AFFILCOUNTRY , "Germany") OR LIMIT-TO (AFFILCOUNTRY , "Croatia") OR LIMIT-TO (AFFILCOUNTRY , "Austria") OR LIMIT-TO (AFFILCOUNTRY , "Poland") OR LIMIT-TO (AFFILCOUNTRY , "Greece") OR LIMIT-TO (AFFILCOUNTRY , "Finland") OR LIMIT-TO (AFFILCOUNTRY , "Denmark") OR LIMIT-TO (AFFILCOUNTRY , "Canada") OR LIMIT-TO (AFFILCOUNTRY , "Bulgaria"))</p>
Web of Science (WoS)	<p>(((TS=("School self-evaluation" OR "School institutional evaluation" OR "Catholic school standards" OR "Autoavaliação de escolas" OR "Avaliação institucional de escolas" OR "Referenciais de autoavaliação de escolas católicas")))) AND PY=(2004-2024) AND WC=(Education & Educational Research) AND LA=(English OR Portuguese) AND DT=(Article)</p>

Appendix B - Mapping of scientific articles' study design and contribution to the research questions

ID	Title	Year	Authors	Region	Study design	Question							
						Q1	Q2	Q3	Q4	Q5	Q6	Q7	
[1]	School self-evaluation an international or country specific imperative for school improvement?	2021	Brown, M. and Gardezi, S. and Blanco, L.D.C. and Simeonova, R. and Parvanova, Y. and McNamara, G. and O'Hara, J. and Kechri, Z.	Bulgaria, Ireland, Greece and Spain	Quali (case study)	●		●				●	
[2]	Exploring parent and student engagement in school self-evaluation in four European countries	2020	Brown, M. and McNamara, G. and Cinkir, S. and Fadar, J. and Figueiredo, M. and Vanhoof, J. and O'Hara, J. and Skerritt, C. and O'Brien, S. and Kurum, G. and Ramalho, H. and Rocha, J.	Belgium, Ireland, Portugal and Turkey	Quali (document analysis)	●		●	●			●	
[3]	Policy and practice: including parents and students in school self-evaluation	2020	Brown, M. and McNamara, G. and O'Brien, S. and Skerritt, C. and O'Hara, J.	Ireland	Quanti (questionnaire) Quali (interviews)	●			●				
[4]	Parent and student voice in evaluation and planning in schools	2020	Brown, M. and McNamara, G. and O'Brien, S. and Skerritt, C. and O'Hara, J. and Faddar, J. and Cinqir, S. and Vanhoof, J. and Figueiredo, M. and Kurum, G.	Ireland	Quali (document analysis)	●			●				
[5]	Self-evaluation teams: Representations of educational actors	2020	Carvalho, M.J. and Folgado Ferreira, A.C.	Portugal	Quali (case study)	●		●	●	●			
[6]	Using the dynamic model to develop an evidence-based and theory-driven approach to school improvement	2010	Creemers, B.P.M. and Kyriakides, L.	Netherlands and Cyprus	Theoretical (model)	●						●	

