

2023

Activity Report





CONTENTS

Editorial	3
About us	4
Highlights of 2023	6
Our outlook for 2024	9
Our theory of change through education	10
Switzerland	12
Benin	14
Côte d'Ivoire	16
Financial statements	18
2023 Graines de paix stakeholders	22
Thank you for your support	23

Editorial

Dear readers,

Since receiving recognition for our work through being awarded the UNESCO-Hamdan Prize in late 2022, we have set out to strengthen our team by recruiting seven new colleagues, including Céline Maret as Director.

This report will explain the impacts we are aiming to achieve through our theory of change.

Our approach is based on the power of education as a means to prevent all forms of violence. This is achieved by using new and engaging teaching and learning methods designed to boost the life skills of children and young people. We have become one of the leading organisations working in this field, particularly in the French language.

Today's world is torn apart. Social media is fuelling tension and hatred, with little regard for the serious medium-term consequences. Negative emotions are felt more frequently than ever, without the capacity to handle them.

This is why we are striving to expand our programmes, both within Switzerland and around the world. We are also preparing to roll them out in the three countries with whom we signed an agreement before the Covid-19 pandemic: Senegal, Lebanon and Tunisia. This will result in us offering these programmes in English, Arabic and various dialects over the next few years.

As in the past, diplomacy often proves powerless to prevent the worst extremes. More fundamental approaches are needed. Because of the changes it can bring about, education is emerging as the most effective tool to support the healthy development of all young people and, as such, prevent the most harmful tendencies. Education can deliver the collective drive needed to give hope for tangible, lasting impact.

We must support and prioritise every effort to re-route the damaging path on which we find ourselves.

Delia Mamon, President

Céline Maret, Director



Delia Mamon,
President



Céline Maret,
Director

About us

Our mission

Graines de Paix is committed to full quality education, improving learning, reducing violence and promoting lasting peace.

“ A commitment to education ”

In rising to these challenges, our teaching approach focuses on three main aspects:

1 Teaching styles that value students

Advocating for teaching styles that value every child in their learning journey, free from discrimination, violent discipline and psychological distress.

Punishment is replaced by gentle but firm corrective measures that help students grow by developing their self-esteem. Consideration of others is established as a social norm in place of violence, knowing that students will repeat the norm they have observed.

2 Methods that develop students' values and skills

Using methods that engage all students and encourage discussion between them.

These methods are the best ways of developing their social values and life skills. Students practise talking and listening to each other, working together considerately, and helping each other learn. These skills are essential for promoting peace, easing tensions and valuing diversity.

3 Engaging activities

Supporting learning at school through experiential activities, linked to social issues, that encourage questioning

This approach enables students to develop their academic knowledge while also strengthening their social, emotional, problem-solving and reflective skills. Our activities address issues relating to violence, harassment, the environment, democratic choices and social harmony. Opportunities for creative expression and movement are included, making activities engaging and meaningful and helping students open up and flourish.

These three changes allow students to develop their full potential, forge effective and harmonious relationships, and become environmentally responsible citizens.

The cumulative impact of our programmes by 2023

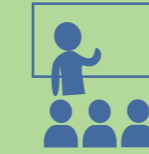
1,436,359
Children reached



971
Trainers trained



40,977
Teachers and educators trained



224
Facilitators and social workers trained



27,370
Families educated



Countries where we have worked thanks to your donations

Expenditure: CHF 162,447
Beneficiaries: 1,936

Switzerland

Côte d'Ivoire

Expenditure: CHF 11,593
Beneficiaries: 28,588

Expenditure: CHF 740,897
Beneficiaries: 35,479

Benin

United Nations Sustainable Development Goals (SDG)

Our programmes are aligned with the United Nations Sustainable Development Goals to be achieved by 2030 - in particular SDG4 (quality education), complemented by SDG3 (well-being), SDG5 (gender equality) and SDG16 (peace, justice and prevention of violence).



Highlights of 2023





Our outlook for 2024

How can we educate our children? Equip them with the values and skills necessary to explore their identity? Encourage their learning and development with respect for themselves, others, and our planet? Education plays a vital role in a world where educational and societal challenges are increasingly interconnected, such as sustainable development, ecological transition, gender equality, and the integration of new technologies. Aware of these imperatives, we are committed to shaping our educational efforts around four strategic areas.

“
Quality
education
creates
sustainable
opportunities

Pillar 1: International Expansion

Our horizon extends far beyond current borders, with ambitious expansion internationally. We aim to strengthen our presence in Switzerland and abroad, with a strategic focus on West Africa, North Africa, and the Middle East. Each country represents a new opportunity to develop solutions tailored to local challenges. Incorporating cultural considerations and local contexts, we will work with local communities to find relevant, sustainable responses to their needs.

