

FUTURE HOPE INDIA For the Financial Year 2024-25	
Form 1B.1	
Self-Reported Annual Disclosures	
Organisation Name	Future Hope India
with BSE SSE Registration No:	Not Applicable
with NSE SSE Registration No:	NSE Registration No: NSESENPO0046
for the period from 22-01-2025 to 21-01-2026	22-01-2025 to 21-01-2026
	For the Financial year 2024-25

Sujata Sen



1a) Details of top programmes List of Top 5 activities/ interventions/ programs/ project (budget wise) in the financial year- 2024-25 (For the Financial year 2024-25)

Top donors or investors of organisation - List of Top 5 donors or investors Local (budget wise) for the financial year 2025-26								
Sl No:	Programme Name Year Started Programme Duration (in years)	Geography	Total programme Budget/cost (Donation Received)	Expenditure in previous year 2024-25 Operating & Programme Related Expenses	Cumulative expenditure For 2024-25 Operating & Programme Related Expenses	Total outreach (Direct, Indirect, Institutional)	SDG goal or target	Alignment with national/ state schemes or priority
1	State Child Protection Society , West Bengal. (Director Of Child Rights & Trafficking , West Bengal)	Kolkata	1,45,18,545	9,44,38,342	9,44,38,342	3000+	Achieved	State Schemes
2	Sea Consortium Shipping (India) Pvt Ltd	Maharastra	52,16,400				Achieved	Priority
3	Nalanda Charitable Trust	Maharastra	30,00,000				Achieved	Priority
4	Eih Limited	Delhi	1,31,98,085				Achieved	Priority
5	Harinderpal Singh Banga	India	1,00,00,000				Achieved	Priority
6	G D Salarpuria	Kolkata	55,85,000					
7	Tcg Foundation	Kolkata	20,06,913				Achieved	Priority

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For the Financial year 2024-25

Sr. Number	Item	Details
1	Scale of Operations The scale of the operations shall be explained by: 1.1 net turn-over/annual budget/annual spending in last 3 years, 1.2 number of beneficiaries 1.3 number of locations of operations 1.4 whether at national/ state level/ district level	2024-25: Rs. 13,96,54,264/- (Total Revenue- As per Audit Report) 2023-24: Rs. 13,54,82,361/- (Total Revenue- As per Audit Report) Audited 2022-23 : Rs. 13,90,13,921/- (Total Revenue)
2	Number of Employees Total number of employees shall be disclosed separately as 2.1 permanent employees, 2.2 temporary employees and 2.3 employees on contract	150 91 59
3	Number of Volunteers The nature and scale of activities performed by volunteers shall be disclosed.	Location: Kolkata, West Bengal, India

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1c) Details of top programmes List of Top 5 activities/ interventions/ programs/ project (budget wise) in the financial year 2024-25

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6	G D Salarpuria	Kolkata	55,85,000				Achieved	Priority
7	Tcg Foundation	Kolkata	20,06,913				Achieved	Priority

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The organization shall disclose all related party transactions entered by it and reasons for the same

For the Financial year 2024-25

Name of the Party	Nature of relationship	Nature of transaction	Amount in current year	Amount in previous year	Balance Outstanding Current Year (Dr / Cr)	Balance Outstanding Previous Year (Dr / Cr)
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Definition of Related Party						

If there have been transactions between related parties, during the existence of a related party relationship, the reporting enterprise to disclose the following:

- (i) the name of the transacting related party;
- (ii) a description of the relationship between the parties;
- (iii) a description of the nature of transactions;
- (iv) volume of the transactions either as an amount or as an appropriate proportion;
- (v) any other elements of the related party transactions necessary for an understanding of the financial statements;
- (vi) the amounts or appropriate proportions of outstanding items pertaining to related parties at the balance sheet date and
- (vii) amounts written off or written back in the period in respect of debts due from or to related parties.

Shujata Khan



For the Financial year 2024-25

2b) Compliance management process	
Compliance management process	
Statement of compliance from senior decision maker (Chair/ CEO or equivalent) in Form 1B.4	Sujata Sen Chief Executive Officer

Sujata Sen



Disclosures on Financial aspects

Please attach the following documents:

For the Financial year 2024-25

Sl No :	Item	NA	Yes	No
1	Balance Sheet	-	Available	-
2	Income & Expenditure Statement	-	Available	-
3	Cash Flow Statement/ Receipts & Payments Account	-	Available	-
4	Schedules to Accounts	-	Available	-
5	Notes on Accounts & Significant Accounting Policies	-	Available	-
6	Program-wise fund utilization for the previous year	-	Available	-
7	Details of Auditors	-	Available	-
8	Copy of Income Tax Return	-	Available	-
9	Copy of Form10B/ 10BB Audit report filed with Income Tax	-	Available	-
10	Copy of FC Return (if NPO has FCRA)	-	Available	-
11	Copy of Annual Returns filed with Registration Authority (Registrar of Companies, Registrar of Societies, Charity Commissioner)	NA	-	-

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Organisation name Future Hope India

1) Strategic Intent and Planning

Sub-Section 1B.2.1 Annual Impact Report (AIR) Self-Reported

from 01-04-2024 to 31-03-2025

Programme start date: 2024-25

Programme Objective(s):

1B.2(i) List of Programmes funded through Listed Securities on SSE for which Form 2.1 is applicable

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
a) What is the social or environmental or cultural challenge the organization is addressing in this thematic area? Has this changed in the last year?	Not Applicable	Not Applicable
b) How is the organization attending to the challenge or planning to attend to the challenge in this thematic area? Has this changed in the last year?	Not Applicable	Not Applicable
c) Who or what is being impacted (target segment/ affected area)? Has this changed in the last year?	Not Applicable	Not Applicable
d) What will be the outcomes of the activities, intervention, programs or project? Disclosure should include positive and potential unintended negative outcomes.	Not Applicable	Not Applicable

Signature



1) Strategic Intent and Planning

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
a) What is the social or environmental or cultural challenge the organization is addressing in this thematic area? Has this changed in the last year?	The identified challenge remains the same; no change in last year.	
b) How is the organization attending to the challenge or planning to attend to the challenge in this thematic area? Has this changed in the last year?	Being addressed as per approved strategy; no change in approach in last year.	
c) Who or what is being impacted (target segment/ affected area)? Has this changed in the last year?	Target segment/area remains unchanged from last year.	
d) What will be the outcomes of the activities, intervention, programs or project? Disclosure should include positive and potential unintended negative outcomes.	Positive outcomes envisaged as planned, with no major unintended negative outcome	

Shujata Sen



1) Approach

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
a) What is the baseline status* at the start of the activity/intervention/programs or project and at the end of the last reporting period?	Baseline assessed at inception; notable progress observed till last reporting period.	
*Baseline status includes situation analysis/ context description at the start		
b) What has been the past performance trend? (if relevant)	Performance has shown a steady and positive trend.	
c) What is the solution implementation plan and the measures taken for sustainability of activity/intervention/programs or project outcomes? Has there been any material change in your implementation model in the last one year?	Implementation is as per plan with sustainability ensured; no material change in model in last year.	
d) Please brief out alignment of solution to Sustainable Development Goals (SDGs)/national priorities/state priorities/developmental priorities.	Intervention remains aligned with SDGs and national/state developmental priorities.	
e) How have you taken into consideration stakeholder feedback in this reporting period?	Stakeholder feedback has been considered and integrated.	
f) In the last year, what have you seen as the biggest risks to the achievement of the desired impact? How are these being mitigated?	Risks are minimal and are being effectively mitigated.	

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1) Impact Indicators

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
a) What are the indicators used to evaluate the effectiveness and outcomes of programmes	Must Reply	Must Reply
i) Timeline specific output indicators from inception to end of project	Interventions have been implemented as envisaged from inception to date. All interventions have been delivered within the stipulated timeline. Programmes have been achieved in consonance with the planned targets.	
(1) Number of interventions implemented		
(2) Timeliness of intervention delivery		
(3) % of planned vs. achieved programmes		
ii) Intermediate outcomes indicators (for e.g.) - starts around mid-term and continue to end-term of project	Not Applicable	Not Applicable
(1) Increased awareness or knowledge among the target population		
(2) Changes in attitudes or perceptions		
(3) Adoption of new behaviours or practices		
(4) Improved skills or capabilities		
(5) Increased access to resources or services		
iii) Overall outcome indicators (for e.g.) towards end-term and after end of the project period (depends on project gestation period)	Not Applicable	Not Applicable
(1) Behavioural change sustained over time		
(2) Improved social or economic conditions		
(3) Reduced rates of negative outcomes (e.g., poverty, disease, crime)		
(4) Enhanced quality of life		
(5) Increased resilience to future challenges		

Signature



4) Relevance and Sustainability

share in 3-5 sentences with a supporting fact/ data point)

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
i) Relevance: Explain with a supporting fact/ data point how the initiative aligns with the organization's values and goals and is relevant to the target audience	Must Reply	<i>This initiative is directly aligned with FHI's core values of Education, Equity and Empowerment, and its organizational goal of ensuring continuity of education for underprivileged youth beyond schooling. By providing monthly allowances, transport, tuition and medical support to college-going students from our shelter and community programmes, we ensure that financial constraints do not result in drop-outs at the higher education stage. This is highly relevant to the target audience as over 85% of our supported college students are first-generation learners from economically weaker sections, for whom even a monthly expense of Rs. 3,000-5,000 for transport and tuition is unaffordable. The intervention therefore bridges the critical last-mile gap between school-level support and sustainable livelihood.</i>
ii) Sustainability: Explain with a supporting fact/ data point how the initiative is sustainable and if it can continue to make a positive impact in the future.		<i>The initiative is sustainable as it is built on the principle of empowering beneficiaries towards self-reliance rather than creating long-term dependency. The financial support provided for allowances, transport, tuition and medical needs is coupled with continuous mentorship, life-skills training and career guidance, which enables students to gradually become financially independent. Furthermore, the model is designed to generate a cycle of giving back. The students who are supported today are encouraged and groomed to mentor and support their juniors in the future, thereby ensuring that the positive impact of the initiative continues and multiplies within the community over a long period of time.</i>
a) Briefly include narratives of Social, Environmental, Cultural and Economic impact on target segment(s) in the reporting period.	Must share any impact observed on the target segment	<i>Social Impact: During the reporting period, the initiative strengthened social inclusion and equity for underprivileged college students, particularly first-generation learners. By ensuring access to allowances, transport, education support and healthcare, the program reduced dropout risk and promoted a sense of dignity, security and belonging, enabling the target segment to pursue higher education at par with their peers. Economic Impact: The support alleviated the financial burden on students and their families, allowing them to focus on education rather than engaging in precarious daily-wage work. Through continued mentorship and access to skill-building opportunities, students have been better equipped to pursue internships and part-time employment, paving the way for long-term economic self-reliance. Cultural Impact: The program fostered a culture of mutual support, aspiration and respect for education within the community. Students who previously had limited exposure are now participating in diverse educational and co-curricular avenues, including dance and other creative pursuits, thereby enhancing their confidence, cultural expression and broader worldview. Environmental Impact: While primarily education-focused, the initiative indirectly contributed to environmental awareness through collective learning and value-based activities. Shared transport arrangements were promoted for students commuting to FHI School to optimize resources and reduce costs, inculcating a sense of responsible and sustainable resource utilization among the target group.</i>
b) Beneficiary/Stakeholder Validation through surveys and other feedback mechanism	Must Reply based on any simple method of validation	<i>Beneficiary and stakeholder validation is ensured through a structured and regular feedback mechanism. Periodic interactions, informal interviews and monthly review meetings are conducted with the supported college students to understand their academic progress, challenges faced and the adequacy of the support being provided. Their feedback on allowances, transport, tuition assistance and medical support is documented and considered for necessary improvements. In addition to direct student feedback, inputs are also sought from other stakeholders including mentors, tutors and wardens / caretakers associated with the students, to obtain a holistic view of the impact and to cross-validate the needs on the ground. This consultative approach ensures transparency, accountability and that the interventions remain relevant and responsive to the actual requirements of the target segment.</i>

[1] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

1) Photographs conveying before and after impact of the Programme
(a maximum of 3 impact situations may be shared per Programme)

<i>S1: Upto Rs1 Cr</i>	<i>S2: More than Rs1 Cr</i>
<i>Done</i>	<i>Done</i>

6) Annexures

<i>Must Reply</i>	<i>Must Reply</i>		
Item	NA	Yes	No
1) Blank copy of any questionnaire or survey forms used 2) Summary analysis of surveys undertaken 3) Impact Map linking outputs and outcomes to activities 4) Copies of other consultation details (such as focus group write-ups, workshop notes, etc.) 5) Copies of evidence summarised or quoted in the social impact report 6) Notes of the previous social impact assessment meetings (when applicable) 7) Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable) 8) Completion certificate of approved mandatory capacity building workshops 9) Case Studies/ Stakeholder Testimonials 10) All stand-alone reports and that have contributed to the organisation's impact reporting for this period		Annual Report Social Impact Report certified by the auditor	

End of Sub-Section 1B.2.1 Use Sub-Section 1B.2 format for each Programme Report with Title Prefixed by Sub-section 1B.2.2, 1B.2.3, 1B.2.4, 1B.2.5 and so on for reporting additional projects totalling to 67 percent of total programme expenditure in the financial year under review mentioned at SSE may specify additional parameters that may be required to be disclosed by SE in its AIR

Sijata Sen



I hereby certify that all the information provided in this report are correct and that all documents submitted by our organisation are true copies.