ID	Title	Year	Authors	Region	Study design	Question							
						Q1	Q2	Q3	Q4	Q5	Q6	Q7	
[7]	Quality assurance and evaluation (QAE) in Scotland: Promoting self-evaluation within and beyond the country	2009	Croxford, L. and Grek, S. and Shaik, F.J.	Scotland	Theoretical (descriptive study)	●		●		●			
[8]	Effects of Deliberative Democracy on School Self-Evaluation	2007	Daividsdottir, S. and Lisi, P.	Iceland	Quali (case study)	●							●
[9]	Comparing effects and side effects of different school inspection systems across Europe	2015	Ehren, M.C.M. and Gustafsson, J.E. and Altrichter, H. and Skedsmo, G. and Kemethofer, D. and Huber, S.G.	Netherlands, England, Sweden, Ireland, Austria and Czech Republic	Quali (document analysis) and Quali (observations)	●		●					
[10]	Drivers for student and parent voice in school self-evaluation activities: A cross-country analysis of Flanders (Belgium), Ireland and Portugal	2021	Faddar, J. and Vanhoof, J. and Brown, M. and Figueiredo, M. and Cinkir, S. and O'Hara, J. and McNamara, G.	Belgium, Ireland and Portugal	Quanti (questionnaire)	●		●	●				●
[11]	School self-evaluation: self-perception or self-deception? The impact of motivation and socially desirable responding on self-evaluation results	2018	Faddar, J. and Vanhoof, J. and De Maeyer, S.	Belgium	Quanti (questionnaire)	●		●					●
[12]	School self-evaluation: What? How? With whom? And then?	2023	Figueiredo, C.	Portugal	Quali (document analysis)	●		●	●				
[13]	From inspection to quality: Ways in which school inspection influences change in schools	2015	Gustafsson, J.-E. and Ehren, M.C.M. and Conyngham, G. and McNamara, G. and Altrichter, H. and O'Hara, J.	Netherlands, England, Sweden, Ireland,	Quanti (questionnaire)	●		●					

ID	Title	Year	Authors	Region	Study design	Question							
						Q1	Q2	Q3	Q4	Q5	Q6	Q7	
				Austria, Czech Republic									
[14]	New regimes of truth: The impact of performative school self evaluation systems on teachers' professional identities	2009	Hall, C. and Noyes, A.	England	Quali (case study)	•		•					
[15]	School self-evaluation and its impact on teachers' work in england	2009	Hall, C. and Noyes, A.	England	Quali (interviews)	•		•		•			
[16]	School self-evaluation instruments: An assessment framework	2005	Hofman, R.H. and Dukstra, N.J. and Hofman, W.H.A.	Netherlands	Quali (document analysis) and Quanti (observations)	•		•	•			•	
[17]	Teachers' views of the impact of school evaluation and external inspection processes	2016	Hopkins, E. and Hendry, H. and Garrod, F. and McClare, S. and Pettit, D. and Smith, L. and Burrell, H. and Temple, J.	England	Quali (interviews)	•		•		•			
[18]	School self-evaluations and school inspections in Europe: An exploratory study	2008	Janssens, F.J.G. and van Amelsvoort, G.H.W.C.H.	Netherlands, Belgium, Denmark, England, Germany, Northern Ireland and Scotland	Quali (document analysis) and Quali (interviews)	•		•	•			•	
[19]	The use of stakeholder voice through school self-evaluation in Turkish schools	2022	Kurum, G. and Cinkir, S.	Turkey	Quali (case study)	•			•			•	

ID	Title	Year	Authors	Region	Study design	Question							
						Q1	Q2	Q3	Q4	Q5	Q6	Q7	
[20]	An authentic look at evaluation in education: A school self-evaluation1 model supporting school development	2019	Kurum, G. and Cinkir, S.	Turkey	Quali (document analysis) and Quali (participants reflection)	●		●	●		●		
[21]	School self-evaluation and school improvement: A critique of values and procedures	2004	Kyriakides, L. and Campbell, R.J.	Cyprus and England	Theoretical (literature review)	●		●				●	
[22]	Embedding Self-Evaluation in School Routines	2021	McNamara, G. and Brown, M. and Gardezi, S. and O'Hara, J. and O'Brien, S. and Skerritt, C.	Ireland	Quali (interviews)	●		●			●	●	
[23]	Internal review and self-evaluation - The chosen route to school improvement in Ireland?	2005	McNamara, G. and O'Hara, J.	Ireland	Quali (document analysis)	●		●				●	
[24]	Quality assurance in Irish schools: Inspection and school self-evaluation	2021	McNamara, G. and O'Hara, J. and Brown, M. and Quinn, I.	Ireland	Quali (document analysis)	●		●	●	●			
[25]	Operationalising self-evaluation in schools: Experiences from Ireland and Iceland	2011	McNamara, G. and O'Hara, J. and Lisi, P.L. and Davidsdottir, S.	Ireland and Iceland	Quali (document analysis, observations and interviews)	●		●	●			●	
[26]	For improvement, accountability, or the economy? Reflecting on the purpose(s) of school self-evaluation in Ireland	2022	McNamara, G. and Skerritt, C. and O'Hara, J. and O'Brien, S. and Brown, M.	Ireland	Quali (document analysis)	●		●					

