

Drivers for student and parent voice in school self-evaluation activities: A cross-country analysis of Flanders (Belgium), Ireland and Portugal

[JerichFaddar^a](#), [JanVanhoof^a](#), [MartinBrown^b](#), [MariaFiguereido^c](#), [SakirCinkir^d](#), [JoeO'Hara^b](#),
[GerryMcNamara^b](#)

<https://doi.org/10.1016/j.stueduc.2021.101067>[Get rights and content](#)

Highlights

- Students and parents are only to a limited extent included in SSE.
- The inclusion of student and parent voice in SSE differs across countries.
- Including students and parents in SSE depends on resources and training at school.
- External regulation and external support is critical for including parents in SSE.

Abstract

School self-evaluation (SSE) has become a key strategy in terms of safeguarding educational quality. In order to reach its full potential, it is argued that parents and students should be given a role in an SSE process, as they can help understand the complex environment in which schools operate. However, little is known about how different education systems include parent and student voice in SSE activities, and what driving factors at the individual, system and organisational level can foster this. This study reports on an international survey among school management team members in Flanders (Belgium), Ireland and Portugal. The results show statistically significant differences between countries in terms of parent and student voice in SSE. In particular, driving factors at the system and organisational level are found to explain differences in parent and student voice inclusion in SSE. The paper discusses the implications for researchers, policymakers, and the field of practice.

Keywords

Student voice, Parent voice, School self-evaluation, Quality assurance, Educational evaluation