

A systematic literature review of school self-evaluation frameworks used in various countries

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This systematic literature review (SLR) explores frameworks for school self-evaluation (SSE) used in different countries to improve quality assurance in education. Recognizing that a strong quality assurance process improves efficiency and stakeholder satisfaction, the study highlights the need to update evaluation methodologies in line with global trends. The objectives of this study were to identify existing SSE frameworks used in various countries, analytically determine the core domains of focus, and identify key stakeholders involved in the evaluation process. The research began by identifying 25 international SSE framework documents and using the PRISMA 2020 guidelines for a SLR, duplicates were removed in the identification step. Following a screening process that removed non-English documents and non-SSE frameworks, SSE frameworks from 12 countries—Bahrain, Hong Kong, India, Ireland, Malta, Scotland, South Africa, Tanzania, New Zealand, Australia, United State of America (USA), and Mauritius—were selected for analysis. The thematic analysis revealed seven common domains essential to the design of an SSE model: teaching and learning; leadership and management; student outcomes and achievements; school ethos, climate, and culture; infrastructure and resources; stakeholder engagement and partnerships; and quality assurance and improvement processes. Furthermore, seven key stakeholder groups were identified as participating in the SSE process. Although participation varies by country, the most consistently involved stakeholders are school administrators, teachers, students, and parents. Some frameworks also included the participation of school boards, experts, and non-academic staff. I recommend that any new or revised SSE framework should include these seven domains and ensure the active participation of at least four stakeholder groups: school administrators, teachers, students, and parents, to foster a culture of continuous improvement and accountability within schools.

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