ID	Title	Year	Authors	Region	Study design	Question							
						Q1	Q2	Q3	Q4	Q5	Q6	Q7	
[27]	Incorporating library provision in school self-evaluation	2004	Mcnicol, S.	England	Theoretical (descriptive study)	●			●		●		
[28]	Supporting the consistent implementation of self-evaluation in Irish post-primary schools	2015	O'Brien, S. and McNamara, G. and O'Hara, J.	Ireland	Quanti (questionnaire) and Quali (interviews)	●		●	●		●		
[29]	Learning by doing: evaluating the key features of a professional development intervention for teachers in data-use, as part of whole school self-evaluation process	2022	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M.	Ireland	Quali (interviews)	●							●
[30]	Teacher leadership in school self-evaluation: an approach to professional development	2022	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M. and Skerritt, C.	Ireland	Theoretical (descriptive study) and Quali (participants reflection)	●					●		●
[31]	Students as co-researchers in a school self-evaluation process	2022	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M. and Skerritt, C.	Ireland	Theoretical (descriptive study) and Quali (case study)	●		●	●	●			●
[32]	Irish teachers, starting on a journey of data use for school self-evaluation	2019	O'Brien, S. and McNamara, G. and O'Hara, J. and Brown, M.	Ireland	Quanti (questionnaire) and Quali (interviews)	●		●	●				●
[33]	Making a Difference: The Promise of Catholic School Standards	2019	Ozar, L.A. and O'neill, P.W. and Barton, T. and Calteaux, E. and Yi, S.	United States	Quanti (questionnaire)	●	●	●	●	●	●	●	●

ID	Title	Year	Authors	Region	Study design	Question						
						Q1	Q2	Q3	Q4	Q5	Q6	Q7
[34]	The Documentation for the School System Evaluation and the Teachers Professional Development: A University-school Collaborative Research in Italy	2023	Perla, L. and Agrati, L.S. and Vinci, V.	Italy	Quali (participants reflection)	●		●	●	●	●	
[35]	Self-evaluation and ofsted inspection: Developing an integrative model of school improvement	2007	Plowright, D.	England	Quali (case study)	●			●		●	
[36]	Institutional evaluation of Portuguese schools: Policies, processes and practices	2018	Sá, V.	Portugal	Theoretical (descriptive study)	●		●			●	
[37]	School (self)evaluation: “Virtues” and “collateral effects”	2009	Sá, V.	Portugal	Theoretical (descriptive study)	●		●			●	
[38]	School self evaluation model suggestion	2018	Şahin, S. and Kiliç, A.	Turkey	Theoretical (literature review) and Quali (document analysis)	●		●	●	●	●	
[39]	From curricular justice to educational improvement: What is the role of schools’ self-evaluation?	2017	Sampaio, M. and Leite, C.	Portugal	Quali (document analysis) and Quali (interviews)	●		●	●	●	●	
[40]	The use of school self-evaluation results in the Netherlands and Flanders	2012	Schildkamp, K. and Vanhoof, J. and Van Petegem, P. and Visscher, A.	Netherlands and Belgium	Quanti (longitudinal study and questionnaire)	●		●		●	●	