Authorised Representative of Future Hope India

Name Ms. Sujata Sen, Chief Executive Officer

Signed.....



Date : 13th day of August-2026

Place : Kolkata

Form 1B.4

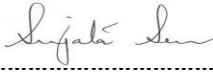
Statement of Compliance

I, Sujata Sen(name and designation – ~~Chair / CEO / Equivalent Senior position~~) of Future Hope India (name of the Social Enterprise) certify that:

- a. ☒ All activities undertaken by the Social Enterprise are in conformity with the objectives as stated in the relevant constitution documents and aligned to the vision, purpose and mission of the Social Enterprise
- b. ☒ Activities reflect primacy of Social intent in the functioning of the Social Enterprise as per SEBI Act and regulations made thereunder that at least 67 percent* of our organisation's activities cover target population segments/ entities that are under-served or less privileged or live in regions recording lower performance in the development priorities of central or state governments (immediately preceding 3-year average of revenues/ expenditure/ total customer base and/or total number of beneficiaries)
- c. ☒ I have reviewed the financial statements prepared by the Social Enterprise for the year ended 31st March 2026 and to the best of my knowledge and belief these Statements do not contain any materially untrue statement or omit any material fact or contain statements that might be misleading. Further, these Statements together present a true and fair view of the Social Enterprise's affairs and are in compliance with the relevant Accounting Standards, applicable laws and regulations
- d. ☒ To the best of my knowledge and belief, no transactions entered into by the Social Enterprise during the year ended 31st March 2026 are fraudulent, illegal or violative of the laws, regulations and policies and procedures of the Social Enterprise. The Social Enterprise has complied with all applicable laws and regulations as applicable for the Social Enterprise
- e. ☒ I accept responsibility for establishing and maintaining internal controls for operations as well as financial reporting and the Social Enterprise has implemented and evaluated the effectiveness of internal control systems of the Social enterprise in the conduct of operations and reporting thereon

Authorised Representative of Future Hope India

Name Ms. Sujata Sen, Chief Executive Officer

Signed.....



Date : 13th day of August-2026

Place : Kolkata

ANNUAL REPORT

2024 - 2025



Giving Street & Slum Children a
Better Tomorrow



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5. Impact – Changing Lives
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Future Hope is a charitable organisation which provides opportunity through its homes, school, sports and medical programme for the most vulnerable children from the streets and slums of Kolkata.

MESSAGE FROM THE CEO

For each child in our care, opportunity is more than just a chance — it is the key to unlocking their future. It is what helps them grow, aspire and ultimately thrive. As one of our alumni said, *“I was a girl without dreams because of my poverty. After coming to Future Hope, I started to dream not small dreams but big dreams.”*

With 38 years of experience in working with children from traumatic backgrounds and vulnerable families, we know that opportunity plants the seeds of hope, passion and ambition. Time and again, we see our young people rise above unimaginable challenges with resilience, laughter and determination. Many go on to become engineers, designers, athletes and leaders — and most importantly, compassionate individuals who support one another as family.



At Future Hope, we are more than carers and teachers. We are mentors who also learn from the children we serve. They remind us that setbacks can become stepping stones, that tolerance can outshine discrimination and that hope can be rebuilt even after the darkest nights. Each time a child stumbles, it is the strength of our families, trustees, partners, supporters and dedicated team that helps them rise again and continue their journey towards a brighter future.

The world is changing rapidly, driven by technology and shifting educational priorities. Future Hope embraces a holistic approach that goes beyond the classroom — nurturing both skills and character, while breaking barriers of gender, inclusion and access. The National Education Policy 2020 has accelerated this shift and today more parents are encouraging both sons and daughters to pursue education and sports in new ways. With early years classes, skills training and leadership programmes, our students are better prepared than ever for university, careers and life.

Yet our mission is made harder by the socio-political climate in West Bengal. Declining economic performance, widespread protests and uncertainty in education and healthcare cast long shadows over the communities we serve. With elections approaching, this instability deepens — making our work more urgent, not only to support children but also to advocate for stability, fairness and opportunity.

Amidst these challenges, partnerships are vital. From skills training with George Telegraph and IIHM, to leadership programmes with Full Circle Australia, to collaborations on environment, mental health and special education, we are grateful for the organisations that stand with us. Together, we open doors and inspire our children to reach their potential.

We believe that they can summit all heights they aspire for, academic, emotional, economic, professional and we will always support their dreams.

We thank all our trustees, donors, supporters, staff and teachers for helping us complete another successful year.

Sujata Sen
CEO, Future Hope India



IMPACT—CREATING REAL & LASTING CHANGE



HOMES

6 Residential Children's Homes for 140+ children. Registered under the Juvenile Justice Act



HEALTHCARE

Health & Dental Clinic serving over 600 children & 300 families, including counselling



NUTRITION

450+ meals prepared daily following nutritious menu plans



SCHOOL

CBSE Accredited Free School for 400 Children. Special Education, Fast Track, NIOS & OBE



SPORTS

Our children play and participate in 24 sports. National & State Honours in rugby, cycling, rowing



COMMUNITY

Khelo Rugby more than 3,000 children enrolled in our own outreach programme in 3 states



EDUCATION

112 young people in College on full scholarships



SKILLS

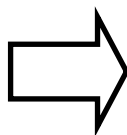
Skills Centre with plans for 650 students enrolled. 300+ successful graduates



MULTIDIMENSIONAL & MULTIGENERATIONAL POVERTY

In India it takes 7 generations on average to break the cycle of poverty*

*Global Social Mobility Report 2020



INTERGENERATIONAL UPWARD MOBILITY

Previously vulnerable children from poor families living below the poverty line, our alumni become self-reliant members of society enjoying fulfilling careers



CHANGING LIVES EVERY DAY



MEDICAL CARE, NUTRITION AND SPORT HELP A CHILD TO THRIVE

About ten years ago, we came to know about a sick child who could not enjoy playing with her friends or go to school due to an underlying health condition. Her parents had no money to treat her and her condition would not improve on its own.

With our medical team able to care for her ongoing needs, we welcomed her into our home and school where she has flourished.

The most important thing I have learnt is 'face it'. If there is a problem we can't just sit and think that it will be done or it will be fine, we have to face it.



CARE IN OUR HOMES AND THE COMMUNITY CREATE OPPORTUNITY TO BREAK THE CYCLE OF POVERTY

Mongal, who came to Future Hope from an impoverished family when he was 11 years old, cracked the highly competitive State Bank of India Clerical and Probationary Officers Exams in 2023.

He competed with 3 million others for 5500 places at Clerical level and with 1 million people for 1670 places at Probationary Officer Level.

He now works for the State Bank of India as an Assistant Manager.

He is also a chess teacher and an avid cyclist.



EDUCATING GIRLS CHANGES LIVES AND COMMUNITIES

Growing up in a poor family without her father, Rajni was vulnerable to abuse and early marriage. She joined our little girls' home and Class 3 in school. A bright, friendly and helpful girl she excelled in her studies and went on to pursue her dream; gaining a Bachelor of Commerce degree. Since graduating, Rajni has been employed by Pan Seeds, one of the top companies in this market, as an Accounts Officer.

Every child has dreams and I did too — to study in an English medium school, to be an independent girl, to work with a nice company and to stand on my own feet.

OUR LONG-TERM GOALS

A World Where Every Child Has Hope and Opportunity



Our five year Strategic Plan (2025-2030) sets out six strategic goals which will deliver the expansion and sustainability of Future Hope for many years to come. We will continue to improve on what we do and systematically measure and evaluate the outcomes and impact of our work.

A core part of our Strategic Plan over the next 5 years is to expand Future Hope for the benefit of many more of the most vulnerable children. We will build a school, homes and sports facilities on land we own in Rajarhat. We will also offer our expertise to many more vulnerable children and the marginalised communities from where they originate.

Our Six long-term goals:

- ★ To strengthen and extend our work with the most vulnerable street and slum children in Kolkata.
- ★ To improve the quality of our education and skills offer.
- ★ To be recognised as a leader in sports and the creative arts as a vehicle for youth development.
- ★ To prepare children at Future Hope to become independent and employable.
- ★ To secure the long-term sustainability of Future Hope.
- ★ To become crusaders for environment protection and sustainability.

OUR LONG-TERM OUTCOMES

1. Sustainable Well-being and Safety

The most vulnerable children live in safe, secure and healthy environments with access to clean water, sanitation and nutritious food.

Children are protected from violence, exploitation, substance abuse and mental health crises with strong child protection systems in place at Future Hope.

2. Empowered and Skilled Youth

Children receive a quality, inclusive education and develop essential life and vocational skills enabling them to transition successfully into higher education or decent employment.

Youth are equipped with problem-solving, creative and technical skills that prepare them for the demands of the 21st-century workforce.

3. Thriving, Resilient and Independent Individuals

Children develop strong psychosocial well-being, resilience and self-confidence and are supported by positive role models, mentors and nurturing relationships.

Youth are prepared to become independent, self-sufficient adults who contribute positively to society and advocate for their rights and those of others.

4. Inclusive and Supportive Community Systems

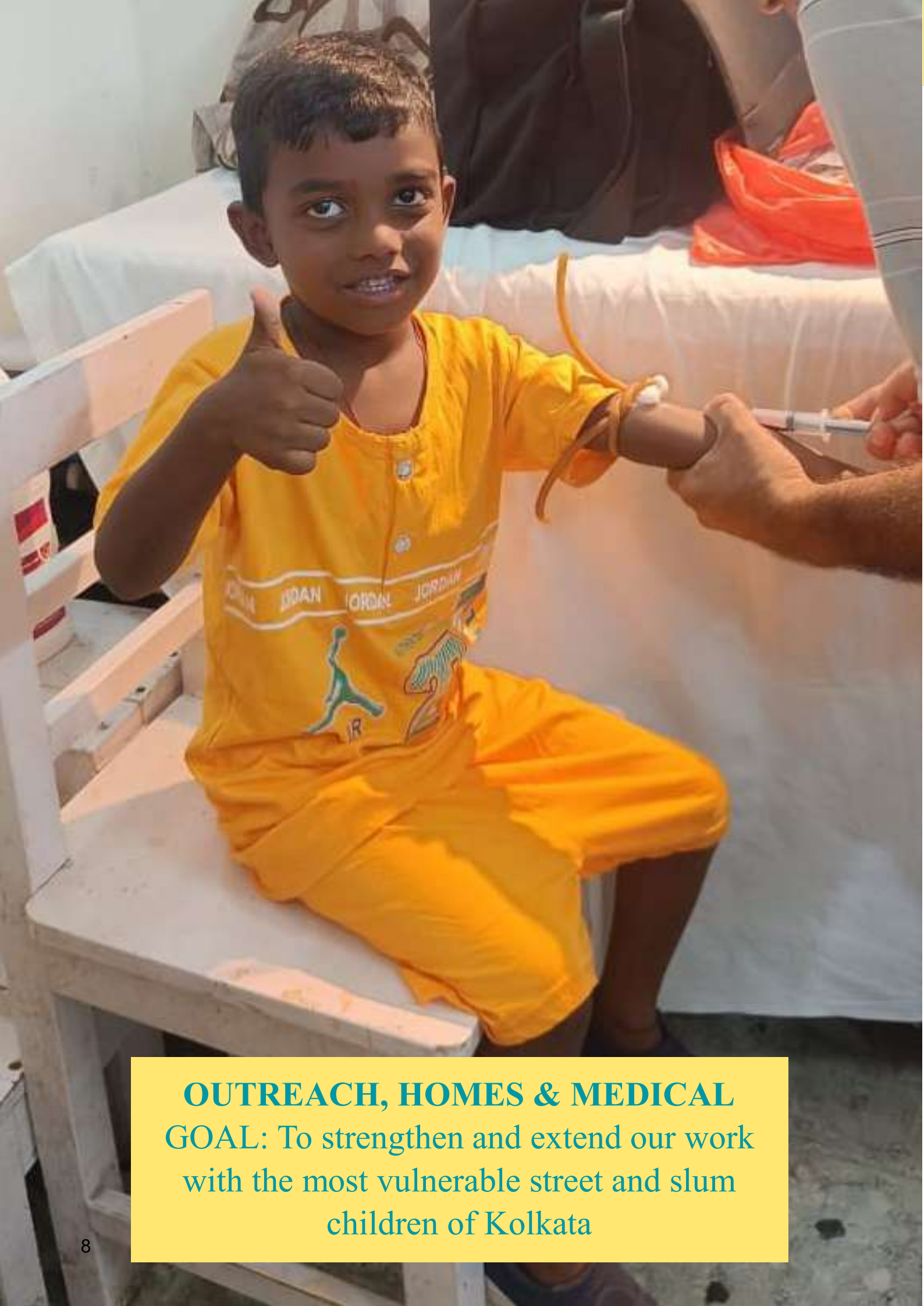
Families, communities and institutions work together to provide coordinated, holistic support for children reducing risks like addiction, alcoholism, abuse, illiteracy and engagement in sex work.

