



ANNUAL REPORT 2025

Vision- Building Future



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WHO WE ARE?

Vision-Building Future (VBF) is a youth- and women-led non-profit organization dedicated to advancing social equity through transformative education, leadership, and skills development. Founded in Pakistan in 2017, VBF has empowered more than 10,000 youth, educators, and women across diverse regions through inclusive, community-driven initiatives.

Over time, the organization has developed strong national and international partnerships, and an active alumni network that extends to the most underserved and remote areas, reflecting its commitment to equitable and sustainable progress. Guided by a belief that education, skills and empowerment are the foundation of justice and progress, VBF continues to cultivate a generation of change makers driving equitable development at local, national, and global levels.

Vision

Mission
A just and inclusive world driven by empowered, skilled individuals

To advance social equity by equipping youth, educators, and communities with transformative education, leadership opportunities, and the skills to drive sustainable change.

Thematic Focus

Education & Teacher Development

Strengthening education systems by enhancing teaching quality, learning environments, and access to inclusive, future-ready education for students and educators.

Youth Leadership & Civic Engagement

Empowering young people to become informed, confident leaders and active citizens who contribute positively to their communities and society.

Gender Equity & Women Empowerment

Advancing gender equity by creating opportunities for women and girls to lead, learn, and thrive in safe, inclusive, and enabling environments.

Training & Development

Equipping youth and young professionals with practical, market-relevant skills to improve employability, entrepreneurship, and economic resilience.

Environment & Climate Resilience

Promoting environmental awareness, sustainable practices, and youth-led climate action to build resilient and environmentally responsible communities.

Guiding Principles

Respect & Diversity

We celebrate differences and foster inclusion, ensuring every voice is valued and heard.

Integrity & Accountability

We act with transparency and uphold the trust placed in us by our communities and partners.

Creativity & Innovation

We embrace new ideas and technologies to design bold, future-ready solutions for social change.

Humanity Above All

We place compassion, empathy, and human dignity at the heart of everything we do.

Leadership

We nurture confident, purpose-driven individuals who lead by example and inspire positive change.

Teamwork

We believe in collaboration, mutual respect, and the collective power of working together for shared goals.

Commitment to Sustainable Development Goals (SDGs)

- SDG 04- Quality Education
- SDG 05- Gender Equality

- SDG 10- Reducing Inequalities
- SDG 15- Climate Action

KEY HIGHLIGHTS (JUNE 24- JUNE 25)

- Strengthened the capacity of 2,000 educators across Pakistan through structured teacher development and professional learning initiatives
- Improved teaching and learning experiences in approximately 2,000 classrooms.
- Directly benefited 1000 youth through youth development initiatives.
- Indirectly impacted 22,500 students across Pakistan.
- Kick-started a flagship development program, SPARK 360 Bootcamp.



PROGRAMS & INITIATIVES

TEACHING EXCELLENCE & ACHIEVEMENT PROGRAM

During the reporting period June 2024 – June 2025, Vision-Building Future (VBF) successfully concluded the Teaching Excellence and Achievement (TEA) Program, which formally closed in January 2025. The final phase of implementation focused on consolidation, alumni leadership, and nationwide impact—ensuring that the program's contributions to education in Pakistan extended far beyond its formal closure.

A key milestone during this period was the Pre-Departure Orientation (PDO) and Return Debrief of TEA Cohort 3, completing the full learning cycle for program participants. These engagements enabled educators to reflect on their international academic exposure, contextualize pedagogical learning, and translate global best practices into locally relevant classroom strategies.

In a national context where continuous teacher professional development remains under-prioritized, particularly in underserved and remote regions, the TEA Alumni Small Grants emerged as a critical mechanism for sustaining impact. Through a transparent and competitive process, 25 TEA Small Grants were announced, allocated, and implemented across Pakistan. Each alumni-led grant reached at least 30 educators, creating ripple effects of peer learning, mentoring, and instructional improvement.

The grants were implemented across a wide and diverse geographic spread, including Chitral, Hangu, Upper Dir, Multan, Gujrat, Sialkot, Faisalabad, Toba Tek Singh, Mirpur Khas, Quetta, Turbat, Karachi, Loralai, Mithi (Tharparkar), Muzaffarabad (AJK), Mardan, Mang (AJK), Mirpur (AJK), and Islamabad. This extensive footprint reflects the program's commitment to equity—bringing professional learning opportunities to regions where access to structured teacher development is often limited.

Collectively, the TEA Program directly engaged 100 educators through its core exchange cohorts, while the alumni-led Small Grants expanded the program's reach to an additional 750+ educators nationwide. In total, the program contributed to the professional growth of

850+ teachers, significantly strengthening teaching quality, instructional leadership, and classroom practices across Pakistan, impacting approximately 22,500 students.