ID	Title	Year	Authors	Region	Study design	Question							
						Q1	Q2	Q3	Q4	Q5	Q6	Q7	
[41]	Quality Improvement in Secondary Schools: Developing a School Self-evaluation Scale	2016	Senol, H and Dagli, G	Cyprus	Quanti (questionnaire)	•		•		•	•		
[42]	Middle leaders as policy translators: prime actors in the enactment of policy	2023	Skerritt, C. and McNamara, G. and Quinn, I. and O'Hara, J. and Brown, M.	Ireland	Quali (interviews)	•		•	•	•	•		
[43]	Enacting school self-evaluation: the policy actors in Irish schools	2023	Skerritt, C. and O'Hara, J. and Brown, M. and McNamara, G. and O'Brien, S.	Ireland	Quali (interviews)	•		•	•	•	•		
[44]	Developing frameworks for school self evaluation to improve school effectiveness for peace in Northern Ireland	2006	Smith, R. and Neill, J.	Northern Ireland	Quali (interviews)	•	•	•	•	•	•	•	•
[45]	Self-evaluation processes of schools or internal evaluation of the system?	2015	Sousa, A.B.P. and Terrasêca, M.M.A.	Portugal	Theoretical (descriptive study)	•		•	•	•	•		
[46]	Improving the quality of education through self-evaluation in Dutch secondary schools	2016	van der Bij, T. and Geijssel, F.P. and ten Dam, G.T.M.	Netherlands	Quanti (questionnaire)	•		•	•	•	•		
[47]	Designing and evaluating the process of school self-evaluations	2011	Vanhoof, J. and van Petegem, P.	Belgium	Quanti (questionnaire) and Quali (case study and participants reflection)	•		•	•	•	•		
[48]	Evaluating the quality of self-evaluations: The (mis)match between internal and external meta-evaluation	2010	Vanhoof, J. and Van Petegem, P.	Belgium	Quanti (questionnaire) and Quali (observations)	•		•		•	•		

ID	Title	Year	Authors	Region	Study design and interviews)	Question						
						Q1	Q2	Q3	Q4	Q5	Q6	Q7
[49]	Attitudes towards school self-evaluation	2009	Vanhoof, J. and Van Petegem, P. and De Maeyer, S.	Belgium	Quanti (questionnaire)	●		●	●	●	●	
[50]	Linking the policymaking capacities of schools and the quality of school self-evaluations	2009	Vanhoof, J. and van Petegem, P. and Verhoeven, J.C. and Buvens, I.	Belgium	Quanti (questionnaire)	●		●	●	●	●	
[51]	National Catholic School Standards: Focus on Governance and Leadership	2013	Ozar, L.A. and O'neill, P.W.	United States	Theoretical (descriptive study)	●	●	●	●		●	●
[52]	Catholic School Effectiveness Literature Review	2015	Ozar, L.A. and Barton, T. and Calteaux, E.	United States	Theoretical (literature review)	●	●	●	●	●	●	●

Appendix C- Subject categorisation and scientific research publications on school self-evaluation by year

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Totals
Challenges and limitations in SSE implementation	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	0	1	0	1	0	6
Frameworks for SSE	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3
Impact of SSE on school improvement	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	5
Methodological approaches to SSE	1	1	0	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	2	3	0	11
Models for SSE	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	5
Policy and external accountability in SSE	0	1	0	1	1	4	0	0	0	0	0	3	1	0	1	0	0	1	1	0	0	14
Stakeholder engagement in SSE	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	3	1	2	0	0	8
Totals by year	2	2	1	2	1	6	2	2	1	1	0	5	3	1	3	3	4	4	5	4	0	52

Appendix D – Literature recommendations to school self-evaluation and improvement of its implementation by article

