WHERE OUR STUDENTS STAND TODAY

A FINANCIAL LITERACY BASELINE

SHREE KUSHMAWATI SECONDARY SCHOOL, SHUKLAGANDAKI MUN., TANAHUN

INTRODUCTION

Surya Nepal (SNPL), through its commitment to quality education and lifelong learning, is supporting the Financial Stimulation Model (FSM), implemented by Social Lab Nepal at Shree Kushmawati Secondary School. The programme gives students a practical understanding of money through Behaviour Charts, a student Marketplace, a Token Bank, and classroom learning sessions. Students learn to save, spend wisely, and understand how banks and the wider economy work.

Before the programme began, students from Classes 6, 7, and 8 completed a short baseline questionnaire. This provides SNPL and the school with a clear picture of students' existing knowledge and understanding. The assessment will be repeated after five to six months to measure how students' knowledge, attitudes, and behaviours have changed.

MAJOR FINDINGS

48
students surveyed (full class census)

78%
average financial knowledge & skill score

90%
agree saving in a bank is safer than at home

Every student present in Classes 6–8 took part, so this is a complete picture of the school's student body at this level, not a sample. Three findings stand out:

- Students already have a strong vocabulary for money. Over 90% can correctly define saving, interest, and the purpose of digital wallets like e-Sewa and Khalti — the conceptual groundwork FSM will build on is already in place.
- Applying that knowledge is the clear gap. Only 21% of students could correctly calculate simple interest on a savings amount, and this did not improve in the older classes; a sign the gap is about missing hands-on practice, not missing exposure.
- Students want to save, but the daily habit isn't there yet. 75–90% of students agree saving matters and that banks are the safer place to keep money, yet only 31% say they consistently track their own spending ; a wide, closable gap between intention and practice.

WHAT'S MISSING RIGHT NOW

Two numbers make the case for why hands-on, sustained training; not a one-off lesson; is what these students need next. Left unaddressed, this is exactly the kind of gap that quietly persists through school unless something structured intervenes.

69 pts

gap between knowing what interest means (90%)and being able to calculate it (21%)

44 pts

gap between believing saving matters (75%)and actually tracking spending (31%)

These are not knowledge gaps; they are practice gaps. Without a structured and hands-on programme, students who are financially aware at 12–14 often reach adulthood with the same gap between knowing and doing still unresolved.

This is the window FSM is designed to close, while it is still easiest to close it: early, and through practice rather than a textbook.

HOW FSM CLOSES THIS GAP

FSM is deliberately built as a practiced experience, not a one-time lesson — each component is mapped directly to one of the gaps identified in this baseline:

FSM Component	What is missing today	How This Component Closes It
Token Bank	Students understand "interest" in theory (90%) but can't calculate it (21%).	Students earn and track real interest on their token savings every cycle; turning a textbook formula into something they calculate and see for themselves, repeatedly.
Behaviour Chart	Only 31% of students consistently track their own spending, despite high belief that saving matters.	Daily, visible tracking of tokens earned and spent builds the record-keeping habit through repetition, not a single lesson.
Marketplace	Only 33% of students say they always compare prices before buying.	Weekly Marketplace transactions give students live practice weighing price and value with real consequences, in a safe setting.
Sessions	Needs vs. wants; the most basic concept in the framework; is only 69% correct, the lowest of all Knowledge items.	Structured twice-weekly sessions revisit foundational concepts through games, drama, and discussion, reinforcing what the Marketplace and Token Bank put into practice.

Together, these four components are designed to move the two numbers above — not by teaching students something new, but by giving them structured, repeated practice applying what most of them already believe and already know.

