

Annual Report 2025

Promoting education. Improving opportunities. Developing personalities.

This annual report of the AEB-Stiftung serves as proof of the appropriate use of the foundation's funds. It not only provides an overview of the progress of our projects but also highlights the dedication, energy, and creative ideas the people at AEB contribute.

Picture credit:

Pages 1-9: Masaka Diocese Education Secretariat / AEB-Stiftung

Pages 10-11: educare e.V. / IBTE / AEB-Stiftung

Page 12: KinderHelden gemeinnützige GmbH

Pages 13-16: Johann Ludwig Schneller Schule & Wilhelm-Maybach-Schule / AEB-Stiftung

Page 17: The Afrikaya Nursery School

Page 18: Asante e.V.

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Groundbreaking model for ICT education

Partner: Masaka Diocese Education Secretariat

Churches are key school sponsors in Uganda. The Diocese of Masaka has long earned the trust of the population with its broad offer ranging from preschool to vocational school. Since 2018, a partnership has existed between the Masaka Diocese Education Secretariat (MDES) and the AEB-Stiftung, in which St. Bruno Sserunkuuma Secondary School is being developed into a "lighthouse school" with offers in ICT and natural sciences. Fixed school fees with a broad, high-quality educational offering make the secondary school accessible even for children from poor families.

Project goals:

- Promote ICT education in Uganda
- Carry out infrastructure projects at St. Bruno School to improve educational offerings
- Coordinate collaboration between the German and Ugandan teams
- Strengthen the sponsorship program between St. Bruno School and AEB employees



The ICT club with the new teaching team

The ICT club

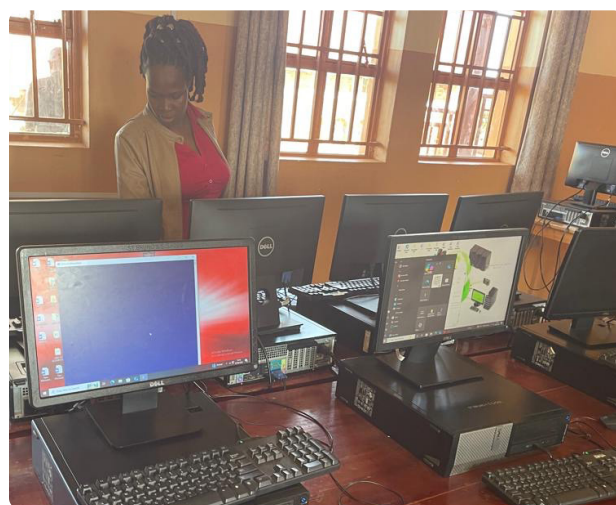
The two fully equipped ICT labs have enabled not only hands-on ICT classes since their construction in 2019 but also provide the school community with interdisciplinary opportunities for research and lesson preparation.

Since 2025, the ICT labs have been managed by a new team of teachers and regularly supported by the head of the ICT department from the nearby talent hub, St. Henry's College.

This collaboration enhances the quality of IT education at St. Bruno in two ways. With the school's ICT club, particularly gifted students have the opportunity to propose and work on their own ICT projects twice a week. The new concept allows a total of 50 young people this in-depth study. Special attention is focused on the lowest grade level at the start to ensure long-term participation.

The new ICT club at St. Bruno also creates the opportunity to participate in national secondary school competitions and to exchange with the ICT club of St. Henry's College.

The teacher of St. Henry's College regularly coaches the ICT graduating class of St. Bruno School. We anticipate an improvement in graduation rates and, consequently, a rise in the school's ranking in the national comparison. The ICT teaching team at St. Bruno also receives regular training.



Construction measures 2025

The new girls' dormitory

Dormitories hold a special significance for education in Uganda. Long journeys to school, sometimes taking several hours, and the duty to contribute to the family income through work, cost time and significantly affect the performance of students. Long absences, little learning preparation, and general overload are the result.

Therefore, many children wish to be accommodated in the boarding section of the school.

Previously, the dormitories in the school were oppressively cramped. Bunk beds with three levels, no cabinets for clothes and personal items, and poor sanitary facilities were noticed by AEB staff during their on-site visits.

Each child slept on a narrow cot, which also housed a metal box with schoolbooks and a change of clothes. The school uniforms were washed in the showers and hung up in the room under the ceiling.

Previously, the girls had a dedicated building, whereas the boys were accommodated in two converted classrooms in the old administrative building.