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
[1]	School self-evaluation an international or country specific imperative for school improvement?			Ensure clarity in the purpose of SSE implementation. Consistent implementation policy extended over a long period to establish SSE.		Educators' training on the use of SSE data to inform practice.		Allocate sufficient time for SSE implementation.
[2]	Exploring parent and student engagement in school self-evaluation in four European countries	Promote the involvement of parents and students in SSE. Define participation rates for students and parents in the SSE process.		Support among teachers should be built by presenting evidence of the positive outcomes of SSE. Ensure that teachers understand the potential of SSE and feel confident about it.				
[6]	Using the dynamic model to develop an evidence-based and theory-driven approach to school improvement		Adopt a theory-driven and evidence-based approach to school improvement.			Researchers should be involved in the process of school improvement.	The use of the dynamic model to school improvement is recommended.	
[8]	Effects of Deliberative Democracy on School Self-Evaluation	Ensure that evaluation processes are democratic.				Train teachers enabling them to become self-sufficient in carrying out evaluation tasks.		Promote cooperation among educators to reduce the burden of self-evaluation on a limited number of individuals.

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
[10]	Drivers for student and parent voice in school self-evaluation activities: A cross-country analysis of Flanders (Belgium), Ireland and Portugal	Promote the involvement of parents and students in SSE.						
[11]	School self-evaluation: self-perception or self-deception? The impact of motivation and socially desirable responding on self-evaluation results	Motivate participants meaning that they engage in filling in the SSE questionnaires out of sincere interest as a means of achieving their personal goals.	It is vital to avoid distortion in SSE questionnaires as much as possible.					
[16]	School self-evaluation instruments: An assessment framework				Develop a broad framework including the perspectives of school accountability, school improvement, and the scientific quality of school self-evaluation instrument		Include the phases of the PDCA Cycle as a part of the improvement process. Include levels and criteria of the CIPPO-model in SEE process.	
[18]	School self-evaluations and school inspections in Europe: An exploratory study		Adequate benchmarking data contributes to good self-evaluation and school improvement.		A tailor-made SSE should always contain the school's own goals, priorities, and improvement areas. These are not necessarily the same as the quality indicators in an inspection framework.	Schools need help and structure to perform their SSE.		

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
[19]	The use of stakeholder voice through school self-evaluation in Turkish schools				SSE model consists of management and leadership, education process, school-family-community cooperation, school health and safety, school relations and communication, and professional development.	Members in the SSE team should be trained in data-informed decision-making and evidence-based practice, research, and report writing skills. A school evaluation expert should be assigned to schools in order to carry out this process effectively.		
[20]	An authentic look at evaluation in education: A school self-evaluation1 model supporting school development	School self-evaluation is cooperative process and should be carried out with stakeholders and conducted with the participation of teachers, students, and parents under the leadership of school administrators.				School administrators and teachers need training on basic statistics, research, and report writing during the implementation of the model.		
[21]	School self-evaluation and school improvement: A critique of values and procedures	Teachers' commitment can only occur when they feel ownership of the process.		The creation of a climate conducive to improved effectiveness is essential for schools attempting to introduce SSE. Data collected from SSE should not be used to attach blame to any individual; SSE is evaluation focused on the collectivity, not the individual.		Involve independent evaluators to conduct meta-evaluation of SSE.		

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
[22]	Embedding Self-Evaluation in School Routines					Provide SSE training to the entire staff.		
[23]	Internal review and self-evaluation - The chosen route to school improvement in Ireland?	The role of parents and students in SSE must be clearly defined.			Simplify the SSE framework to reduce excessive complexity and resource demands.		Establish clear procedures for addressing problems identified through SSE.	
[25]	Operationalising self-evaluation in schools: Experiences from Ireland and Iceland		Collect data effectively. Relevant data for school improvement.			The support for SSE does not have to be extensive, expensive, or time consuming, but it has to be there.		
[27]	Incorporating library provision in school self-evaluation				References to the use of the library should be included whole-school self-evaluation documents.			
[28]	Supporting the consistent implementation of self-evaluation in Irish post-primary schools			SSE process perception as useful and leads to real improvements, encourage school community engagement.		SSE processes guided by an expert facilitator.		
[29]	Learning by doing: evaluating the key features of a professional development intervention for teachers in data-use, as part of whole					Sustained the Professional Development Intervention over an academic year to reduced isolation of the SSE team. Support and feedback to	Break down the SSE process into manageable tasks.	