Pillar 2: Research and Evaluation

We are committed to enhancing our evaluation activities through impact research that generates solid evidence in collaboration with experts and local institutions. These data are crucial for guiding and maximising the impact of our programmes while ensuring continuous improvement. Furthermore, these verified insights play a critical role in providing policymakers and financial stakeholders with a solid foundation for making informed decisions, thereby supporting and expanding effective initiatives.

Pillar 3: Digital Transformation

In a world where digital technology plays a central role, it is essential that we actively participate in this transformation. By digitising our training and services, we commit to offering online educational content, extending our reach and diversifying our teaching methods. Our digital platforms will provide interactive and immersive learning experiences. Aware of the risks of exclusion that this may create, we are committed to ensuring that these new technologies remain accessible to all, without discrimination..

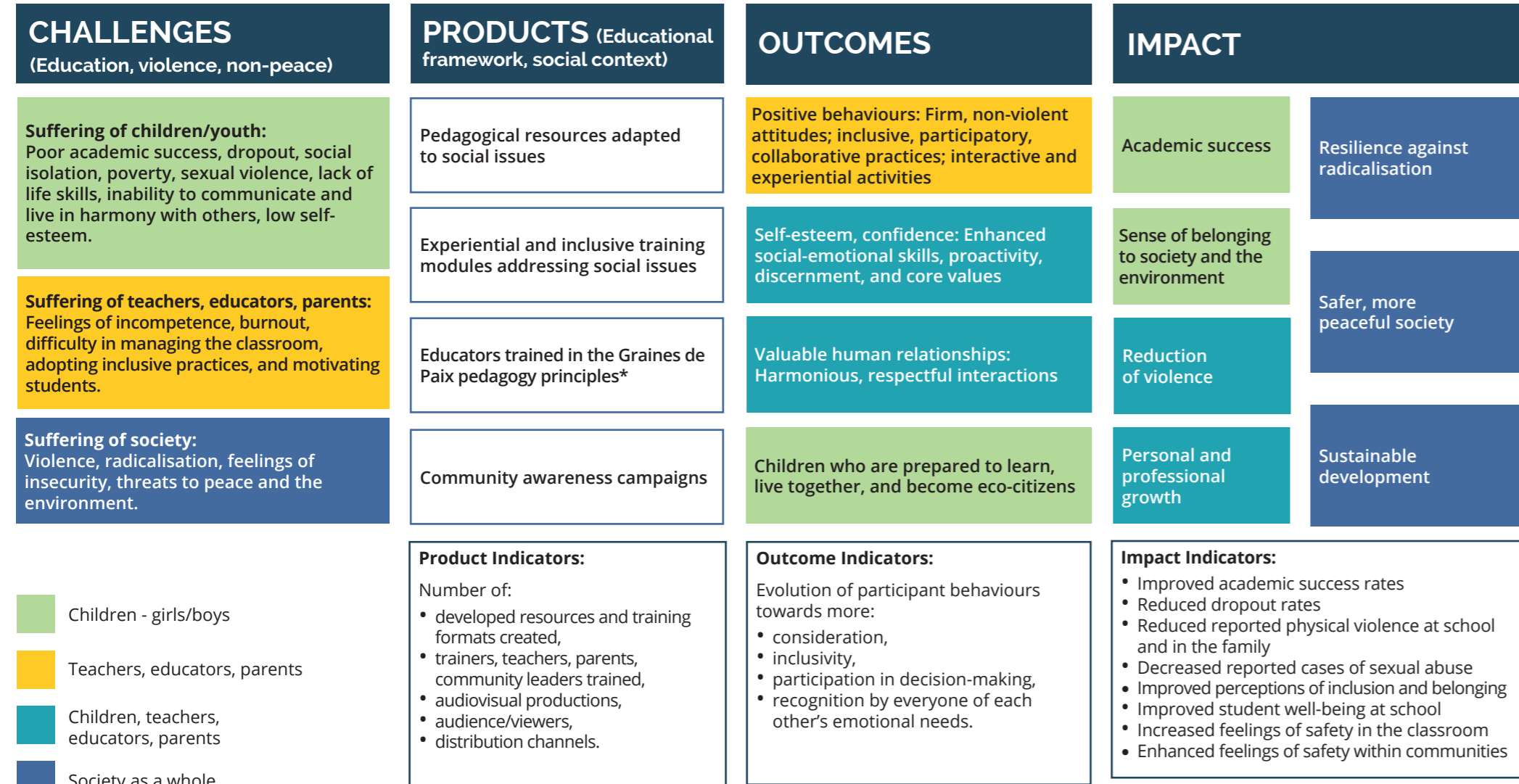
Pillar 4: Strategic Partnerships

Finally, we are committed to strengthening our network of partnerships by developing sustainable and strategic collaborations. Our goal is to create a dynamic ecosystem composed of strong, diverse alliances with public institutions, family foundations, private companies, NGOs, and academic actors. These long-term partnerships will play a key role in delivering quality education and supporting innovative initiatives to prevent violence.