The wider community is engaged in sustaining positive change for children with robust networks and partnerships that ensure long-term impact.

5. Leadership, Advocacy and Civic Engagement

Children and youth become leaders and advocates within their communities championing social justice, the rights of vulnerable children and environmental sustainability.

Alumni and empowered youth act as positive role models, inspiring future generations and contributing to systemic change.



OUTREACH, HOMES & MEDICAL
GOAL: To strengthen and extend our work
with the most vulnerable street and slum
children of Kolkata



11.5% of Indian children live in extremely poor households, totalling approximately 52 million children*

Working Deep Within Communities To Target Those Most At Risk

India has made notable progress in reducing multidimensional child poverty and intense diet-related deprivation, but the persistence of food poverty among the youngest children remains alarming, 40% of children are living in severe child food poverty (UNICEF Child Nutrition Report 2024). Monetary poverty still affects a significant portion of children, with nearly 1 in 9 living below extreme poverty thresholds—and nearly 1 in 5 are under-fives*

Advocacy and family support

Advocacy for 400 students' families and 300+ further families during our verification process

As part of our work we advise vulnerable families in the community about their rights and access to benefits.

For example, the government covers health insurance for all, yet we have children and their families who need help to get access to this facility, who need reassurance and a full understanding of their rights. A challenge many of our families face is getting the correct personal documents to prove their identity. They need this to gain access to support.

A safe place to call home for the most vulnerable

6 safe caring homes for 140+ children

From street children orphaned or driven from their homes by abuse to children living on the pavement with their family begging for food, each vulnerable child must fight to survive. Working closely with the Child Welfare Committee (CWC) and local authorities, Future Hope offers these children a safe home, stability and opportunity.

Changing lives for children, families and communities

800+ families now supported by successful alumni

Despite advances in education and poverty alleviation across India, we see that many of the problems that deprived families faced in Kolkata 38 years ago still persist today. At the heart of our work is providing hope and opportunity for children. With child centred, holistic and long-term care children can go on to realise their ambitions, support their families, give back in their communities and create a wave of change.

*A joint analysis by the World Bank and UNICEF 2022



Transforming Lives Through Holistic Healthcare

For the poorest people in Kolkata, health problems play a significant part in their daily life. We witness the suffering that families experience without the means to prevent or treat ailments.

Future Hope's healthcare programme plays a critical role in our mission to support vulnerable children by addressing medical, emotional and developmental needs. Our children often arrive malnourished, traumatised, neglected and in poor health due to conditions in their home on the street or in the slum. Through 24/7 medical care, counselling, preventative healthcare and community outreach we give them the foundation for healthier and happier futures.



Programme Reach and Achievements 2024-2025

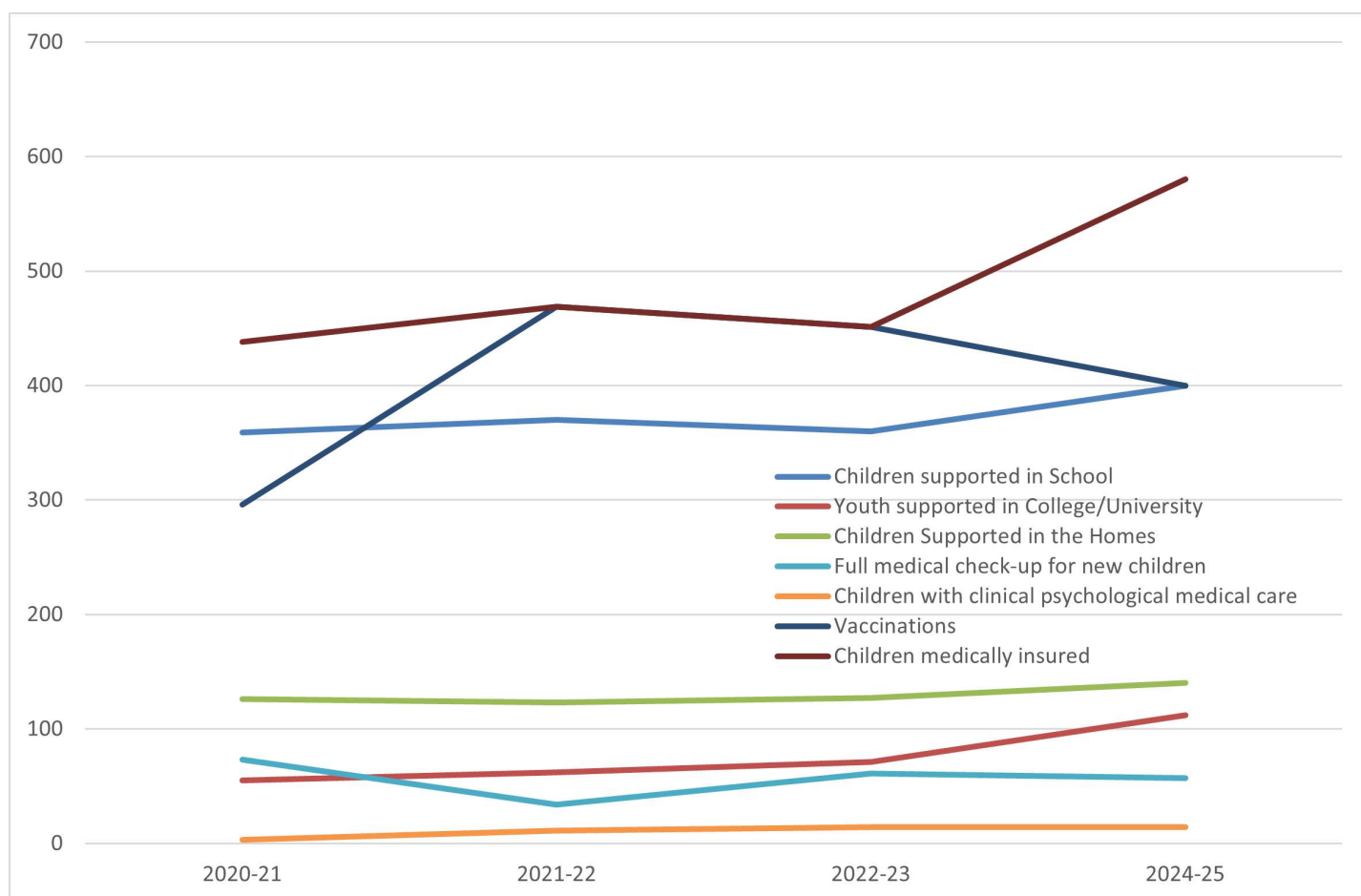
- ⇒ 600+ children and youth received round-the-clock curative and preventative medical care
- ⇒ 57 newly admitted children underwent full medical screening and have personalised care plans as needed
- ⇒ 100% vaccination coverage (333 children vaccinated this year)
- ⇒ 1103 doctor consultations held this year
- ⇒ 13 children hospitalised for serious or chronic medical issues
- ⇒ Pro bono dental care restored oral health for over 480+ children
- ⇒ Over 1000 individuals indirectly supported through outreach to families and communities
- ⇒ 100% of children have access to counselling services addressing trauma, anxiety and behavioural issues



"They now have self-respect, an identity and a dream for the future."

Dr Sarkar, Medical Team, Future Hope

Future Hope Healthcare Programme—Key Metrics Over Time



Expanding our reach year on year

Future Hope's healthcare initiative continues to expand driven by the belief that every child deserves access to quality healthcare, emotional support and dignity. With rising community needs and growing student numbers the focus remains on deepening impact through holistic care, professional partnerships and sustainable medical systems.

Key Health Interventions

Curative and Preventative Medical Care

- Treatment for common colds, skin infections, fractures and diseases like malaria, tuberculosis and typhoid
- Specialist consultations: psychiatry (58), eye care (24), dermatology (11), ENT (14)
- 6 serious conditions managed with surgical interventions (e.g. thyroid cancer, heart surgery, rickets)

Counselling & Mental Health

- 5 qualified counsellors provide consistent emotional support across the homes and school
- Focus on trauma recovery, behaviour management and academic encouragement
- 12 youth received specialist psychiatric care
- Special education programmes (like "FastTrack") tailored to help children catch up academically and socially

"Her joy at joining classmates shone through in her infectious smile."

Sujata Sen, CEO, about a child with complex medical issues following life changing surgery.

HOMES

GOAL: To strengthen and extend our work
with the most vulnerable street & slum
children of Kolkata



EVERY CHILD DESERVES SAFETY



For nearly 40 years, Future Hope has placed Kolkata's most vulnerable children at the centre of our mission; providing safety, stability, education and opportunity to those who have experienced unimaginable trauma. From broken homes, abuse, hunger and neglect our children make the journey from survival on the streets to independence and dignity.

The Children's Homes are an integral part of Future Hope's strategy to work with the most vulnerable street and slum children in Kolkata by providing:

1. A safe and caring family environment for children who otherwise remain extremely vulnerable with no responsible adult to care for them
2. Stability, continuity and opportunity through to independence
3. Positive role models to instil life skills and stimulate ambition
4. Access to counselling, mentoring and life planning

Our Impact This Year

- ⇒ 6 Residential Homes caring for 140 children; fully registered under the Juvenile Justice Act.
- ⇒ 14 new children welcomed from extreme vulnerability, aged 5–18
- ⇒ 100% of children orphaned, abandoned or at risk of abuse, teen marriage, addiction or extreme poverty
- ⇒ Over 500 applications screened annually to reach the most at-risk children



"When I was picked up from the station, I did not know what was happening to me. Today I am alive because of Future Hope's love, care and continuous support." Raju, alumnus and IT specialist.

CARE & FUTURE HOPE GO HAND IN HAND



Counselling—helping children to dream again

Many of the children arrive with deep-rooted emotional scars. Counselling provides a safe space for healing, where they can express their fears and process their trauma. With guidance they learn to navigate life's challenges and find a pathway to self-reliance.

But it is not just about healing, it is about empowerment.

It encourages children to rise above societal prejudices and develop resilience. It helps them embrace values such as gratitude, dedication and empathy, shaping them into responsible individuals who contribute positively to society. Sudipa, Senior Counselling Psychologist.

Nutritious food to help children thrive

Many children arrive at Future Hope malnourished, often suffering from illnesses linked to poor diets. Good nutrition is vital for healthy bodies and focused minds and the fresh meals we provide help them grow stronger, learn better and take part in sports with enthusiasm and energy.

Each house has its own cook and the children often join in chatting, learning and lending a hand in the kitchen. Dinner is a social, family time where they all come together with each other and their houseparents.

Our land at Rajarhat creates the perfect opportunity to introduce our children to growing their own food as well as providing some of the huge quantity of fresh fruit and vegetables that we require weekly. The children enjoy preparing the land planting and of course harvesting is the best bit!

Future Hope is a trusted space for children from the streets, in distress and with special needs.

Very vulnerable children from correctional homes, districts and other states have been referred by CWC to us for our reputation of giving excellent academic support and vocational training opportunities, besides emotional support, healthy nutrition, sports and co-curricular activities. Samarjit, Director of Homes and Pastoral Care



WELL REGARDED HOMES TO BE PROUD OF



Whilst ensuring that our homes provide the best care, it is essential that we are 100% compliant.