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
	school self-evaluation process					each stage with an external facilitator.		
[30]	Teacher leadership in school self-evaluation: an approach to professional development					Consider the key features of the PD intervention for teachers leading SSE when designing professional development programs.		
[31]	Students as co-researchers in a school self-evaluation process	Involve students as data sources and partners in decision making.						
[32]	Irish teachers, starting on a journey of data use for school self-evaluation					Sustained support and training are essential for teachers to effectively engage in SSE and use data for decision-making.	It is critical that improvement targets are clearly linked to relevant baseline data generated from the self-evaluation process.	
[33]	Making a Difference: The Promise of Catholic School Standards	Stakeholder involvement, particularly among teachers and principals, is critical in every step of implementation.	The use of digital tools to track and report progress, as a critical enabler for effective SSE implementation.			Training for school leaders and teachers is crucial to successful implementation and long-term sustainability of improvement efforts.	Schools should integrate self-evaluation into their long-term operational planning to ensure consistency and continuity.	
[34]	The Documentation for the School System Evaluation and the Teachers Professional Development: A University-school Collaborative Research in Italy			Frequent feedback promotes the development of a culture of improvement and drives innovative practices.	The standards, skill audits, and merit valorisation sheets have proven to be useful devices for avoiding the risk of self-referentiality.	Partnerships between schools and universities are necessary for working on complex processes such as self-evaluation.	The adaptive cycle of quality articulates self-assessment, professional development, and merit appraisal, ensuring that teacher growth is integrated into the broader goals of school improvement.	

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
[35]	Self-evaluation and Ofsted inspection: Developing an integrative model of school improvement				The inspection process and self-evaluation form a coherent and integrated system that values both accountability and improvement.			
[36]	Institutional evaluation of Portuguese schools: Policies, processes and practices	School self-evaluation is cooperative process and should be carried out with several stakeholders within the community.						
[37]	School (self)evaluation: "Virtues" and "collateral effects"	School self-evaluation is cooperative process and should be carried out with several stakeholders within the community.						
[38]	School self evaluation model suggestion	The SSE requires participation from all stakeholders, including students, teachers, parents, and administrators, to ensure its effectiveness.		Ensure that evaluation standards are tailored to each school's specific context.				
[39]	From curricular justice to educational improvement: What is the role of schools' self-evaluation?				A better articulation between SEE and SE is needed to avoid the subordination of SE to SEE and to enhance their combined impact.	The role of critical friends is vital to ensure that SE findings are translated into effective and actionable improvement strategies.		
[40]	The use of school self-evaluation results in the			It is essential that schools' staff believe in using self-evaluation			To increase instrumental use, SSE results should be integrated into the broader processes of	

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
	Netherlands and Flanders			results for school improvement.			school development and planning.	
[41]	Quality Improvement in Secondary Schools: Developing a School Self-evaluation Scale	The involvement of stakeholders like students, teachers, and parents ensures that the evaluation process reflects the needs and perceptions of the school community.			Educational institutions can use the School Self-Evaluation Scale (SSES) or can modify it in order to suit their own culture.			
[42]	Middle leaders as policy translators: prime actors in the enactment of policy	SSE must be seen as a collective responsibility, involving all teachers in planning and implementation.				Continuous training is essential to ensure that SSE remains a dynamic and effective process for school improvement. Support for middle leaders is critical to sustaining SSE as a meaningful and impactful process in schools.	Designated posts of responsibility for SSE would significantly enhance its implementation.	
[43]	Enacting school self-evaluation: the policy actors in Irish schools					Continuous training is essential to ensure that SSE remains a dynamic and effective process for school improvement. Professional learning opportunities should be integrated with SSE to improve teacher capacity and leadership practices. Middle leaders need better support to bridge the gap between policy design and practical enactment, ensuring SSE	Designated posts of responsibility for SSE would significantly enhance its implementation and sustainability	Designated time for SSE activities is essential to support staff engagement and reduce workload pressures.