- These outlooks are not just plans on paper but concrete, living projects driven by our passion for education
- and our determination to promote peace. They reflect our commitment to continuously evolve, innovate
- tirelessly, and remain true to our core mission. Together, with our current and future collaborators, we will
- build a future where our educational efforts have a lasting and significant impact, fostering a more peaceful
- and equitable world for all.

Theory of change in education diagram:

All Graines de Paix interventions are based on a theory of change driven by transformations in education, presented here:



- Children - girls/boys
- Teachers, educators, parents
- Children, teachers, educators, parents
- Society as a whole

* Pedagogy for a comprehensive quality education that cultivates values and skills promoting academic success, violence prevention, and environmental care.

Our theory of change through education

Graines de Paix develops its theory of change in the following way. It identifies societal issues, develops educational solutions to address them, and assesses the impact created.

Issues

Issues identified include low academic achievement, violence in schools, and difficulties in young people's integration, as well as a lack of equity and inclusion for girls in some countries. Teachers, educators and parents often lack appropriate methods, while society struggles with insecurity, youth radicalisation, and acts of extreme violence.

Solutions

To address these issues, Graines de Paix develops innovative educational resources and experiential training for education professionals, along with awareness campaigns for communities and educational videos for the general public. These solutions are based on our pedagogical approach, which focuses on three key priorities (see page 4):

1. **Teaching practices that value students.**
2. **Methods that develop students' values and skills.**
3. **Engaging activities that give meaning to student learning.**

Outcomes

The foundation's activities equip children and the adults who support them with social values and life skills:

- Beyond respect, the social values developed include consideration, kindness, empathy, and mutual aid, between children and adults, and reciprocated among children and adults.
- The life skills developed are those necessary for successful learning but also for thriving in social, professional, and civic life. These skills help prevent and counter various forms of violence, while also fostering proactive conflict resolution. Simply put, they involve emotional and interpersonal capabilities, reflective thinking, and creative problem-solving.

Impact

Our expected impact includes improved academic performance in primary and secondary schools, reduced violence, and the personal and professional growth of both young people and adults (teachers, parents and educators). Society will benefit from increased resilience to radicalisation and a more peaceful, sustainable social environment.

Indicators

The indicators measure both quantitative and qualitative aspects, with a focus on behavioural changes towards greater inclusivity and participation, improved academic achievement rates, and enhanced student well-being.

- **In summary, Graines de Paix's theory of change through education strengthens the values and skills of children, youth, and adults, aiming to produce several key areas of impact: raising the learning achievements of all students, preventing violence, and fostering a harmonious and sustainable social environment which is conducive to peace.**

“
Educational innovation changes lives

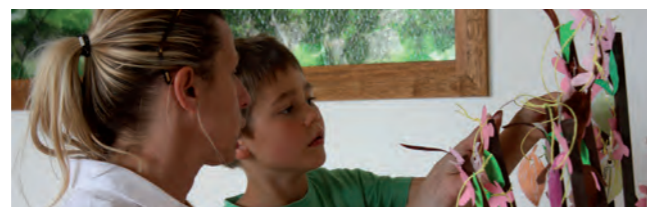
Switzerland

In Switzerland, the education system is recognised for its quality, but it is now facing growing challenges. Among them, the rise in school violence and bullying is of great concern. Incidents of verbal, physical, and cyber-bullying are becoming more frequent, affecting the safety and well-being of students. More than one in ten children in Switzerland are victims of bullying, compared to an average of 20% in OECD countries. School bullying affects both mental health and academic performance, as well as social development – an alarming reality.

Teachers in Switzerland are also dealing with increasingly diverse classrooms, which can lead to tensions and cultural misunderstandings. They are often overburdened, with increasing responsibilities. Classroom management becomes complex, especially when it comes to including all students and encouraging their active participation. Furthermore, the rapid evolution of technology and increased access to social media have amplified the possibilities of cyberbullying, adding yet another challenge to classroom management.

Teachers themselves are sometimes victims of bullying and violence. According to certain studies, a growing number of teachers report incidents of verbal and physical abuse from students and parents. This additional, often destabilising pressure highlights the need for training to meet current societal demands, thereby fostering a safe learning environment. To address these challenges, since 2005, Graines de Paix has been developing innovative and inclusive programmes aimed at promoting quality education, preventing school violence, and supporting teachers and education professionals in their mission.

GROWING UP IN PEACE PROGRAMME AND RESOURCES



This programme aims to develop the social values and life skills of students aged 4 to 12 in their daily classroom experiences by training teachers and using a collection of four books with experiential and reflective activities.

