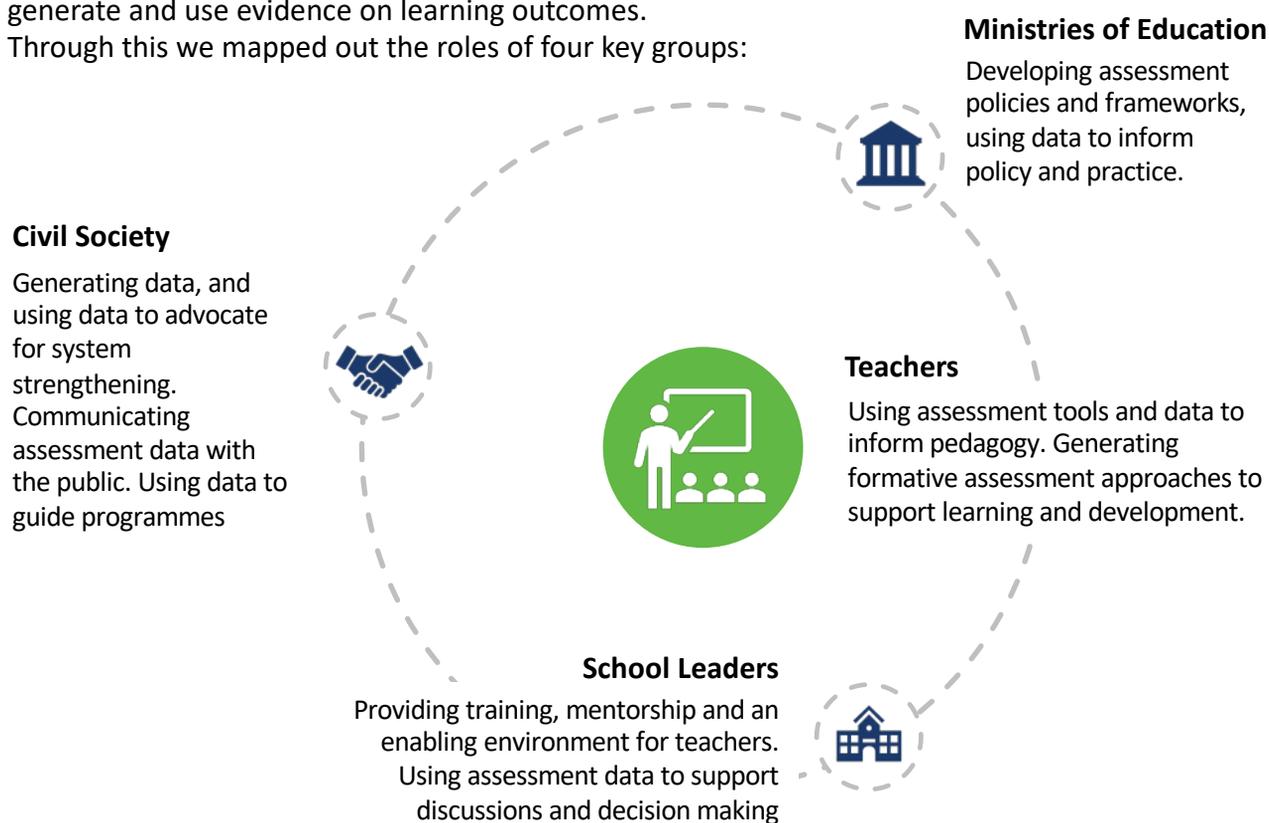## Who comprises the system?

Our discussion focused on who the individuals and organisations who need to be involved for a system to generate and use evidence on learning outcomes. Through this we mapped out the roles of four key groups:

Ministries of Education

Developing assessment policies and frameworks, using data to inform policy and practice.

Civil Society

Generating data, and using data to advocate for system strengthening. Communicating assessment data with the public. Using data to guide programmes

Teachers

Using assessment tools and data to inform pedagogy. Generating formative assessment approaches to support learning and development.

School Leaders

Providing training, mentorship and an enabling environment for teachers. Using assessment data to support discussions and decision making

How do we conceptualise a *systems* capacity for assessment?

Across our discussion four common areas came out as core components of a systems capacity:

1. **Tools and resources:** when all factors are in place a system will produce a range of contextualised tools, feeding into strong systems for managing and using data. All of this will be governed by a coherent assessment strategy.

2. **Technical capacities:** different individuals and organisations across a system need specific capacities. Some skills are specialised like tool development and some are needed across the system like data literacy.

3. **Networks and Relationships:** strong, open relationships between civil society, government and teachers is key to a strong system. Understanding these relationships is key for understanding system capacity.

4. **Personal factors:** a systems' capacity is built on a foundation of individuals personal perceptions of, and relations with assessment. It is only through understanding this that we can understand system capacity.

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