All our homes are registered under Section 41(1) of the Juvenile Justice (Care and Protection of Children) Act 2015, for a period of five years. We are regularly inspected by Inspectors from DCPU (District Child Protection Unit) and CWC (Child Welfare Committee).

The Director of Homes and Pastoral Care, Samarjit Guha, knows every child and is responsible for their overall development and wellbeing. He coordinates between the house parents, teachers, medical team and the children's parent(s) / guardians to keep an overview of the individual care plan for each child.

From Chaos to Care

Paban was raised in one of the city's poorest and most troubled neighbourhoods. The lanes where he lived were known for substance abuse, alcoholism, theft, domestic violence and survival. Their home, a basic shelter, offered little protection or peace.

His father, disabled and without a source of income, contributed little to the household. His mother worked tirelessly as a rag picker, yet whatever little she earned would be taken by the father, leading to fights and scenes that Paban and his siblings witnessed.

Though enrolled in a local school, Paban's learning was almost non-existent. The teacher rarely showed up and the environment offered no encouragement or support for a young boy trying to fight against the odds to learn.

Things changed for Paban when another child, who was already with Future Hope and from the same neighbourhood, alerted us of the challenges the family were facing. Paban was taken into our Little Boys' Home, away from the chaos, where he feels safe, cared for and for the first time he can simply be a child.

He was admitted to Class 2 and quickly embraced the rhythm of life at Future Hope. Now he enjoys four nourishing meals a day, learns under the guidance of attentive teachers and plays joyfully with his friends who feel more like brothers. At night, he sleeps undisturbed in a safe bed. His house parents care for him; not just by feeding and clothing him, but by listening to him, guiding him and nurturing his dreams.

With kindness, structure and a sense of belonging Paban has been given the opportunity to thrive.

SAVED FROM TEEN MARRIAGE TO REALISE HER DREAM



Aged 12, Future Hope saved Nisha from an early marriage by ensuring that she had a safe place to stay and giving her the opportunity to enjoy a full education. Flourishing in our school and with strong values, Nisha became Head Girl and went on to pass her Class 12 (or A levels) in commerce.

In the home she made good friends and liked spending time with our cooks in the kitchen and cooking for the other girls at weekends. Inspired by our cooks and a love of food, she decided to become a chef.

Nisha completed her bachelor's degree in Culinary Arts from IIHM (International Institute of Hotel Management) with excellent grades, she was the topper in her college. She recently completed her Industrial Training at ITC Kakatiya, a luxury hotel, with 100% attendance. She said, "I'm learning about new products and recipes, the classic ones, making glass desserts, pastries, muffins, breads etc. I aim to grasp all the knowledge and skills I can from college and then use it practically."



I hope that through my education I may contribute to the local community in various ways and help create a modern society.

I can secure my future, get a good job of higher income and contribute to economic growth and provide opportunities to others.

Nisha is now a Commi Chef at a five star hotel. This is an entry position in a professional kitchen, with a good salary and benefits, where she learns from senior chefs. She is well on her way to realising her dream.

EDUCATION

GOAL: To improve the quality of our education and skills offer



EDUCATION IS KEY

**In West Bengal,
11.7% of children aged
5-14 are engaged in
child labour***



Future Hope provides holistic education, care and opportunities to break the cycle of poverty. Our free school, sports programmes, higher education support and homes foster confidence, learning and community. We focus on long-term support—academic, emotional and social—ensuring that every child can thrive.

- Future Hope is one of the only free charity schools affiliated to the Central Board of Secondary Education (CBSE), opening more avenues for young people at a higher level
- Our holistic approach includes a full extracurricular and sports programme for youth development to nurture confidence and individual talent
- We are inclusive by providing customised care to late school starters or those with Special Educational Needs, aiming for each child to realise their potential. We achieve this with our FastTrack, Resource Room and specialist teachers
- The CBSE curriculum offers a strong academic path for most of our children, whilst the introduction of Open Basic Education (OBE) in 2024 created an additional path for those with different strengths. OBE is part of the National Institute of Open Schooling (NIOS) programme.
- Partnerships with organisations such as Teach for India, WeCan, Full Circle, Aditya Birla Education Trust and Garbage Free India bolster our holistic education.



**Most alumni break the poverty cycle in a single generation
and many give back to their communities.**

*UNICEF Child Labour Global Estimates 2020

ACHIEVING MORE EACH YEAR



We have taken bold steps towards equipping the children with academic knowledge but also practical skills and leadership qualities that will guide them to a brighter future. Our initiatives have been designed to foster confidence, collaboration, creativity and critical thinking.

- ⇒ Introduction of skills training within school to create new pathways to independence
- ⇒ New computer area in the library with 20 computers for studying
- ⇒ Addition of the Lower KG Class to increase our early years education
- ⇒ For the first time, 21 students took the Open Basic Education (OBE) level A exam and all passed
- ⇒ New School Principal and leadership team
- ⇒ Leadership course for seniors focussed on critical thinking and goal setting
- ⇒ Continued staff development with internal and external training
- ⇒ Students took part in over 100 activities in the year
- ⇒ Received external recognition with awards for philanthropy, social service, empowerment and promoting education



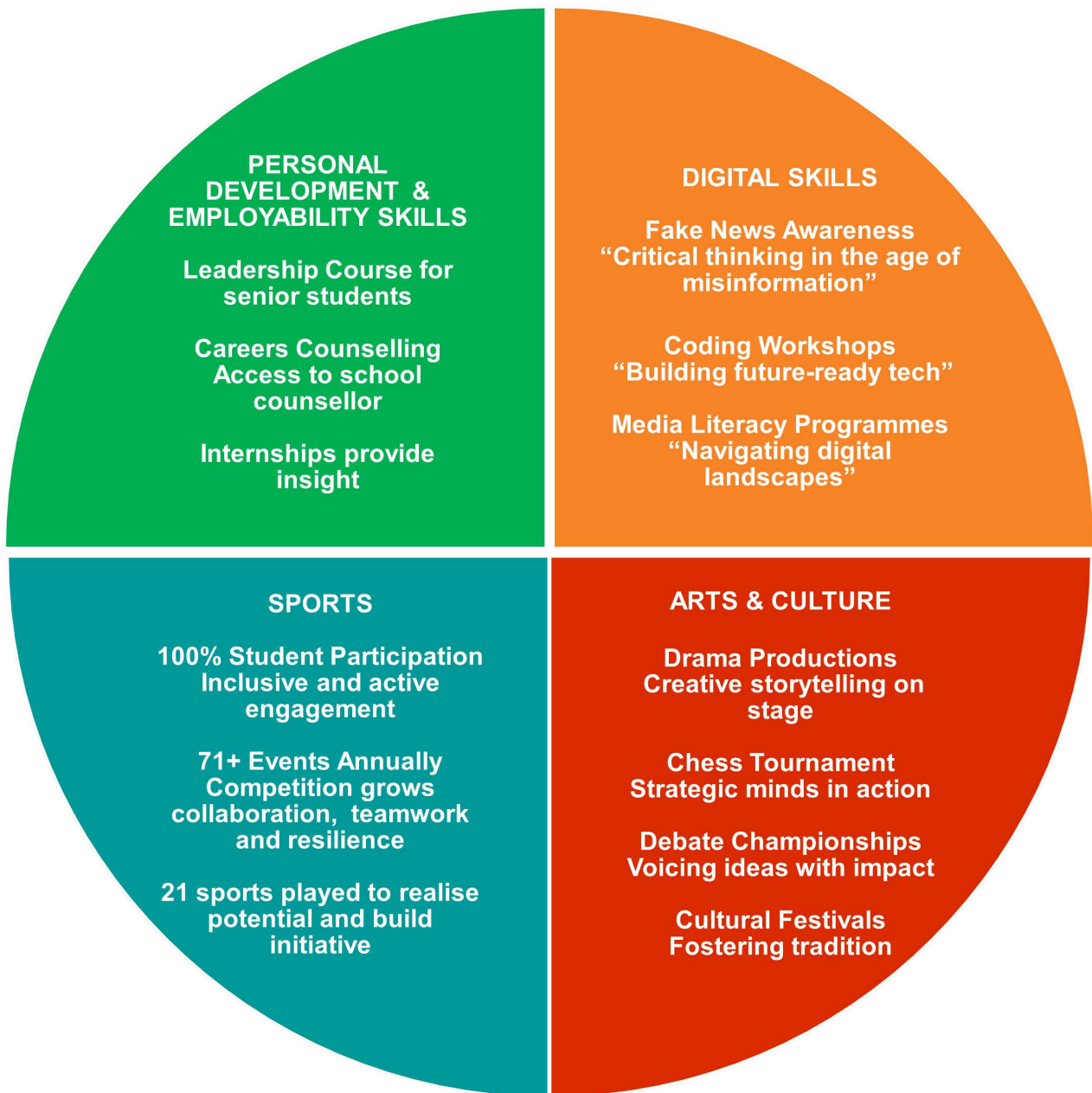
I am committed to creating a nurturing environment that fosters academic, emotional and social growth.

Together with my dedicated team, I aim to empower each student to achieve their full potential while promoting a culture of excellence, creativity and innovation.

Samrin, Principal

DEVELOPING 21ST CENTURY SKILLS IS ESSENTIAL

"The 21st century has brought with it a host of new challenges and opportunities. To succeed in this rapidly changing world, students need to develop a set of 21st-century skills. These skills include critical thinking, problem-solving, communication, collaboration and creativity." NEP 2020 (National Education Policy).



I am Dilshad in Class 9 and I am so lucky to be part of Future Hope.

I'm going to tell you about my recent experiences in 2024. When the new session began we were all scared because we knew that Class 9 means starting preparation for class 10. We all thought how would we be able to study more chapters, more concepts, more pressure, but thanks to our brilliant teachers we all adjusted.

We went to the Victoria Memorial to learn about avoiding plastic, did the leadership course and because of this workshop we are very clear of our future goals, our values and our interests. Not only this, I got the opportunity to meet C.V. Ananda Bose, the Governor of West Bengal, it was the best experience I ever had! I joined the debate club and at first thought, "how will I do in this club?", as I am very weak in speaking, but believe me, it has increased my confidence level and speaking skills.

SUPPORTING EACH AND EVERY CHILD



“Education is the single greatest tool for achieving social justice and equality” the NEP 2020

Future Hope is a school which works devotedly to make education accessible for children who are in need and this novel vision makes it different from others.

Some children join Future Hope when they are older without any formal education, behind for their age or having dropped out. For these students our FastTrack offers focussed learning, to help them progress as fast as possible with the aim to join the mainstream classes. For some this is achievable, whilst for others different routes need to be tailored.

In our Learning Resource Room each child is taught and cared for based on their Individual Care Plan. With a wide variety of special educational needs this often includes psychometric testing, expert external support, for example speech therapy, and one on one tuition. Open Basic Education (OBE) consists of vocational training alongside a child centric educational programme with focus on basic literacy and numeracy skills that will help children to become confident and self-reliant.

OBE offers an elementary education at three levels designed primarily for school dropouts, working children and those who missed the chance of formal schooling. In 2025, for the first time at Future Hope, 21 children from the special education section sat for the OBE exams. It was heartening to see how gaining a certification has filled these students with a sense of pride and achievement.

I believe in establishing an inclusive society where opportunities are accessible to all in an equitable manner, hence, I chose to be a part of Future Hope

Tamasa, Special Educational Needs

No Child Left Behind

Gyaan comes from a deeply disadvantaged background marked by poverty, instability and family trauma. He joined our homes and school a few years ago along with a sibling after it became clear that his family was unable to provide for their basic needs or education.

Gyaan was diagnosed with developmental and psychological challenges, including delayed speech, language and cognitive limitations and emotional difficulties. He receives individual attention through our special education and mental health services.

Despite his challenges, he is curious and takes part in the activities at school even though he struggles to sustain his attention once the level gets more advanced. He particularly enjoys tasks that require physical activity and shows a great interest in electrical gadgets. With the right support, Gyaan has real potential to succeed through vocational training focused on practical skills.

SKILLS BUILDING IS VITAL



In a country where millions of young people face challenges in securing stable employment, skills building is vital to get our children ready for jobs. Overcoming a poor start in life our children benefit from the confidence, life skills and experience that skills training provides.

Tapan, 18, had a late start in school and was finding it difficult to cope with the demands of regular education. A course in two wheelers has brought relief for him as he thrives in the hands-on training and feels he can take responsibility for his future.