Outcomes

Growing up in peace training participants in 2023:

- 1,175 students
- 62 teachers
- 2 schools

(excluding independent use of the Growing up in peace books: 28 guides and 36 booklets sold in 2023)

Cumulative participants since the start of the programme, including book use:

- 101,500 students
- 2,250 teachers
- 87 schools

Activities in 2023

- > Training at Avanchets Primary School and La Salésienne Private School.
- > Ongoing digitisation to extend four key activities from the Growing up in peace collection, in partnership with HEP Valais.

Outlook for 2024

- > Developing a training offer for all primary schools in French-speaking Switzerland.
- > Revising content to incorporate new themes related to current issues.
- > Digitising all resources.

LIVING TOGETHER IN HARMONY - PROGRAMME

This programme is designed to ensure students' academic success and well-being from ages 12 to 15. It strengthens their sense of belonging, motivates them to learn, and encourages them to live together and engage as eco-citizens. It equips teachers to lead engaging and collaborative learning activities that strengthen young people's social values and life skills.

Outcomes

Beneficiaries of the pilot phase:

- 51 voluntary students
- 27 voluntary teachers
- 9 voluntary parents
- 2 voluntary schools

Project cost:
CHF 207,600

Activities in 2023

- > Completion of the test phase at two institutions: three training sessions for teachers and engaging activities led by the students.
- > External evaluation of the programme.

Project Impact (06.2022/07.2023)

The external evaluation of the programme confirmed the need to continue collaborative projects that promote harmony in schools.

Outlook for 2024

Based on the conclusions of this evaluation, the Foundation has identified several areas for consolidation in the next project phase:

- > Extending the project duration to two or three years to allow for a full evaluation of its effects on the school environment.
- > Strengthening coordination between schools and the Foundation.
- > Aligning the project with other school initiatives.
- > Introducing new "one-minute activities" based on mindful music listening to help students de-stress and focus.

ADOGOZEN PROGRAMME



The programme is aimed at equipping young people aged 10 to 16. Through a series of interactive and playful workshops, young people learn how to deal with and manage violence, becoming agents for positive change.

Activities in 2023

- > Inter-cantonal replication in the cantons of Geneva, Vaud, and Valais, following the 2020 and 2021 pilot phase in three cultural centres in the canton of Vaud.
- > Launch of ongoing training for expert facilitators, who will become points of contact for the wider dissemination of the AdoGoZen project starting in 2024.
- > Media campaign for the project in the Swiss French press (1,026,000 people reached).

Outlook for 2024

- > Inter-cantonal replication – seven social and cultural centres.
- > Adapting the programme for younger children in a pilot primary school.



Testimonial - Prof. Philippe Gay - HEP Vaud and Prof. Philippe Genoud - University of Fribourg, external evaluation report – July 2023

"Improving well-being within schools mainly involves enhancing teacher-student relationships, particularly in terms of mutual trust and the closeness desired by students. Strengthening this bond will provide teachers with more effective leverage."

LEON AND HIS EMOTIONS EXHIBITION AND RESOURCES

An interactive exhibition designed for children aged 4 to 12 that fosters emotional intelligence: students learn to recognise their emotions and those of their friends, developing empathy and mutual understanding. The kit includes training resources, student booklets, and classroom posters. It also includes the book "In search of Leon and his emotions" for use at home, in class, and in libraries.

Outcomes

Beneficiaries of the exhibition in 2023:

- 410 students
- 18 teachers
- 2 schools
- 27 families who purchased the book

Activities in 2023

- > Exhibition at Ormont School and Mandement School.
- > Participation in a day organised by "Friends for Non-Violence."

Outlook for 2024

- > Development of a new exhibition on the theme of emotions related to the Earth.



Testimonial - Mickaëlle Pra, AdoGoZen expert trainer

"I have the pleasure of leading the AdoGoZen programme, which aims to raise awareness among young people about issues related to violence. Through the seven themed modules (discrimination, group dynamics, social media, etc.), participants aged 14 to 17 evolve their thinking and behaviour. AdoGoZen plants seeds of peace, giving these young people the tools to protect themselves from both physical and verbal violence. By using gamification, theatre, and role-playing based on their own experiences, their participation increases, and discussions become deeper and richer with each session. The seeds take root...In each session, together with experts from local centres, we explore tangible situations, spreading responses rooted in peace that contribute to a more inclusive, serene society. We see the seeds grow into shoots full of hope and strong values. And what's so encouraging and motivating is that these shoots will become trees for other young people, to live better together."

35 WORKSHOPS FOR AN INCLUSIVE SCHOOL - RESOURCE



This collection of 35 experiential and reflective activities promotes school inclusion by helping students embrace diversity with kindness and reciprocity. It addresses five forms of diversity to reflect classroom realities: disability, giftedness, identity, gender, and socio-economic differences. It offers differentiated learning pathways to allow everyone to learn according to their abilities.

