



IGBS and FIGS further strengthened their focus on practical agricultural learning as part of the wider approach to improving student skills, nutrition, and long-term school sustainability. Building on two cross-national webinars with experts, government representatives, partners WTI, and Ripple Effect (UK registered charity number 299717), a phased approach to expand the school farm and develop a community demonstration farm alongside was agreed. Current agricultural activity at IGBS already contributes to student learning and diet, with clear potential to expand into improved livelihoods and reduced reliance on imported food.

Agriculture is part of the secondary school curriculum in South Sudan, and in fact, all classes at IGBS have a small plot of land to cultivate as well as a school farm. These activities contributed to both student learning and the wider functioning of the school.

In 2025, 2,354kg of maize was harvested, alongside the establishment of a piggery and the construction of a goat pen. Crop production and livestock rearing supported improved nutrition while also laying the foundations for longer-term school sustainability through reducing its reliance on FIGS, despite challenges linked to climate and environmental conditions.

IGBS functions not only as a school but also as a source of employment and economic activity within the local area. Through the employment of teachers, matrons, cooks, guards, and other support staff, the school provides stable incomes that support families and contribute to the local economy. Procurement of goods and services locally further strengthens economic linkages within the surrounding area.

Governance structures—including the Board of Trustees, Board of Governors, and the Parent Teacher Association—provide opportunities for community participation and leadership. Two formal IGBS trustee meetings were held during the year.

Safeguarding and institutional development continued to be an important area of focus. WTI delivered two safeguarding training sessions at the school, alongside training for school administrators in financial and procurement management.

Overall, IGBS operates not only as a high-performing school but as a beacon of hope and good practice for the locality and for South Sudan. IGBS is a community hub that supports education, employment, and local economic activity, while contributing to wider social development. Through consistently strong outcomes and its wider institutional role, IGBS continues to demonstrate the impact of sustained investment in girls' education in Western Equatoria State.

The following case study illustrates these outcomes in practice, highlighting the experiences of students and the wider impact on families and communities.