Space in our current school is at capacity, however we are pushing forward with the integration of skills training into the curriculum to cater for more vocationally oriented youngsters. This year, with our partner weCan, we provided hands-on training activities designed to develop a wide range of functional skills among the children to boost their self esteem.

For the more academic students -- Vocational Training within CBSE

- * Certified vocational subjects are offered as part of the curriculum for Classes VI to X.
- * Covers various sectors such as: IT, agriculture, arts, healthcare, automotive and many more
- * Developed in collaboration with industry partners and sector skill councils.
- * Includes theory and practical training aligned with the National Skills Qualifications Framework

For less academic students -- OBE and NOIS

- * Combines literacy, numeracy and life skills with vocational training
- * Helps students gain both academic equivalency and livelihood skills with no age limit
- * Certification is from NOIS
- * Encourages local and traditional occupations



- ⇒ **Enhances employability and entrepreneurial abilities**
- ⇒ **Provides early exposure to workplace requirements**
- ⇒ **Supports career exploration and helps reduce dropouts**

FROM VULNERABLE CHILD TO VOCATION



Masoom lost both his parents before he turned two years old. He and his sister were raised by their grandmother but, without access to an education, their future was uncertain. Not going to school and staying illiterate seemed inevitable and the children were at constant risk while roaming around in the neighbourhood.

At the age of six, Masoom came to Future Hope. Though he was an introverted child, he showed a natural talent for rugby and soon emerged as a fine sportsman. Despite receiving specialist support through our Fast Track programme, academic learning remained a significant challenge for him and it soon became clear that traditional schooling would not be the path to his independence.

At 14, Masoom began training with our carpenter, exploring the possibility of learning a trade. His confidence grew and he went on to secure a 3-year training placement in a designer workshop for bespoke carpentry and specialised in wood polishing.

Now a fully trained polisher/carpenter, Masoom works in a large carpentry workshop in Bangalore. He earns a good salary, with food and accommodation provided and is proud to support his grandmother by sending money home for her food and medicine.



Meanwhile, his sister is following her own path. She is currently pursuing a 3-year diploma course in nursing, setting the foundation for a promising career in healthcare.

Masuma particularly enjoyed her community posting, collecting patient vital signs and histories. She then transitioned to an urban posting, learning about polio vaccinations and care for expectant mothers.

ENVIRONMENT

GOAL: To become crusaders for environment protection and sustainability



INSPIRING ENVIRONMENTAL RESPONSIBILITY

The past year has been a remarkable journey with various activities, aligned to the **Sustainable Development Goals (SDGs)**, where the students not only gained awareness, but also actively contributed to conservation efforts setting a benchmark for young environmental leadership.



Community Clean-ups and Waste Management



Garbage clean-ups conducted in 40 urban and rural communities

Won first prize in Garbage Free India's showcase for innovative upcycled ideas



10 mothers trained to create and market products made from recycled and repurposed materials

Tree Plantation and Green Spaces



Over 560 saplings planted at our Rajarhat campus in the last two years, including 100+ native species like Neem, Bokul, Jackfruit and Chiku



Medicinal plant "mug gardens" created by students during Van Mahostav Week

Biodiversity and Conservation Projects



Released 5 fish species (100kg spawn) as part of a fisheries project engaging 30 children at our pond in Rajarhat



Biodiversity-focused field visits including Sundarbans, East Kolkata Wetlands, Ganga River and cemetery walks to study ecosystems, wildlife and conservation needs

Awareness and Education Through Art and Events



Annual Mela on "Reduce, Recycle, Reuse" engaged over 400 children and reached 1,000+ community members

Student-created comics used to raise awareness on sustainable living



Recognition in IUCN World Species Art Competition

EMPOWERING ENVIRONMENTAL LEADERS



100% student participation across all age groups

Skill-building in leadership, creativity and teamwork

Knowledge that translates into daily behaviour

Green spaces created by the children

Voices empowered; students as speakers, artists and eco-advocates

Community impact



"Small actions can make a big difference and as responsible citizens, we must act to keep our planet breathable." – Sanju

YOUTH DEVELOPMENT

GOAL: To be recognised as a leader in sports and creative arts as a vehicle for youth development



SPORT TRANSFORMS LIVES



In 2024/25, Future Hope has continued to shine on the sports field, but more importantly, our sports programmes have made a real difference in the children's lives. We see the impact in many ways: better focus and attendance at school, improved physical and mental fitness and stronger teamwork and leadership skills. Whether in school, in the community, with young children or with youth in performance programmes sport builds bonds and motivation that are hard to match.

Headline Achievements



Cricket: First-ever win in Mayors Cup U15 Boys; hosted first 20/20 interschool tournament



Football: Girls' first 11-a-side competitive match — CBSE final; winners of Asia International School Girls U17.



Rugby: 15 players in India camps; 9 selected to play. U12s competed in Monaco. Winter Camps engaged **3,159 children** across six locations, run by 235 Young Leaders



Athletics: U17 Girls took 1st and 3rd in Pink 10K running event; boys' fastest 10K in 39 mins; Annual Athletics Meet with over 100 children.



Cycling: State junior champions; 15-year-old Manju in National Championships; 800km endurance race top 4 finish; Mountain biking launched in Saraswatipur.



Rowing: Boys and girls medalled in inter-school tournament; new junior squads launched.



Swimming: 100+ children trained.



Karate: Medal winning performances at West Bengal State Championships.



Chess: More ranked players; top results in All Bengal FIDE.

THE IMPACT

Thousands engaged in sport — from grassroots play to elite national and international competition.

Sports builds confidence, resilience and leadership even in challenging life circumstances.

INSPIRED BY SPORT



Sandhya – Multi-sport star, steady football defender, academic high achiever and a devoted sister.

I love playing every sport. It really is my passion, but now I am also focussed on my studies as I go into Class 10.



Sumaiya – Class 7 chess “queen” and top student aiming to teach the game to others.

I love football and rugby, but chess is my favourite game. I've enjoyed playing more tournaments and want to work on my game to play better. I think I will always play chess.”



Rock – Overcame family instability to become a promising young rower eyeing the U14 State team.

Rowing keeps me fit, both physically and mentally, but I still struggle to wake up so early. From sports we can learn a lot of things, it gives us discipline and it is a good contribution to our nation.



Sawan, an orphan from Sikkim, is a gifted all-round athlete whose natural flair for volleyball makes him a standout.

“Me and Bikash have got a good partnership in volleyball. When we play together we are hard to beat. For us it is all about good teamwork.”



Puja, a Class 11 student and Khelo Rugby scholarship recipient, is not only determined to continue her education but also shines as a keen runner.

“I hadn't done much long distance running and then when I was entered into some races I did well, even came first in some. It's exciting.”



Sourojit – Calm, consistent cricket talent who keeps his team in the game under pressure.

“I know how lucky I am to be in Future Hope. I love sports and this must be the best school in Kolkata to be in for sports.

SPORT IS AN ANCHOR FOR OPPORTUNITY



Sport is an anchor for educational opportunity, can be a catalyst for positive behaviour and opens up more opportunities. Our community is full of young people whose lives have been positively impacted by sports.

Spotlight on Young Leaders

Our Young Leaders project operates in all our Khelo Rugby locations. Young players who self-select to take on responsibility and leadership functions to deliver back to their communities. They coach, organise and manage the children where they live as the chief motivators to the Khelo Rugby movement. Young Leaders also take on a role within school life, coaching and managing sports, working with our school coaches.

It isn't always easy to be a Young Leader. There are family pressures to drop out of school to work and contribute to the household, there is a stigma towards girls playing sports and pressure from peers to be part of gangs. These are young people from the toughest parts of the city or very poor villages, often with minimal home support, who have decided to make a difference.

Our Young Leaders are sought after as organisers, they can be relied on to get things done and are stars!

Sadika overcoming the odds

Sadika is from across the river in Howrah, one of the busiest and most overcrowded slum areas of the wider city. Sadika's family hold traditional views and it has taken a huge effort and determination for her to become a rugby player, play for West Bengal, become a coach and young leader and now join college.



The chance to play sport has completely changed my life and I just love it.

On Sadika's first selection to tour with the Future Hope rugby team her family's reaction was to refuse. On passing her Class 10 and trying to join Class 11, her family's reaction was to refuse. There was no way she could join college. It was out of the question that she went to an India rugby camp for an extended period away from home. She did all these things!

Sadika is now in demand to talk to other young girls, share her story and be an inspiration for girls who want to show their lives can be different.



The Arts play an essential part in Bengali culture and Future Hope life

At Future Hope we nurture children's natural curiosity by offering a wide range of activities such as dance, music, drama, photography and art. This helps them to discover their interests, develop talent and gain confidence. By encouraging creativity we help our children to feel valued as individuals which raises their self-esteem and motivation. The arts also play a key role in:

- * Overall development, supporting hand-eye coordination, social interaction and cognitive growth
- * Providing children with a means to express emotions that cannot always be put into words
- * Helping children to acquire practical life skills such as teamwork, problem-solving and time management that complement their education
- * Building strong relationships with peers, a sense of belonging and the ability to lead and inspire

ACCEPT, RESPECT, TOLERANCE....ART—MELA

More than 1500 pairs of feet crossed into Future Hope to witness 21 performances, eat from 10 food stalls, play 8 different games or shop from 6 craft counters. From homemade cookies to sizzling chilli chicken, whether enjoying crazy golf or doing a spot of shopping it was all topped off with our fabulous pyramid display.

Taking artistic talent into a career

Seema is one of our highly creative alumni and her time at Future Hope offered her opportunities to express herself freely. Whether it was painting beautiful flower murals in our girls' home, drawing powerful invitations on environmental topics or exhibiting her artwork in a local gallery, experiences such as these took her creativity to higher levels. After completing school Seema gained a degree in Fashion Design and has since started an exciting job designing high-end menswear. Seema is delighted to be independent and is earning a good salary so she can help her family.

I'm proud of how far I've come despite the challenges I faced growing up.

One thing that stands out is learning to believe in myself.

Future Hope has played a big role in that journey —
giving an education, but also a safe place to grow, learn and to dream.

THE POWER OF NEW EXPERIENCES



Satyajit Ray's stories retold in drama competition

Each house adapted the stories in the current context and put up plays based on obsession, crime, education and politics.

"I saw the books on display in the Library and went through the story before zeroing down on Ray's famous Sonar Kella and giving it a new generation twist, " said Ananda of Panther House who co-directed his House Play and won the Best Script award.



Discovering the magic of Jazz

Exploring the rhythms of jazz with two Danish musicians at a special jazz camp for girls at the Calcutta School of Music. Playing the recorder and bass guitar was a fascinating introduction to the world of jazz for two of our students. Research shows that jazz stimulates creative brain waves, enhances productivity and reduces stress.



A wealth of creative talent at the Kolkata Book Fair

Our children dived into the fascinating world of many artists, from the experimental poet Ernst Jandl to cartoon drawing with German graphic artists.

"Miss Aisha Franz and Miss Bea Davies are some of the most famous comic artists in Germany. They taught us so many things about comics using various characters and really helped us to make our own comic. I wish I could do it again!!" Jasmine.



Life is a Rainbow: Expressing hope through colour

"The students participated with a lot of excitement. They were able to successfully express different emotions and moods through their brush and colours.

As the colours flowed on the plate, I could see how beautifully the children inspire all of us to look beyond immediate setbacks and motivate us to challenge and discover the untouched in life", Future Hope librarian.



Beats that inspire at the Kolkata International Drum Festival

"What a great experience, so many amazing drummers, now we all want to drum..." said Mosumi after watching the beats of Sivamani, Subhen Chatterjee, Sanjay Mondal and other renowned drummers set the stage alight.

LIFE SKILLS

GOAL: To prepare the children at Future Hope to become independent and employable



CREATING REAL CHANGE IN ONE GENERATION

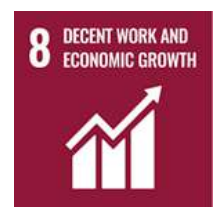


The ultimate goal for Future Hope is to see the children in its care flourish and grow into independent, self-sufficient adults. To give them the best chance of realising their potential, we encourage every youngster to pursue higher education or vocational training programmes that match their skills and aspirations. By providing stability, continuity and opportunity throughout their journey, we aim to ensure that they have a strong foundation for the future.

Through the guidance of positive role models, children develop essential life skills and the ambition to strive for more. With greater access to opportunities such as university studies, diploma courses and skills training they are better positioned to achieve stable and sustainable livelihoods. Mentoring and life planning support continues well into their higher education years, ensuring that they are not only equipped academically, but also prepared emotionally and practically to take on life with confidence.