Outcomes

Beneficiaries in 2023:

- 157 teachers trained

Activities in 2023

- > Conference at the Académie de Créteil (France).

Benin

In Benin, the education system faces numerous challenges, exacerbated by rising tensions due to the increase in violent extremism since 2021, particularly in the northern regions. These tensions, linked to extremism, have a direct impact on the safety of students and teachers, making the school environment less safe and less conducive to learning. They threaten social cohesion, undermine development efforts, and infringe on human rights.

In addition to these tensions, the use of violence by teachers as a disciplinary method remains common in Benin. According to a UNICEF study (2021), approximately 91% of children in Benin have experienced some form of corporal punishment at school and/or at home. This situation creates an environment of fear and insecurity that severely hampers children's learning and well-being. Violent disciplinary methods not only hinder students' academic development but also impair their emotional and social growth.

At the same time, girls in Benin face significant barriers to education. Gender discrimination and violence, early marriages, and sexual abuse by teachers are common. About 32% of girls are married before the age of 18 (UNICEF, 2020), and many are forced to leave school to take on domestic responsibilities or due to societal pressure. The enrolment rate for girls remains lower than that of boys, with a gap of nearly 10 percentage points in some regions (World Bank, World Development Indicators). Those who do attend school often encounter learning environments that do not meet their specific needs, and where they do not feel safe.

These complex issues require targeted interventions to ensure a safe, inclusive, and equitable educational environment for all children, whether boys or girls. This is essential to ensure their full development and academic success.



Testimonial - A teacher from Karimama

"I thought that education was no longer a major concern for the people in my area. Children are left to fend for themselves, and those who attend school are seen as enemies to be eliminated. For children attending school, we almost never meet their parents to discuss their behaviour. With this innovative training that has just come to an end, a new era in children's education begins, both at school and at home. Parents and we, the teachers, have learned to put ourselves in the child's shoes to better understand and support them. I have seen frustrated children gradually become radicalised and suddenly disappear from the village. This is worrying for our collective safety. I am committed to putting the skills I have acquired into practice for the benefit of my family and the school, so that peace reigns in people's hearts, for it is in the hearts of men that war begins."

LEARNING IN PEACE, EDUCATING WITHOUT VIOLENCE (2022-2024)

The project aims to transform the educational approaches and methods used by teachers and parents to promote peace and resilience against child violence and violent extremism. The project is also active at the family and community levels to ensure consistency in the child's educational environment. This programme is carried out in partnership with the Ministry of Early Childhood and Primary Education and the Ministry of Social Affairs and Microfinance.

Outcomes

Beneficiaries in 2023:

- 128 social workers
- 10,415 parents
- 60 educational trainers
- 3,627 teachers
- 9 officials from the Ministry of Early Childhood and Primary Education

Total project expenditure: CHF 1,042,000

Activities in 2023

- > Development of educational resources to raise awareness among parents.
- > Training for trainers.
- > Training for teachers and raising awareness among parents.

Project Impact

Ongoing programme evaluation shows the establishment of positive and caring educational authority among teachers and parents. Teachers are better able to meet students' needs, and parents are becoming aware of the harmful effects of violence. Schools and communities are working together to foster a culture of peace, protect children, and ensure that education continues when schools are forced to close due to threats. In 2022, the programme received the UNESCO-Hamdan Prize, affirming its effectiveness. Trained teachers report personal transformation in both their professional and family relationships.

Outlook for 2024

- > Final evaluation.
- > Completion of the programme, focusing on community and parental awareness.
- > Extension project under the name "Learning in Peace Educating without violence - Transformation" aiming to expand the programme to other departments and reach new beneficiaries.

BETTER SCHOOL FOR GIRLS (2023-2025)

This programme aims to empower girls, promote their education, and unlock their potential. It raises awareness and equips teachers, parents, and communities. The project is carried out in partnership with the Ministry of Early Childhood and Primary Education and the Ministry of Social Affairs and Microfinance.

Outcomes

Beneficiaries in 2023:

- 20 educational advisors
- 20 social workers
- 400 trained teachers
- 800 parents
- 20,000 students, boys and girls

Total project expenditure: CHF 232,000

Activities in 2023

- > Completion of project to raise awareness through the national television broadcast of the series "Kadi's Dream" (Graines de Paix YouTube channel).
- > Training teachers and raising awareness among parents to better address gender needs in education and challenge gender stereotypes.

Project Impact

An external programme evaluation confirmed several improvements:

- > Better adoption of empowering education practices by teachers.
- > A more positive school environment thanks to a caring approach.
- > Increased regular school attendance among girls.
- > More equitable task distribution and greater respect from boys towards girls.
- > Reduced disciplinary and sexual violence.

Outlook for 2024

- > Training teachers to lead activities for a more equitable and inclusive education.
- > Raising awareness among parents on gender equity.