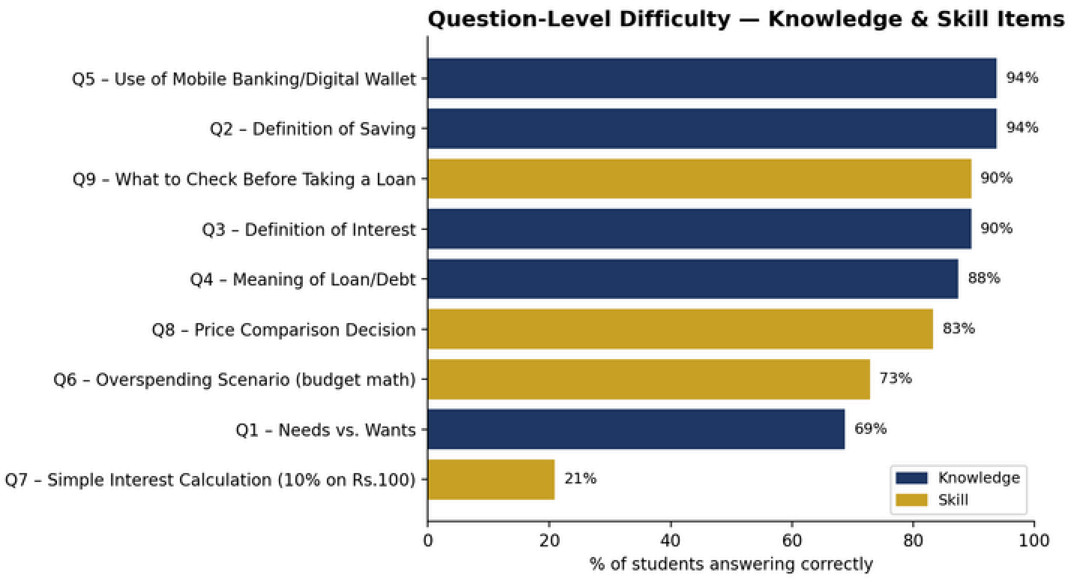

Figure 1. Share of students answering each concept correctly at baseline.

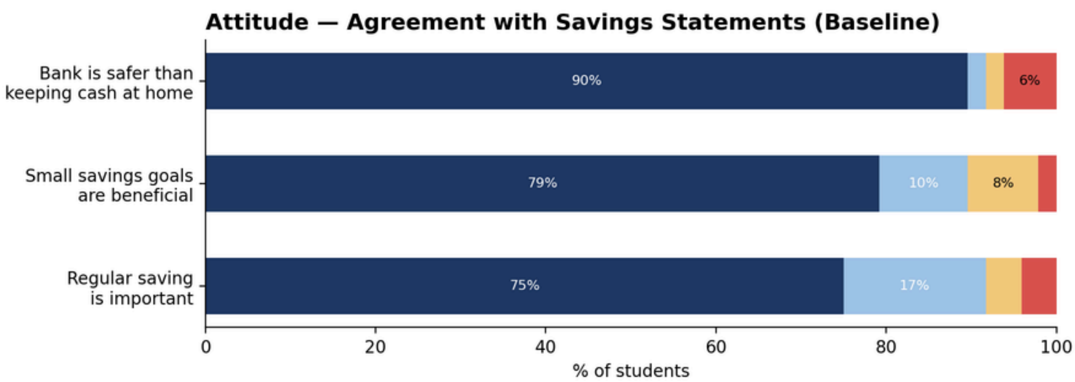

Figure 2. Student agreement with core savings statements at baseline.

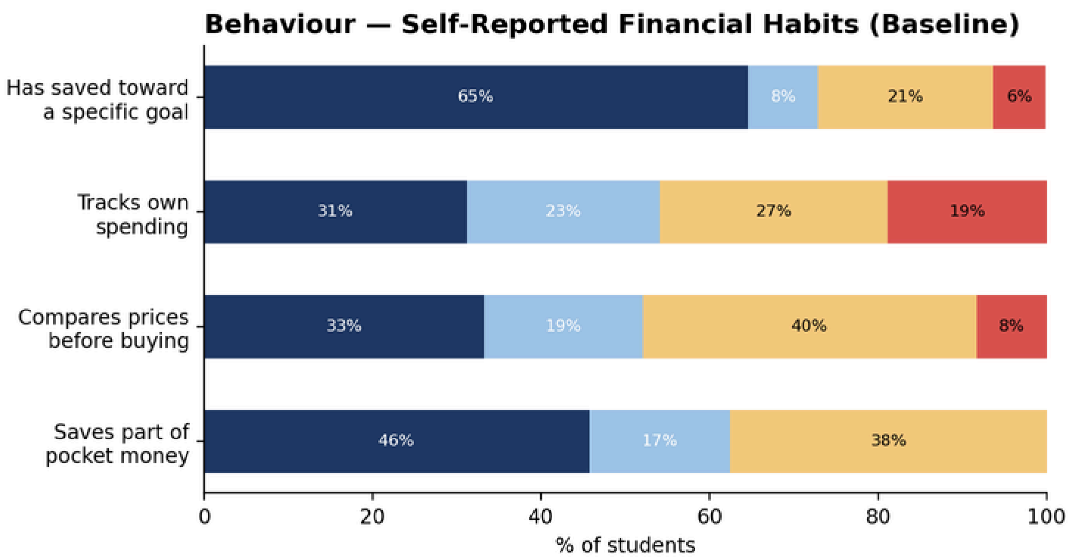

Figure 3. Self-reported financial habits at baseline.

WHAT COMES NEXT

Mid-term check-in (approx. 4–5 months): the same questionnaire will be repeated to track early progress, especially on applied interest calculation and day-to-day money-tracking habits.

Endline assessment (at project close): a final round will measure the full change in student financial literacy achieved over the partnership.

This baseline gives SNPL a clear, evidence-based starting point; and a shared benchmark the school, students, and SNPL can watch move together as the programme continues.

SOCIAL LAB

SURYA NEPAL PRIVATE LIMITED Asha

Creating enduring value through community empowerment

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