- ⇒ Future Hope School Leavers pursue diverse degree/diploma courses
- ⇒ Most of our alumni break the poverty cycle within one generation.
- ⇒ Many give back through community initiatives
- ⇒ This year 112 students are supported in University and more than 350 youth in skills training courses.
- ⇒ A new hospitality course, in partnership with the International Institute of Hotel Management, empowers the most vulnerable, especially young women



Intragenerational Upward Mobility

Previously vulnerable children from poor families living below the poverty line, our alumni become self-reliant members of society and enjoy fulfilling careers

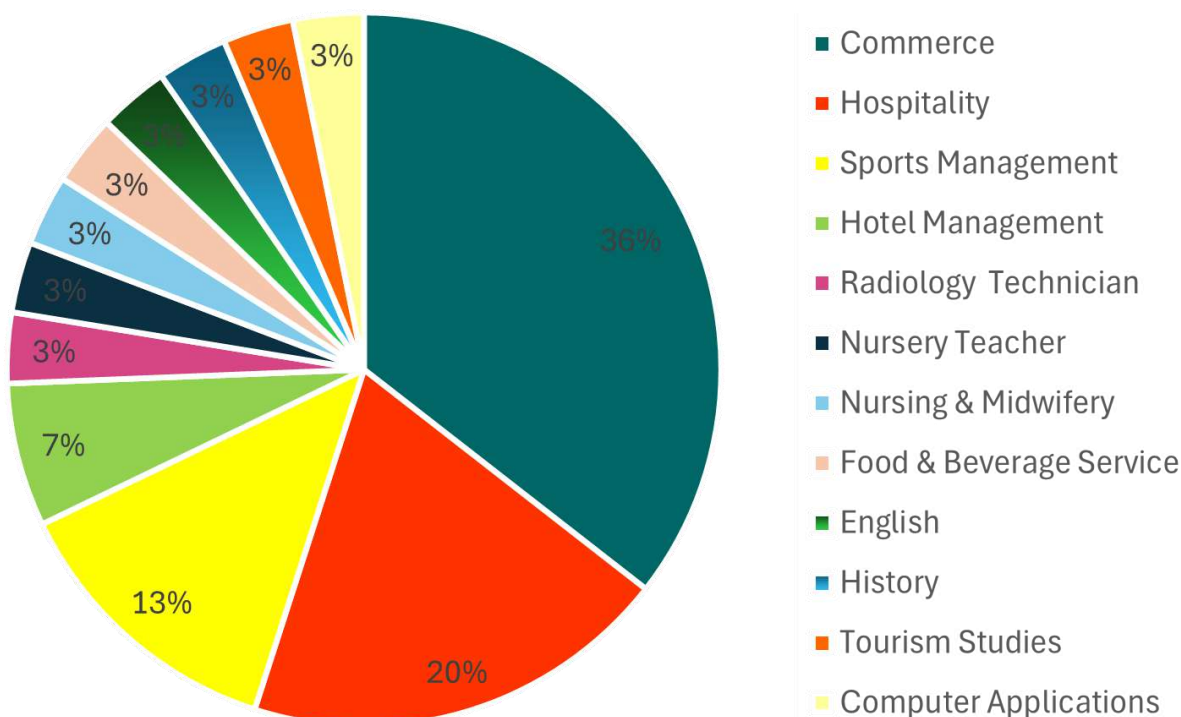
IT specialists, accountants, chefs, fitness trainers, engineers, designers etc.

WORKING HARD TO CREATE BETTER FUTURES

Against the odds, each year Future Hope has excellent school leaving results and an increasing number of students gain admission into coveted higher education courses. We support the aspirations of young people who want to become lawyers, engineers, bankers, psychologists, restaurateurs or whatever they might want to be if they work hard and do their best.

With a dynamic job market, our young people are increasingly focusing on courses which will be relevant in the future. We now have students opting for a wide range of courses from Hospitality, Data Science, Fashion Studies, Nursing, Agriculture, Montessori Training and many more.

Future Hope School Leavers 2024 - What Are They Studying

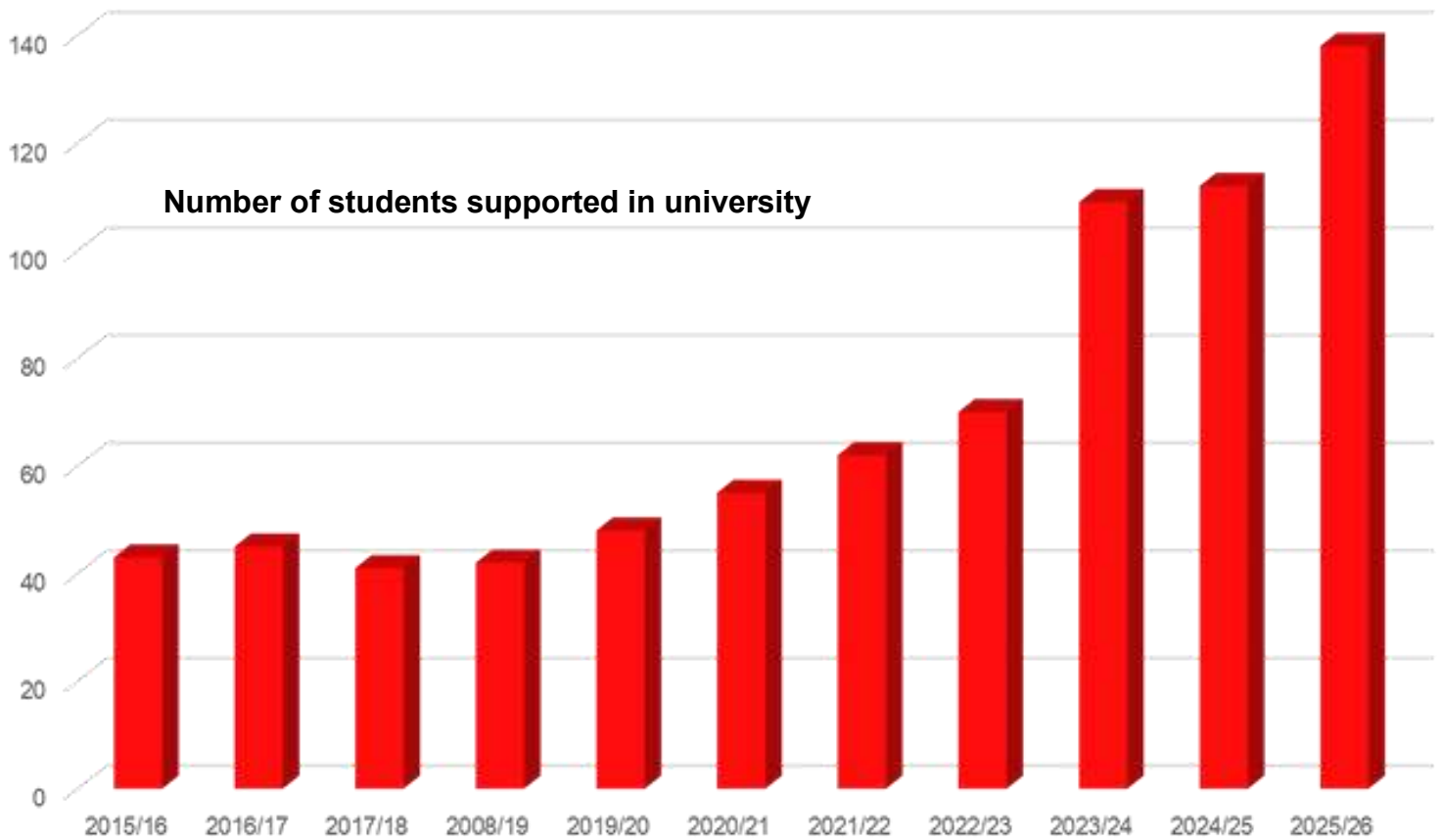


For my local community, I can raise awareness and encourage discussions that lead to real change.

Investigative skills can help expose problems such as corruption, environmental issues, or human rights concerns, pushing for accountability.

Supriya: BSc. Media Science

GROWING CAPACITY FOR OUR YOUTH



In the past two years 45 of our university alumni and 178 skills graduates have joined the organised workforce in different capacities.

Recent Graduates in the Workforce



Taniya, with a BBA in Banking Operations, has been recruited by HSBC as an analyst.



Sushma has a degree in Computer Application and has a job in Customer Services with Sea Consortium Shipping



Mohit, a mechanical engineer, is working with Voltas Beko.



Zahir (centre) is working on deck of a X-press Feeders cargo ship having completed his General Purpose training.

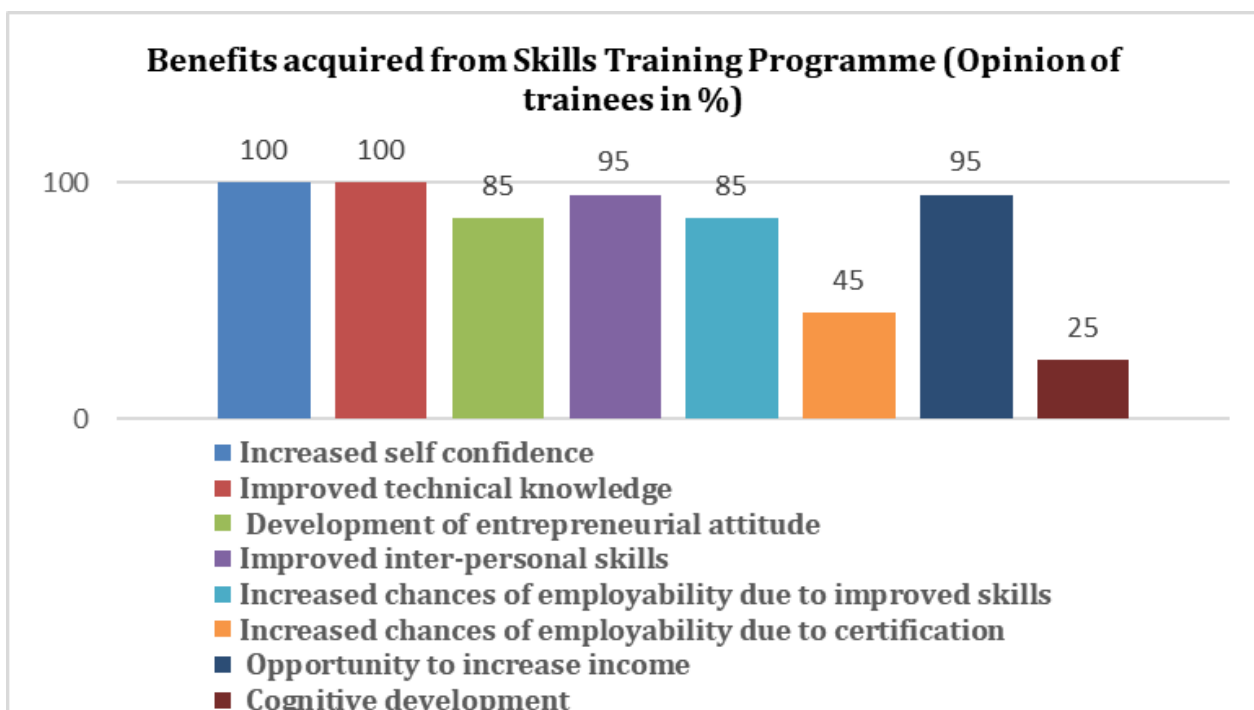
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VOCATIONAL TRAINING CREATES OPPORTUNITY



Skills training is especially important for disadvantaged youth in India, with the potential to promote social equality and to ensure that they do not miss out on the opportunities that the nation's progress is offering. With 65% of the population under 35, India has the advantage of a youthful workforce, but without proper skilling millions risk being left behind in low-paying, informal jobs.

Our Future Hope George Telegraph Training Institute (FHGTI) focusses exclusively on individuals from Below Poverty Line (BPL) households, ensuring that those with limited resources and opportunities gain the skills needed to break out of poverty. By creating livelihood opportunities, reducing vulnerability and fostering economic inclusion the programme plays a crucial role in poverty alleviation. More than just training, this initiative is a pathway to empowerment, aligning itself with government and development policies to drive social and economic transformation for marginalised communities.



CREATING NEW PATHS FOR WOMEN



Creating new paths for marginalised women

This year a collaboration between Future Hope and the International Institute of Hotel Management's IIHS department has made it possible to enroll female residents of various government run Homes in the State for new Hospitality Training courses at our FHGTTI.