Côte d'Ivoire

In Côte d'Ivoire, violence in schools is a serious concern, severely affecting students' physical and mental health, as well as their well-being and academic performance. The 2020 VACS survey indicates that 28% of girls in school have experienced physical or sexual violence at school. Data from the 2021-2022 school year, provided by the Ministry of National Education and Literacy (MENA), revealed 18,518 cases of violence: 11,049 students were victims of physical violence, 11,103 of psychological violence, and 298 of sexual violence. These acts, perpetrated by teachers, peers, or other individuals, escalated during 2022-2023, with 22,437 cases reported.

Statistics also highlight significant gaps in teachers' responses to the violence experienced by students. According to UNICEF data from 2016, 80% of teachers do not intervene in cases of domestic violence, and only a minority take action when physical or sexual violence is committed by their colleagues. Reasons for this inaction include professional pressure, lack of training, culturally normalised behaviour, difficult working conditions, and insufficient institutional support.

In addition, Côte d'Ivoire faces increasing migration pressure in the northern part of the country due to security issues in neighbouring countries, mainly Burkina Faso. Approximately 14,000 migrant children of school age have entered or are trying to enter the Ivorian education system. This situation has overloaded some public schools in the affected regions, compounding the already existing challenges.

Graines de Paix's engagement in Côte d'Ivoire reflects its commitment to profoundly transforming the Ivorian educational landscape by addressing the root causes of school violence and providing concrete support to those regions most affected by the migration crisis.

2023 marked a year of transition. Various activities were carried out to create a new programme, starting in 2024.



PREVENTING AND RESPONDING TO VIOLENCE AGAINST CHILDREN

Focused on girls in schools

This programme aims to prevent violence in schools across the country while increasing consideration given to girls' needs. Teachers were trained and equipped to prevent violence and report cases of non-compliance to the authorities. They were also trained to implement children's rights effectively in their classrooms.

Activities in 2023

- > Supervision of teacher training by social workers in Odienné at Bako school.
- > Collection of reports on the activities of the Preventing and Responding to Violence against Children programme from social workers in Abidjan, Man, and Odienné, and drafting of the final report for this program.
- > Monitoring, completion, and submission of the external evaluation report to donors, including UNICEF, the initiator of this innovative project.

Other activities in 2023

- > Advocacy and contributions – Participation in the 2022 education/training sector review organised by the three ministries responsible for education and training, along with technical and financial partners in the education/training sector.
- > Collaboration with the mayor's office of Abobo commune to plan an activity for teenagers and young people aimed at raising awareness of non-violence and harmonious living, adapted from the AdoGoZen project developed in Switzerland.
- > Discussions with Cyrille Domoraud's football school on training teachers in positive classroom management and adopting supportive teaching practices.
- > Participation in a workshop on measuring the performance, relevance, efficiency, and impact of the project "Support for improving early learning and school leadership in Côte d'Ivoire".
- > Participation in the National Human Rights Council workshop on protecting children from drug use and their involvement in drug production and trafficking.
- > Participation in the "Multi-sector reflection workshop for harmonising national approaches to parenting education, with the aim of developing consensus-based tools for implementation" organised by UNICEF in collaboration with the Ministry of Women, Families, and Children.
- > Workshop by the Board of Studies, Strategy, Planning, and Statistics (DESPS) on impact evaluation.
- > Contribution, participation, and facilitation for a panel on "Women's Empowerment through Literacy and Peacebuilding" organised by the NGO Etabien.
- > Workshop on capitalising on child protection support in cocoa-growing communities.
- > Participation in a roundtable organised by Indigo Côte d'Ivoire on "Preventing political violence and strengthening social cohesion through dialogue and citizen collaboration in Côte d'Ivoire."
- > Participation in the 2023 education and training sector review.

Financial statements

2023 Balance Sheet – 3rd Financial Year (01.01.2023-31.12.2023)

Balance Sheet

The year 2023 ended with cash reserves of CHF 238,044, which represent the majority of the current assets. The total balance sheet amounted to CHF 347,718. This amount is lower than in 2022, while including CHF 267,599 in restricted funds carried forward to 2024. Equity temporarily decreased from CHF 46,832 to CHF 30,641. Strengthening our fundraising department with the employment of a philanthropy manager starting in January 2024 is expected to help increase equity in 2024, with the goal of moving towards the ZEWO 11 standard.

Financial audit

Since March 2012, the statutory accounts have been audited by Bonnefous Audit SA, founded in Geneva in 1934.

Accounting

Our accounts are managed internally and prepared in accordance with GAAP RPC 21 standards. You can find our full financial report in the "Downloadable documents" section of our website.