The construction of a new dormitory in close proximity to the teachers' residence enabled the creation of two separate boarding houses. The girls will inhabit the new building, while the boys move into the modernized and extended old building.

The entire year was spent building and working on the new dormitory houses. Everything was ready just in time for the start of the new school year.



Cramped living in the old dormitory



Boxes replace cabinets.





Ventilation and exhaust system of the new kitchen building

The kitchen and meal distribution

At St. Bruno School, classes are held in the morning and afternoon. Lunch is prepared every day at school and distributed in stages.

Students bring plates and cutlery from home and line up in a disciplined manner in long rows for breakfast and lunch.

Up to now, meals were cooked in huge pots over an open fire in the windowless kitchen and distributed on the wooden terrace in front of the kitchen building. The children ate under a corrugated iron roof and then washed the plates under a single faucet protruding from the ground.

In 2024, work started on a new kitchen building featuring separate fire pits, ventilation, windows, and a food distribution area. This was completed in 2025.

With the separate fire pits, multiple dishes can be cooked simultaneously. Working conditions for the kitchen staff have been significantly improved and meal distribution is now faster and more convenient.

Additionally, a scullery with several basins was installed to reduce waiting times and enhance hygiene.



New restrooms and showers

In the same year, two separate restrooms were also installed in the stairway between the science wing and the school building of the last two grade levels, which can be used by staff and visitors. For the teachers, this is a crucial improvement, as until now there was only one toilet for them in a remote building.



Additional construction measures at the neighboring primary school

The more the overall vision of the school is completed, the more pronounced the differences to the nearby primary school become. In Uganda, schooling is compulsory until the completion of primary school, which lasts seven years. Afterwards, secondary schools make an effort to convince families of the necessity of their children's continued attendance through attractive offers. Therefore, it is logical that school authorities invest significantly more in their secondary and vocational schools than in primary schools.

Thanks to the donation from a local Rotary Club, a new restroom building has already been constructed for the elementary school.

With the support of the AEB-Stiftung, another toilet building was constructed. Additionally, several extra water tanks were installed between both schools to supply all students with treated drinking water.

Nevertheless, the primary school pupils still longingly look at the secondary school, possibly sparking the desire to pursue an extended qualification there later.





Sponsors received extensive information on daily school routines.

Visit from Uganda

The visit of a delegation of five people was planned to strengthen personal relationships and further develop the project together.

Unfortunately, the two ICT teachers from St. Bruno and St. Henry's College, as well as the person responsible for the scholarship awards in vocational education, did not receive a visa from the Ugandan authorities. The lodged objections were not granted.

A major disappointment, but we clearly realized that we should strengthen our connections with embassies and the visa office in Uganda.

Therefore, in May, only our main contact Denis Kalyango and William Luggya, the deputy headmaster of St. Bruno, visited us. The latter is responsible for the sponsorship program, selects

the students, manages all communication with the parents, and also conducts discussions about further support with the families.

As in 2022, the project group had compiled an extensive program for interaction, conceptual work, and learning from each other.

"How can we bring St. Bruno forward in the national ranking of secondary schools?" was the key topic of a workshop. The workshop provided an exact needs analysis. Based on this, participants were assigned tasks to follow up on. Furthermore, participants agreed that the teachers of St. Bruno should be actively involved in the matter. For naturally, the teaching staff knows the circumstances best and significantly contributes to the quality of a school.



A second team focused on planning the infrastructure measures for the coming years. The construction work at St. Bruno is expected to be completed by the end of 2026. The diocese and especially the bishop wish for an ICT training center directly in Masaka. The church is providing a piece of land and has already set up a fund to which all secondary schools contribute. Since this project closely matches the goals of the AEB-Stiftung, it presents an excellent opportunity to continue the partnership.

The sponsorship program, which has now increased to almost 50 children, is to be further expanded and refined. Especially the question of how the connection between Uganda and Germany can be deepened and the evaluation of possibilities for continued support after graduation at St. Bruno, occupy both sides. It was agreed to ask the sponsored children about their satisfaction with the program.

William informed the interested sponsors about the children's daily routine, provided explanations for how to read the reports, and answered questions about individual sponsored children. Selfies were taken too, which William passed on at home.

Additionally, some tourist activities in and around Stuttgart were on the agenda, and the appearance of our two guests in the "Kantino" was a highlight. They presented a slideshow as well as music and dances involving the audience. The wonderful musical contribution of a colleague with his guitar was spontaneously accompanied by Denis on the drum.

The event concluded with a group cooking session. A large group prepared a delicious three-course menu, and songs were sung to the sound of guitars late into the evening.