As the TEA Program concluded, its legacy continues through a dynamic alumni network that remains actively engaged in educational improvement and peer capacity building. VBF remains proud to have facilitated a program that not only elevated individual educators but also contributed meaningfully to Pakistan's education landscape—demonstrating how targeted investment in teacher leadership can yield sustainable, system-level impact.



POWER TO THE YOUTH

VBF contributed to the Power to the Youth, a European Union–funded project, implemented through a tripartite partnership between Norwegian Church Aid (NCA), Shirakaat – Partnership for Development, and Vision–Building Future. Under this collaboration, VBF worked directly with Shirakaat as an active Civil Society Organization (CSO), contributing to both institutional capacity strengthening and youth-focused program delivery.

As part of the project’s CSO strengthening component, VBF actively participated in a structured training and mentoring process designed to enhance organizational effectiveness and compliance. Through this engagement, VBF strengthened its internal capacities in project management, strategic planning, monitoring and evaluation (M&E), financial protocols, and donor compliance systems. This process significantly enhanced VBF’s readiness to manage complex, donor-funded projects while ensuring transparency, accountability, and results-based implementation.

Alongside organizational development, VBF implemented the youth engagement component of the project in Gujjar Khan and Rawalpindi District. Through a series of interactive workshops, VBF engaged young people, particularly women, on digital business development, entrepreneurship, and women empowerment. These sessions focused on practical skills, entrepreneurial thinking, and awareness of opportunities within the digital and local economic landscape.



In the Pakistani context, where youth, especially young women, often face barriers to skills development, economic participation, and leadership opportunities, the Power to the Youth Project addressed critical gaps by creating safe and enabling learning spaces. The workshops equipped participants with knowledge, confidence, and practical tools to explore self-employment, digital livelihoods, and community-level leadership.

Through its engagement in the Power to the Youth Project, VBF not only contributed to meaningful youth empowerment outcomes but also emerged as a stronger and more institutionally resilient organization. The experience reinforced VBF's long-term commitment to building sustainable systems, investing in youth leadership, and delivering high-impact programs aligned with its mission to advance social equity through education, leadership, and skills development.



SPARK 360 Bootcamp

SPARK 360 was introduced as one of the flagship initiatives of Vision-Building Future, envisioned as a series of immersive bootcamps to be hosted across different cities of Pakistan. The program was designed to engage diverse youth and young professionals, providing them with a platform for healthy, meaningful, and future-oriented engagement while fostering leadership, creativity, and self-awareness in a rapidly evolving digital world. The first cohort of SPARK 360 was successfully implemented from 1–3 August 2025, under the theme **“Rethinking Leadership, Storytelling, and Self-Discovery in the AI & Digital Era.”** The bootcamp brought together 30 participants from across Pakistan, representing a wide geographic and socio-cultural diversity. Participants traveled from Quetta, Faisalabad, Multan, Murree, Karachi, Chitral, Jhang, Islamabad, and Peshawar, reflecting the program’s commitment to inclusion and national representation.

The three-day residential bootcamp provided an immersive learning environment where participants engaged in interactive sessions, reflective exercises, and collaborative discussions centered on modern leadership paradigms, personal narrative building, and identity exploration in the age of artificial intelligence and digital transformation. By combining experiential learning with peer-to-peer exchange, SPARK 360 created a space that encouraged participants to challenge conventional notions of leadership and reimagine their roles as change-makers in their communities and professional spaces.

Impact and Significance

In a national context where young people often have limited access to safe, reflective, and interdisciplinary learning spaces, SPARK 360 – Cohort I filled a critical gap by offering an experience that prioritized self-discovery alongside skill development. The bootcamp strengthened participants’ confidence, communication abilities, and leadership mindset, while fostering cross-regional connections and a sense of shared purpose among youth from diverse backgrounds.

Beyond individual growth, the first cohort laid the foundation for a national SPARK 360 community, creating networks that extend beyond the bootcamp and contribute to long-term collaboration and peer learning. The successful implementation of Cohort I

established SPARK 360 as a scalable and replicable model—one that aligns with VBF's mission to equip youth with the skills, awareness, and leadership capacity needed to navigate complexity and drive positive change in Pakistan.



English Access Scholarship Program

During the reporting period, Vision-Building Future (VBF) continued the implementation of the English Access Scholarship Program, funded by the U.S. Embassy and implemented at Kohsar University Murree. The program formally concluded in December 2025, marking the successful completion of



a

two-year intervention (January 2024 – December 2025) aimed at expanding educational access and youth leadership opportunities in the Murree region.