ASSET	CHF	LIABILITIES	CHF
CURRENT ASSETS	301,135	SHORT-TERM LIABILITIES	317,077
Cash	238,044	Creditors and accrued liabilities	49,478
Inventory	30,687	Restricted funds carried forward to subsequent years	267,599
Prepaid expenses and other receivables	32,403		
FIXED ASSETS	46,583	EQUITY	30,641
Rent guarantee	27,250	Foundation capital	50,000
IT equipment	8,605	Foundation reserve	- 3,168
Educational exhibition materials	917	Deficit)/Surplus for the year	-16,191
Artworks	9,680		
TOTAL ASSET	347,718	TOTAL LIABILITIES	347,718

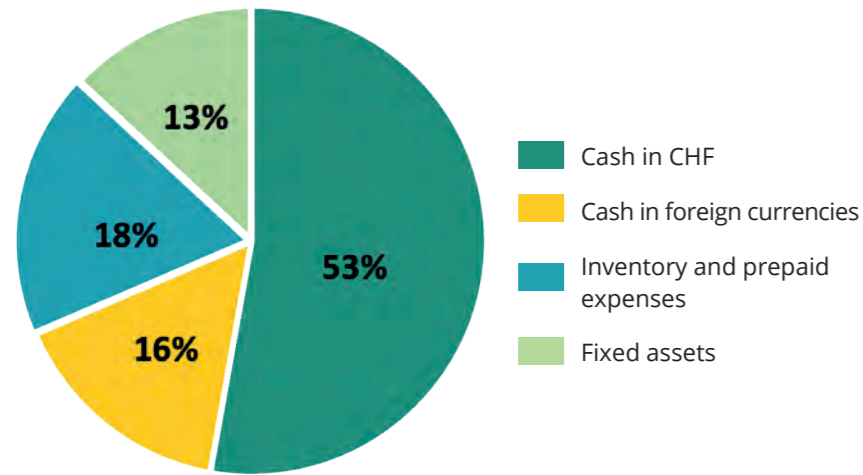
Income Statement – 3rd Financial Year (01.01.2023-31.12.2023)

Total revenue (donations, public contributions, and service income) reached CHF 1,168,698 in 2023. This 18% decrease compared to 2022 is due to the gradual implementation of the new organisational structure, with the hiring of seven new staff members. Additionally, a large portion of our projects was financed by restricted funds amounting to CHF 533,486, carried over from 2022 to 2023. Thus, our activities were supported in Benin and Switzerland, and services were also provided in France, while activities in Côte d'Ivoire were temporarily paused.

The distribution of expenses as of 31/12.2023 is well balanced: project and service costs account for 69% of total expenses, fundraising for 6%, development and advocacy 12%, and administrative costs 13%, totalling 31%. These percentages comply with the ZEWO standards, which require a minimum of 65% expenses allocated to projects and a maximum of 35% for administrative and fundraising expenses.

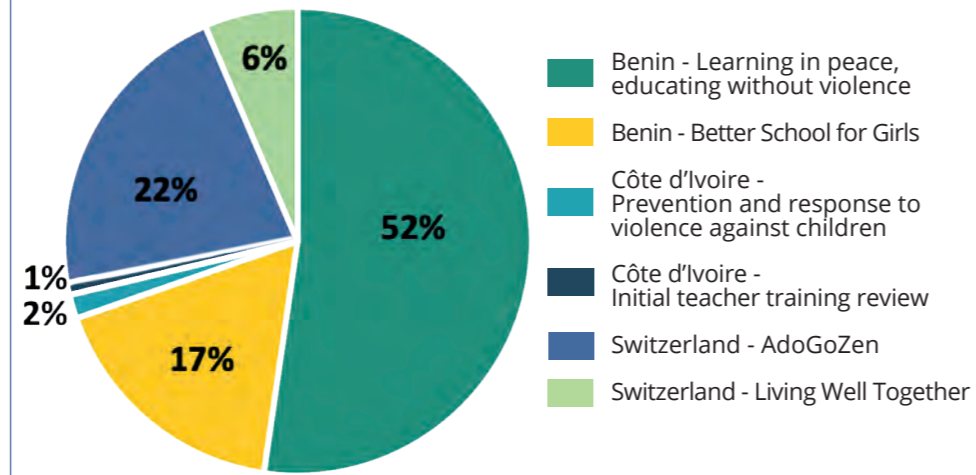
EXPENSES	CHF	INCOME	CHF
Côte d'Ivoire Programmes	-11,593	Private unrestricted donations	44,886
Benin Programmes	-740,553	Private unrestricted donations allocated to projects	46,000
MENA Programmes	0	Restricted donations	283,947
Switzerland Programmes	-182,989	Public grants	350,600
Services (exhibitions, training, book distribution)	-72,286	Total donations & grants	1,122,433
Total - Programme Expenses	-1,007,421	Sale of educational materials and products	10,698
Development, Fundraising, Communication	-252,068	Hire of educational exhibition materials	4,800
Administration	-194,967	Conferences and educational training	6,707
Total - Non-Programme Expenses	-448,380	Contracts - Publication of studies	24,061
Depreciation	-2,544	Total other income	46,265
TOTAL EXPENSES	-1,55,801	Change in inventory	3,677
Change in restricted funds	-265,887	TOTAL INCOME	1,172,375
Exceptional and financial results	1,347		
DEFICIT FOR THE YEAR	(16,191)		

