The presentation will outline planned research to investigate the development of formative assessment approaches with ‘reluctant’ mathematics teachers in rural Honduras and raise issues for discussion. International studies demonstrate formative assessment to be the most cost-effective way of raising maths standards. It focuses on teachers’ use of existing resources, particularly important in situations where resources are limited. Its implementation is particularly important in situations where resources are limited. Its implementation is not straightforward but it is known that the chances of changes in practice being made and sustained are increased if they are slow, small and supported by discussion with peers. Modeling desired approaches while training is also important because, while the relationship between affect, beliefs and practice is highly complex, it seems that changes in practice may precede rather than follow changes in affect and belief.

Honduras is the poorest country with the worst maths results in Central America. Honduras is therefore a good case to investigate the appropriateness of educational approaches in poor countries as an integral part of the Honduras government’s poverty reduction strategy. Unusual for educación popular, SAT has been incorporated into the public education framework. Hence SAT is ideal for investigating the wider applicability of formative assessment.