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
						achieves its intended purpose.		
[44]	Developing frameworks for school self evaluation to improve school effectiveness for peace in Northern Ireland	SSE must be inclusive of all school stakeholders to effectively address societal divisions and foster reconciliation.				Sustained training programs are crucial to ensure schools can critically engage with their self-evaluation frameworks.		Adequate resource allocation is fundamental for enabling schools to carry out meaningful evaluations and improvements.
[45]	Self-evaluation processes of schools or internal evaluation of the system?	School self-evaluation is cooperative process and should be carried out with several stakeholders within the community.		Self-evaluation should be more than a standardized discourse; it must emerge from a process of negotiated and shared frameworks within the school context.	Schools should develop self-evaluation processes that are tailored to their specific characteristics and needs, beyond external regulatory influences.			
[46]	Improving the quality of education through self-evaluation in Dutch secondary schools	School self-evaluation is cooperative process and should be carried out with several stakeholders within the community.				External advisors help with the interpretation of the data and thus play an important role in this phase of the SSC project.		
[47]	Designing and evaluating the process of school self-evaluations		Objectives need to be explicitly defined to avoid confusion and ensure team buy-in, thereby enhancing the focus and direction of SSE processes. SSE processes that align with relevant indicators are more likely to yield actionable and context-specific insights. Indicators must be	A climate of trust and openness is a necessity. Adopting the right communication strategy plays a crucial role.		Schools must invest in training and support to equip their teams with the skills needed to conduct self-evaluation effectively.	Integrating the self-evaluation process into existing school policy increases its effectiveness and ensures that it contributes meaningfully to overall school improvement.	

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
			aligned with the school's priorities and provide a basis for meaningful evaluation and improvement.					
[48]	Evaluating the quality of self-evaluations: The (mis)match between internal and external meta-evaluation			A climate of trust and openness is necessary for effective reflective practices in SSE processes.		Schools must invest in training and support to equip their teams with the skills needed to conduct self-evaluation effectively. External evaluators play a crucial role in helping schools interpret data and translate it into actionable insights.	After formulating a development agenda, schools must pay sufficient attention to implementation and the identification of feasible targets.	
[49]	Attitudes towards school self-evaluation			A change of mentality is required to address the perception of self-evaluation as something threatening.		Training and support are critical for schools to develop the reflective capacity required for effective self-evaluation.		
[50]	Linking the policymaking capacities of schools and the quality of school self-evaluations	School self-evaluation is cooperative process and should be carried out with several stakeholders within the community.				Training and support are critical for schools to develop the reflective capacity required for effective self-evaluation.	Feedback from the self-evaluation process should be shared systematically to support actionable changes and improvement plans.	
[51]	National Catholic School Standards: Focus on Governance and Leadership	School self-evaluation is cooperative process and should be carried out with several stakeholders within the community.					Effective boards use these assessments as a basis for developing long-term, actionable improvement plans. Clear communication of SSE findings ensures that	

ID	Title	Strengthening stakeholder involvement	Enhancing data-driven decision-making	Embedding SSE into School Culture	SSE frameworks	Providing professional development and support	Implementing and sustaining effective SSE Processes	Addressing challenges and limitations
[52]	Catholic School Effectiveness Literature Review	Stakeholder engagement is critical to ensuring the self-evaluation process reflects the school's unique mission and goals.			Implementing external standards can lead to more effective schools	Workshops and training programs equip educators with the knowledge and skills to implement standards effectively.	<p>all stakeholders are informed and aligned in their efforts to improve governance and leadership practices.</p> <p>The presence of several definable conditions increase the likelihood of successful implementation of standards with positive results.</p>	

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