Assets as of 31/12/2023

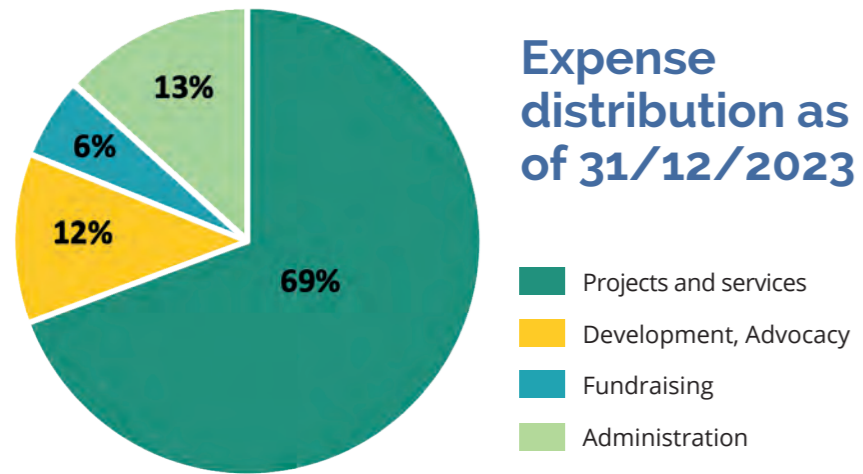


Liabilities as of 31/12/2023

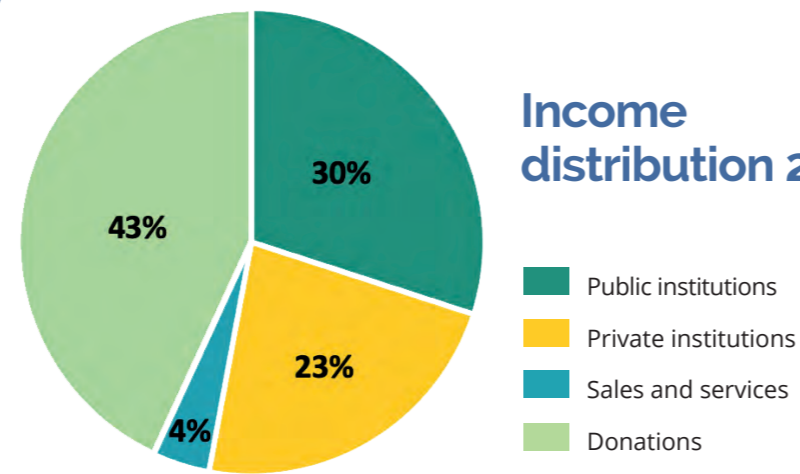
Breakdown of restricted funds



Expense distribution as of 31/12/2023



Income distribution 2023





2023 Graines de paix stakeholders

Team in Geneva Headquarters

Management
Céline Maret

Pedagogical Development
Edivanda Mugrabi (Head)
Sandrine Saison-Marsollier
Sonia Bouffort

Programme Management and Monitoring
Christophe Viltard (Head)
Omar Azzabi

Fundraising and Philanthropy
Cécilia Cretin (Head)
Zané Elksnite (since January 2024)

Communication and Public Relations
Esthel Brunswick (Head)
Frédérique Boubakeur

Finance
Leah Marugg (Head)
Leyla Ahmadova

Foundation Board

Delia Mamon (President)
James Jackson
Stéphanie De Mestral
Maya Page-Feuz

Advisory Board

Chloë Fèvre
Marie-Claude Sawerschel

International Teams

Graines de Paix France (Members)

Delia Mamon (acting President)
André Klarsfeld
Patrick Mamou Mani
Philippe Saingolet
Charles Barucq

Graines de Paix Benin

Denis Hazoume (President)
Jules Zannou (Country Director)
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**Together, let's continue to strengthen
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THANK YOU!

It is through your support that we can build a safer and more harmonious future together, where each generation cares for others, for life, and for the planet.

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Imagine a more peaceful world, where every child can thrive while learning, free from violence and bullying, in an environment of peace and mutual respect. Graines de Paix is committed to building this world by introducing more relevant educational approaches for the 21st century. Our initiatives sustainably strengthen the quality of learning, leading to valued outcomes: reducing violence and distress, promoting well-being and harmony. These are the expectations most of us hold.

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