On completion of these courses our students get the opportunity to do internships in coveted hotels with the chance of being offered jobs and head towards economic independence. These young women come from some of the poorest backgrounds, many do not have homes or families, but they fight against all odds to become independent and empowered. This collaboration has provided many women new paths to ensure a rightful inclusion in mainstream society.

Determination to triumph over adversity

Sabitri, a bright girl with an 80% hearing impairment, hails from an isolated rural village. Due to her family's poverty and the lack of ability to provide her with the necessary support, she was admitted to a children's home when she was 12 years old where she received speech therapy, special education, vocation training and played sports.

Although she does not speak, she can now communicate effectively by using gestures and is fully independent in her daily activities. Sabitri successfully completed her Secondary Examination last year.

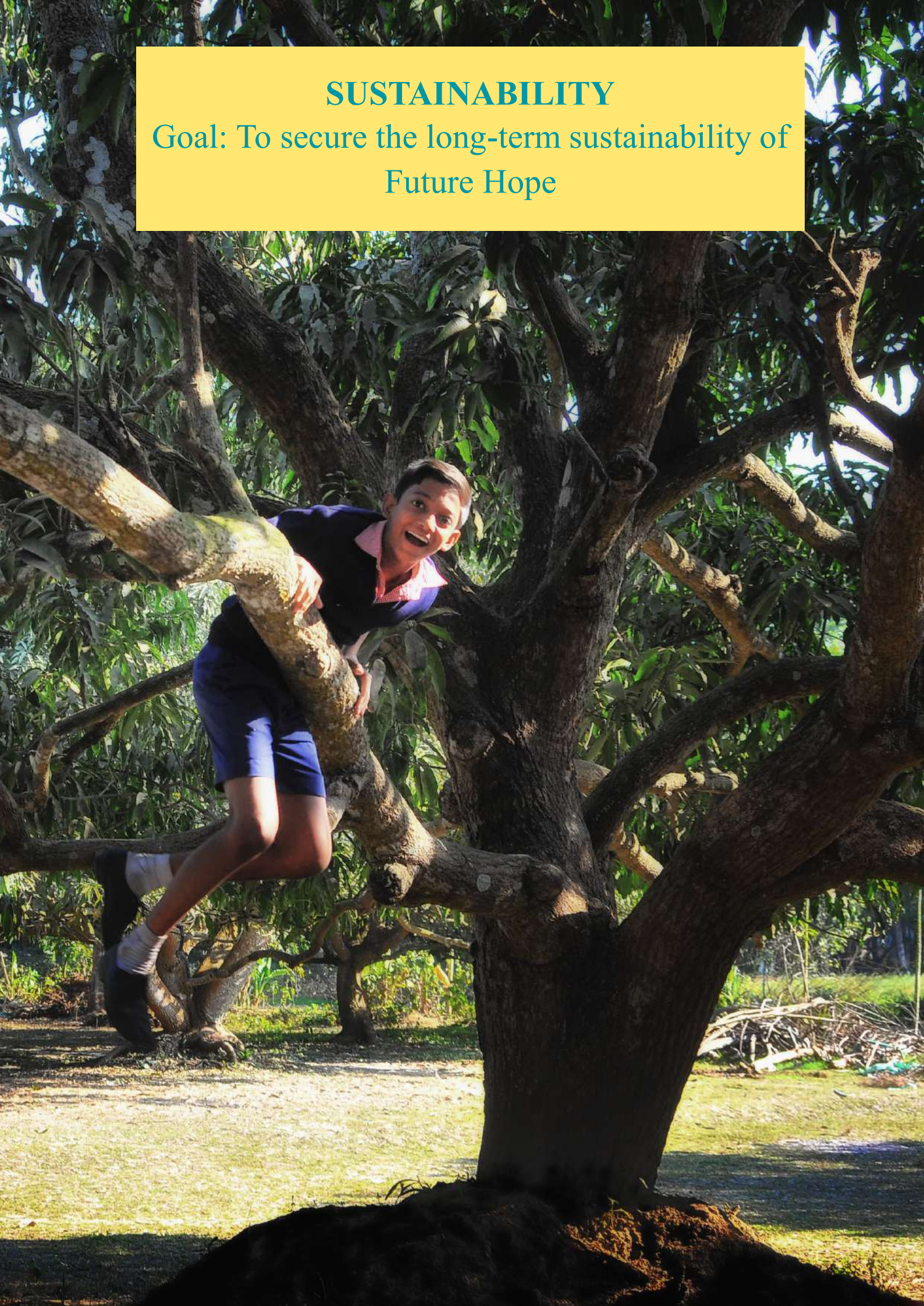
With opportunities limited for Sabitri, skills training offers a pathway to independence. She enrolled in our new 6 month FHGTTI Hospitality Training course. Having excelled in her three-month theory course, her exceptional performance during interviews has impressed recruiters and paved the way for future success as she was selected for a position at five star hotel Taj Bengal. As part of this placement she will undergo comprehensive training in housekeeping, room service and front office operations.

Sabitri is now on a path to independence, empowered by her newfound abilities and the work that she is enjoying. She is testament to the transformative power of determination and vocational training.



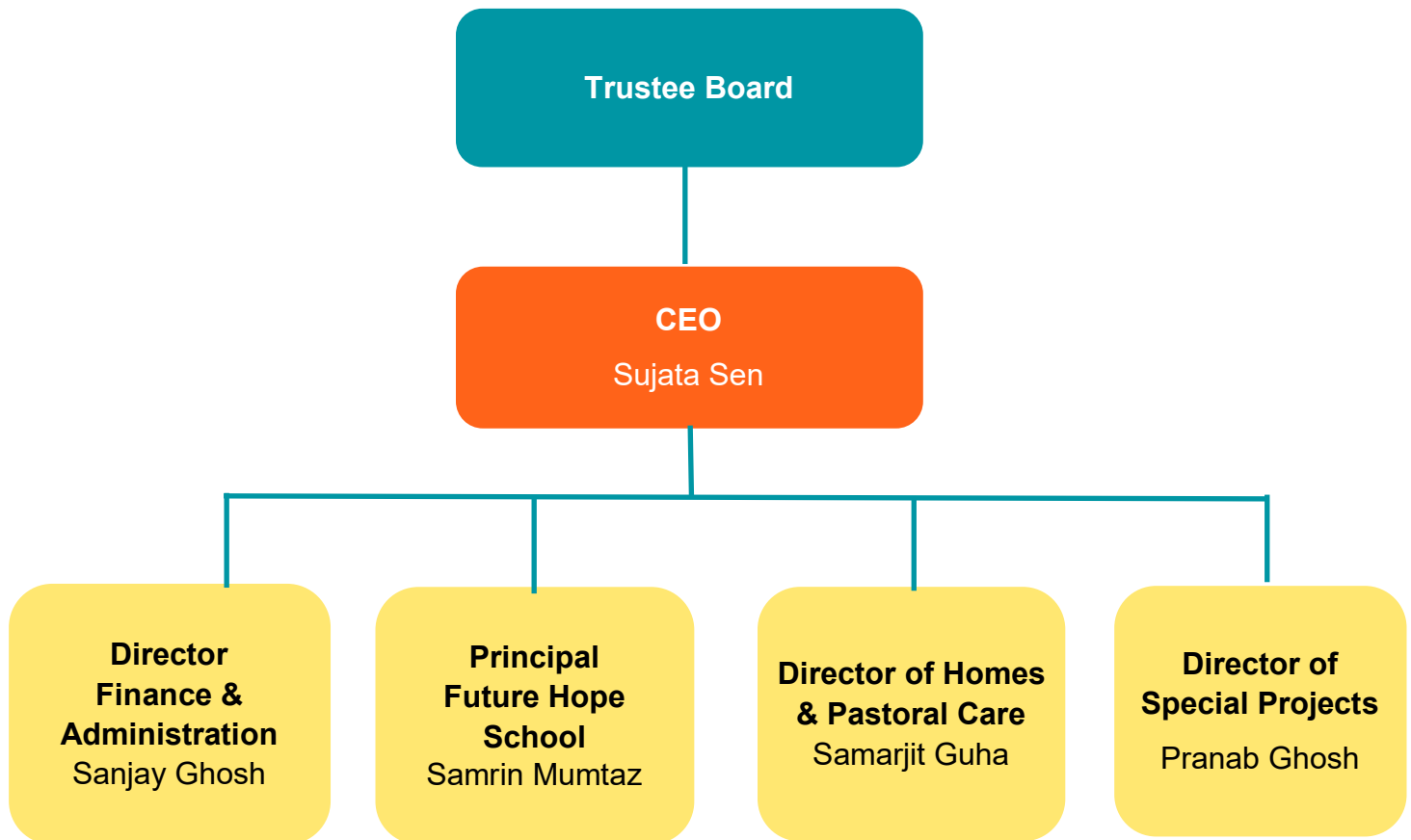
SUSTAINABILITY

Goal: To secure the long-term sustainability of
Future Hope



Strong Leadership and Experienced, Passionate Staff

On-going training and development of the staff ensures that they have the skills to care for, teach and empower the children and families that we work with.



SCHOOL TEAM 2024/2025

Principal -- Samrin Mumtaz
12 Class Teachers -- LKG to 10
21 Subject Teachers
5 Teach For India Educators (pro bono) at foundation level
2 Special Educators and 2 OBE teachers for SEN
1 Computer, x 1 Art, x 2 Reading Room, x 1 Music, x 3 Science, x 1 Karate, and x 2 PE Teachers
1 Librarian
1 Career and 2 School Counsellors



LONG TERM VISION



To increase our impact and build for the future

A NEW CAMPUS TO SET FUTURE HOPE UP FOR THE NEXT 40 YEARS AND SECURE OUR LEGACY

Future Hope has been working with street and slum children for almost 4 decades and this project aims to ensure that our work continues for the next 40 years in a purpose built campus for many more children.

The need is most urgent with our current school in Rowland Road at capacity and an acute lack of space. The new school will create the opportunity to double the number of school children to 750 over the next few years, provide Science Labs, a Nursery and a dedicated skills training area among other resources required for an all-round education. It will allow us to gain CBSE affiliation for Classes 11 and 12 and offer each child the opportunity they need to thrive. Boarding houses will follow shortly after to ensure that Future Hope can continue to provide safety to the most vulnerable children who need our care.

In the past year a wall has been built to secure the land for the children's safety and in preparation for construction. The application for planning permission is with the government office and high level fundraising is strong, currently pledges total over 50% with on-going discussions for further funding underway.



CHANGING LIVES TOGETHER



Empowering recognitions for Future Hope



Education World:
Philanthropic school
category: Future Hope
ranks 1st in Bengal,
1st in Kolkata
6th in India



**Outstanding
Contribution To
Empowerment.**
The Bengal Chamber of
Commerce and Industry
Social Leadership Award
2024



Runner up award for
**Social Impact for
Promoting Education**
at the 7th Indian
Chamber of Commerce
Social Impact awards



The Ananda Paul
Memorial **Award for
Social Service**
presented by The
Telegraph.

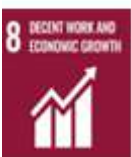
CREATING REAL AND LASTING CHANGE

OUR UNIQUE APPROACH—HOLISTIC LONG TERM CARE FOR EACH CHILD—IMPACT 2024



Quality Education

400+ children from the streets & slums
provided an all round education



Decent Work & Economic Growth

112 students supported in university
350+ youth in skills training with plans for 700



Medical Care & Counselling

600+ youth with access to 24/7 medical care
100% of children have access to counselling



No Poverty & Zero Hunger

800+ families supported by successful alumni
6 safe and caring homes for 140 children
450+ nutritious lunches per day
Advocacy for 400 students' families and many
more in the community
3000+ children provided with opportunity
through community sports



Gender Equality

Almost 50% of our school students are girls
42% of our university students are girls

FINANCIAL SUMMARY

STATEMENT OF INCOME AND EXPENDITURE FOR FUTURE HOPE INDIA AS PER AUDITED BALANCE SHEET OPEX and CAPEX EXPENDITURE FOR LAST TWO YEARS

	Currency	Audited	Audited
		<u>2024-2025</u>	<u>2023-24</u>
INCOME	INR	139,654,364	135,482,361
OPERATIONAL EXPENDITURE	INR	103,856,960	99,208,425
OPERATIONAL EXPENDITURE (BEFORE DEPRECIATION)		103,856,960	99,208,425
DEPRECIATION	INR	3,853,671	3,520,749
TOTAL OPERATIONAL EXPENSES AS PER INCOME AND EXPENDITURE (INCLUDING DEPRECIATION)	INR	107,710,631	102,729,174
Surplus/Deficit	INR	42,932,947	32,753,187
CAPITAL EXPENDITURE (For acquisition of Assets)	INR	31,996,843	4,784,585
CAPITAL EXPENDITURE (CWIP) (CWIP for Construction of School Building at Rajarhat Shown Separately in Balance Sheet)	INR	3,033,527	4,223,172
TOTAL OF CAPITAL EXPENDITURE INCLUDING CWIP	INR	35,030,370	9,007,757
Total of OPEX and CAPEX with CWIP	INR	142,741,001	111,736,931

The income for operational expenses for the past year covered the operational expenditure of INR 103,856,960.