Under this initiative, 200 deserving students aged 13–18 years were incubated over a two-year period through a structured academic and enrichment program. The core focus remained on English language development, confidence building, and leadership development—foundational components designed to equip students with skills critical for academic success, civic engagement, and future career pathways.

Throughout the reporting year, students engaged in regular language instruction complemented by experiential and co-curricular activities that emphasized communication, teamwork, critical thinking, and self-expression. Recognizing that learning extends beyond the classroom, the program integrated educational exposure visits to universities, innovation and research spaces, and learning hubs, including visits to science and technology platforms such as NASTP, as well as institutions exploring themes of science, technology, agriculture, environment, and sustainable development. These engagements broadened students' horizons, connected classroom learning with real-world applications, and introduced them to emerging academic and professional possibilities.

In addition to academic instruction, the Access Program emphasized holistic youth development through leadership activities, community engagement, thematic sessions, and interactive learning events, many of which were highlighted during the reporting period through student-led initiatives, collaborative projects, and public engagement activities. These experiences played a critical role in strengthening students' confidence, public speaking abilities, and sense of agency—particularly for learners from underserved backgrounds.



Access Student Summit & Access Teachers' Training

As part of its continued commitment to strengthening the English Access Scholarship Program, Vision-Building Future (VBF) implemented the Access Student Summit and Access Teachers' Training, both funded by the U.S. Embassy. These parallel initiatives were designed to deepen learning outcomes for



both students and educators **through** intensive, experiential engagement.

The Access Student Summit brought together **100 Access students** from different cohorts for a **one-week immersive program** focused on leadership development, global citizenship, confidence building, and proposal and project design. Led by **two American trainers**, the summit provided students with exposure to global perspectives, interactive learning methodologies, and practical tools to translate ideas into action.

Beyond classroom-based learning, students worked collaboratively in groups to conceptualize and design community-based initiatives. As a direct outcome of the summit,



students went on to **implement 10**

community projects across Pakistan, addressing locally relevant issues such as **blood donation drives, tree plantation campaigns, digital design workshops, cyberbullying awareness, and other social and civic themes**. These projects enabled students to apply leadership and project development skills in real-world contexts, fostering a strong sense of civic responsibility and community engagement.



Implemented in a consecutive week of the student summit, the **Access Teachers' Training** engaged **100 Access teachers** in a **one-week intensive professional development program**, also facilitated by **two** American trainers. The training introduced educators to advanced pedagogical approaches, learner-centered teaching strategies, and innovative classroom practices aligned with global education standards. The sessions emphasized reflective teaching, student engagement, and the integration of interactive methodologies to enhance language learning outcomes.



Impact and Significance

Together, the Access Student Summit and Teachers' Training strengthened the Access ecosystem by investing simultaneously in students as emerging leaders and teachers as agents of educational transformation. While students translated learning into tangible community action, teachers returned to their classrooms equipped with modern pedagogical tools that continue to benefit learners beyond the program timeline.

In a context where opportunities for structured leadership development and continuous teacher training remain limited, these initiatives contributed meaningfully to building confidence, civic awareness, and instructional quality. The engagement of American trainers further enriched the learning experience by fostering cross-cultural exchange and global perspectives.

Through these intensive interventions, VBF reinforced its role as a trusted implementing partner—delivering high-impact programming that bridges classroom learning with community action, and youth potential with practical leadership pathways.

Youth-Led Tree Plantation for Climate Action

As part of its commitment to environmental responsibility and youth civic engagement, Vision-Building Future (VBF) organized a **tree plantation drive in Islamabad**, engaging approximately **200 students from Riphah University**. The initiative resulted in the plantation of **around 100 saplings**, contributing to urban green cover and promoting climate-conscious action among young people.

The activity was designed not only as an environmental intervention but also as a learning and awareness-building experience.

Students were sensitized to the links between **climate change**,



environmental degradation, urban heat, and sustainable ecosystems, while actively participating in a hands-on effort to address these challenges. By translating awareness into action, the initiative encouraged students to view environmental stewardship as a shared civic responsibility rather than a distant policy issue.

Within Pakistan's broader climate context—where cities face increasing environmental stress due to deforestation, pollution, and climate variability—youth-led initiatives such as this play a vital role in fostering long-term behavioral change. The tree plantation drive strengthened students' connection to their local environment and reinforced the importance of collective action in building climate-resilient communities.

Through this initiative, VBF continued to integrate **environmental action into its youth engagement programming**, reinforcing the message that sustainable development, climate awareness, and community responsibility must go hand in hand. The activity also laid the groundwork for future green initiatives led by youth as active contributors to Pakistan's environmental future.