Future Hope's Operational Expenditure covers all costs to deliver the holistic care and education for some of society's most vulnerable children (this also includes sports and extra-curricular activities, pastoral and healthcare) to equip them with the qualities, skills and opportunities they need to gain decent employment and live independent lives.

In order to achieve this we run six residential children's homes, a healthcare and nutrition programme, our own school, higher education scholarships, a skills training centre in Barrackpore and community sports and outreach programmes across Kolkata, West Bengal and a few in Bangaluru.

The capital expenditure covered costs incurred for the New Campus project in Rajarhat as well as smaller costs for essential upgrades such as a vehicle, furniture, computers and appliances.

Overall costs incurred were covered in full by the income, leaving a small surplus. Local income continues to grow year on year with the remainder being sourced from Foreign Contribution Funds.

GOVERNANCE

Board of Trustees 2024/25

Future Hope India is governed by a board of Trustees whose wealth of experience and knowledge supports the work of the charity in its mission and future plans.

Mr Subrata Dutta	Chair of Board of Trustees, Managing Director George Telegraph Group
Mr Prodosh Kr. Sen	Trustee, Retired Chairman of J Thomas
Ms Kaveri Dutt	Trustee, Educator and Administrator
Mr Rishav Dutt	Trustee, Lawyer, Partner Sharma & Sharma
Mr Soumen Mitra	Trustee, Former Commissioner of Police, Kolkata

Advisors

Mr Tim Grandage	Founder of Future Hope
Mr Jasper Reid	Advisor, Founder of IMM

Bankers, Legal Advisers and Auditors

Bankers	State Bank of India FCRA cell, 4th Floor New Delhi Main Branch 11 Sansad Marg New Delhi 11000
Auditors	Deloitte Haskins and Sells Firm Reg. No. 302009E 1st floor, Block EP and GP Sector V, Salt Lake Electronics Complex Kolkata 700091
Legal Advisers	Advocate Reshmi Ghosh & Team

Future Hope India
1/8 Rowland Road, Ballygunge
Kolkata, 700020

MILESTONES

Since 1987 Future Hope has provided a home, medical care, education and opportunity to destitute children of Kolkata.



- 1987** Future Hope founded by Tim Grandage, then a banker with HSBC, to help street children
- 1988** First home with a school for 10 children. Sport is used to help the children to settle.
- 1991** Future Hope India registered under the Indian Trusts Act 1882
- 1993** Future Hope owns its first property: a home for the residential children, creating stability
- 1994** First school Principal & Women's & Children's Institution Licensing Act registration
- 1998** Move to Rowland Road, Day scholars join the school, Future Hope School registered
- 1999** FCRA Registration
- 2003** First university graduate. First land bought for Future Hope campus
- 2007** Future Hope wins the Calcutta Cup (Rugby)
- 2016** Future Hope George Telegraph Skills Centre launched
- 2017** Future Hope celebrates 30 years
- 2018** JJ-Act registration to run homes
- 2019** Senior Leadership Team strengthened
- 2021** CBSE Affiliation Future Hope School Class X
- 2022** Increasing Support in the community with the addition of Khelo Rugby
- 2024** OBE added to NIOS & CBSE



SANDIP DEY

Chartered Accountant

Member: Institute of Social Auditors (ICAI)

FORM 3.1: ANNUAL SOCIAL IMPACT ASSESSMENT REPORT

{In terms of Regulation 91E (2) of
SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015}

(This Report is to be prepared by the Social Impact Assessors in respect of projects for which funds have been obtained through a listing from the Social Stock Exchange(s))

1. Introduction

I, SANDIP DEY a Social Impact Assessment Entity (SRO registration number ISAA/SA-269), were engaged by Future Hope India, ("Client"), a Social Enterprise listed on the Social Stock Exchange, to conduct an annual Social Impact Assessment (SIA) of specific projects/programs/interventions placed below for which funds were obtained through a process of listing on BSE/NSE Social Stock Exchange. The boundary of our assessment is restricted to the activity in the financial year 2024-25 and for project/s with referenced appendices for Assessors' Report/s as stated below:

S No	Name of Project / Program / Intervention	State and Districts	SDGs	Financial year	Appendix
1	Provides opportunity through its homes, school, nutrition, sports, medical and community programmes for some of the most vulnerable children from the streets and slums of Kolkata, India	Kolkata, West Bengal	Eradicating hunger, poverty, malnutrition and inequality	2024-25	1 As per Annexure-1
2	Do	Kolkata, West Bengal	Promoting education, employability and livelihoods.	2024-25	2 As per Annexure-1
	Total				

This report is prepared exclusively for the benefit of the Client, as defined in the engagement agreement between the Social Impact Assessor (SIA) and the Client.

2. Management Responsibility

The management is, *inter-alia*, responsible for identification of programme output in terms of eligible activities under Regulation 292E of SEBI (ICDR) Regulations, establishing and maintaining appropriate performance management and internal



SANDIP DEY

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control systems and compilation of performance data for reporting purposes.

In relation to the Social Impact Report and more specifically Section 3, referred to in this report contained therein, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines and the accuracy and completeness of the information as presented in the Report including a comprehensive assessment of the social impact arising from the organization's activities.

Management is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavorable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

Any other paragraphs as may be considered relevant and necessary: Nil

3. Social Impact Assessor Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable examination of impact of a project / program / project-based activity of a social enterprise, is designed to Assess whether the project / program / project-based activity is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/ outcomes and to provide suggestions, if any, to improve the impact measurement and/ or performance and to provide a report thereon.

This report also includes a specific review of and our comments on the matters as contained in the Social Impact Report prepared by the Social Enterprise and placed before us in Form 2.1.

The Social Enterprise ~~implements~~ / does not implement similar project(s) in the same geographies funded through sources other than through the Stock Exchange. However, such projects, if any, have not been subject to Social Impact Assessment by us and are excluded from the scope and boundary of our assessment.

We conducted our engagement in accordance with SEBI Regulations/Guidelines, as applicable for Social Enterprises listed on a Social Stock Exchange and the terms of listing of the project on BSE/ NSE.

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report.

The work was limited to the samples/specific procedures described in this report



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and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/samples/procedures or information available could affect the findings outlined in this report.

The deliverables in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. We have not performed any procedure which can be constituted as an examination or a review in accordance with generally accepted auditing standards or attestation standards. We have not audited or otherwise verified the information supplied to us in connection with this engagement, from whatever source. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.

To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report and the conduct of the engagement is based on the assumption that the data and information provided to us is complete and true. We expressly disclaim any liability or co-responsibility for any decision, a person or entity would make based on this report.

4. Work Undertaken

We have conducted a social impact assessment of the projects(s) placed before us and also examined the Annual Social Impact Report in Form 2.1 by performing procedures including review of records of the Social Enterprise, documents in relation to projects assessed, conduct of surveys, review of survey responses, field visits, meetings with communities served, interviews, sensitivity analysis and such other procedures as considered relevant and necessary.

We have also examined a sample of the data and the sources of information on which the Social Impact Assessment Report is based. The annual social impact assessment consisted of sample verification of communities/ segments in 55 accounts for 40% percentage of the project. (As per attachment in Appendix-I)

5. Independence

The social impact¹ assessment was conducted by professionals with domain knowledge of the concerned thematic subject, and suitable skills, competence and experience in social impact assessment in the thematic area as per SEBI requirements for Social Impact Assessment.

Our work was performed in compliance with the requirements of the Code of

¹ Impact may not come in initial years and may come later in the fourth or fifth year onwards, in such cases there would not be any impact to report. Hence the word impact should be used very judiciously. Reference may be made to the logic model framework in this regard.



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Conduct for Social Impact Assessors of, ICAI, which requires, among other requirements, that the members of the assessment team be independent of the organization assessed. The Code also includes detailed requirements for practitioners in relation to integrity, objectivity, professional competence and due care, confidentiality and professional behavior. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.

6. Report

Our detailed report, concluded based on discussions with the client on each of the listed projects is placed in **Appendix (*one or more...)** appended to this report and includes the following details on a project wise basis:

- Name of the project and Appendix No.:
As per Appendix No. 1

Sl No:	Name of the Project
1	Helping vulnerable children escape the poverty and danger of the streets by providing safe homes where they feel cared for and happy
2	Excellent all-round education to street & slum children who are given the opportunity to realise their potential and find a path to an independent life
3	Medical care and Counselling
4	No Poverty and Zero Hunger
5	Gender Equality

- Scope and objectives of the Social Impact Assessment:
- Approach & Methodology, if any, used, including Sampling, Data collection and study Limitations, if any: Checks on Financials as per books. Fields located in Kolkata at diversified slums, affiliated schools, affiliated homes and designated medical programs in different locations. Samples checked through visit of selected places (called target locations), interviewing the beneficiaries and through observation of positive changes made to their lives. I have also done the sensitivity analysis of the impacted beneficiaries assessing their positive outcome.
- Project wise Assessors' findings and overall comments including Specific comments of the Social Impact Report placed and recommendations for improvement: To increase the locations vis-à-vis beneficiaries.
- Any other matters as considered relevant and necessary: Nil**
- Status of implementation of Social Impact Assessment Reports of earlier periods: First time report



SANDIP DEY

Chartered Accountant

Member: Institute of Social Auditors (ICAI)

- Annexures (as applicable)

Signature:

Social Impact Assessor Name:
SANDIP DEY

Social Impact Assessor Membership No.: ISAI/SA-269

For Social Impact Assessor's Entity Name: NOT APPLICABLE

Social Impact Assessor's Entity Registration No.: NOT APPLICABLE

Empaneled with _____ (Name of SRO): The Institute of Social Auditors of India (ICAI)

Seal of Social Impact Assessor's Organization: N.A.

Unique Document Identification Number (UDIN): 26069862DZZYYI8619

Date: 05/01/2026

Guidance for Preparation of Social Impact Assessors Annual Report

*(*To be prepared individually for each project by the Assessor)*

Heading: Social Impact Assessors Annual Report for financial year....

1. Name of the Project and Appendix No.:

2. Scope and Objectives of the Social Impact Assessment (to be filled only by the Assessor)

Clearly outline what the Social Impact Assessment would be on, and the focus objectives.

*The content of reporting should primarily focus on KPIs, stated in the logic model of the project under implementation, applicable for third party evaluation for the period assessed.

*All omissions from the Social Impact Assessment must be explained. Omissions may include the activities that are not considered for whatever reason.

3. Approach and Methodology (to be filled by the Social Assessors)

a. Basic Approach: Describe comprehensively what has been done to collect and process the information for the Draft Social Impact Assessment for verifying the KPIs stated in the fundraising document relevant for the project period under



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review. This will include:

- Sampling methodology and sample size
- Mapping of Stakeholders, including response rates and survey and how samples were selected.

b. Data collection: Primary and secondary stakeholders consulted with a clear explanation showing how the consultation may be considered representative and participative.

c. Study limitations: Any calculations that have been made to measure performance and/or impact, including all assumptions (including internal risks & external risks) made, and any sensitivity analysis used.

4. Supplementary information to be provided by the Assessor

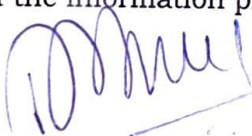
*Also include information collected during consultations.

*Can also state information gathered during consultation that does not sit comfortably under any of the program/ project objectives but is still relevant and should be included in the Social Impact Assessment.

5. Assessors' Overall comments

Assessors will comment on correctness and authenticity of information after due verification of the information provided by the Social Enterprise.

Signature:



Social Impact Assessor Name:

Social Impact Assessor Membership No.:

For Social Impact Assessor's Entity Name:

Social Impact Assessor's Entity Registration No.:

Empaneled with _____ (Name of SRO):

Seal of Social Impact Assessor's Organization:

Unique Document Identification Number (UDIN): (if applicable)