After the end of the week, the two guests traveled back home full of new ideas and impressions.





Teacher workshop in Uganda

School inspector Denis and deputy headmaster William wished for a workshop with all the teachers at St. Bruno.

This idea was implemented as early as in October 2025. Based on the model of the initial workshop, the workshop "Improving St. Bruno's school ranking" was held over several days with two groups.

A wide range of topics were discussed: from class sizes, to the quality of school meals, to salaries.

One particular proposal received widespread approval: The setup and management of a small agricultural plot in close proximity to the school. This will have a direct effect on the improvement of the "Agriculture" class and also enriches the school's kitchen supplies.

There is a suitable plot of land right next to the primary school. The diocese wants to lease it to generate additional income. Currently, the possibilities for alternative use are being checked.





Sponsorships

The sponsorship program now includes five cohorts. Three female students and one male student of our first B-21 class will complete their vocational training next year. Two young women are completing a vocational training at the nearby Butende Technical Institute (BTI). A female student with particularly good academic performance will take her A-levels at St. Bruno in 2026. The young man with a special talent for ICT (see annual report 2024) attends a university in the capital and receives a comprehensive education as a software developer. The AEB-Stiftung supported him with a laptop, which he absolutely needs for his training. Thus, within five years, four young people have been enabled through private sponsorship to enter the job market and make a significant contribution to the family income. Even another self-funded vocational training and qualification would be possible.



A laptop for studying ICT

The class of B-23 graduated in October from St. Bruno School. The deputy headmaster interviewed the five girls and boys ahead of time about their further educational goals and career aspirations. These plans were presented to the sponsors. Following the recommendation of the Ugandan side, private individual should not support students who want to take their A-Levels, as after this, the only logical next step is a university degree. Firstly, this bypasses the requirements of the job market, secondly, an individual cannot finance a university degree. Five young people decided to take their A-Levels at St. Bruno and thereby left the sponsorship.

Two male students and one female student want to attend vocational school and are aiming for apprenticeships as an auto mechanic, accountant, and plumber. One male student will enroll in an agricultural vocational school and one female student will undergo training at a renowned nursing school. Fortunately, all sponsors decided to continue their support, allowing the registration process at the different schools to be initiated on time in 2026.

We use this opportunity to establish personal relationships with vocational schools. The goal is to offer graduates of St. Bruno School a good perspective. At the same time, we hope to gain more detailed insights into Uganda's educational landscape.

The connection to the BTI was already established through our first cohort. In July 2025, we learned about a fire in the girls' dormitory of the vocational school. The bed frames burned completely, and 23 girls lost their personal belongings. With the support of the AEB-Stiftung, the dormitory was completely rebuilt during the summer holidays and the girls were able to move back in immediately. Sadly, one sponsored student did not return to school anyway.

Currently, 30 students from classes B-24 through B-26 are in the sponsorship program at St. Bruno.

Interaction is becoming increasingly personal. In the interviews, the students reveal details about their school life and family circumstances.

For example, we learned about the urgent desire to repair the fencing of the school grounds. The girls, in particular, complain that the ongoing construction work repeatedly leads to fences being knocked over and corrupted, allowing unauthorized persons access to the schoolyard.

There was also a wish for more green areas and flowering plants.

In October, all participants were surveyed using a questionnaire on the satisfaction and effectiveness of the sponsorship program. All students are very satisfied with the sponsorship program.

Better academic results and less stress concerning funding were mostly noted as positive effects. Many also stated that they have more time for learning and for other activities that extend their horizons.

The students primarily identified the pressure to perform well as a challenge. However, without exception, all students also stated that they can contribute by achieving good academic performance.

Particularly important was the information that the girls do not have money for sanitary pads and therefore regularly miss classes. This issue is widespread, but has gone unnoticed so far. Several sponsors immediately came forward to privately finance the establishment of a materials depot at St. Bruno School. That prompted further deliberations. Together with the school principal and a staff member from the diocese, the AEB-Stiftung has found a comprehensive solution for all 326 female students.

Starting in the next school year 2026, each female student will receive their own set of washable menstrual pads.



The burned-down dormitory of the BTI ...



... and its reconstruction

Vocational training as a bridge to a new life

Partner: educare e.V. / IBTE

Purchase of the building

educare and its Brazilian partner association IBTE (Instituto Brasileiro de Transformação pela Educação) are deeply committed to children and adolescents from the world's largest open-air drug market. The children from São Paulo are disadvantaged in multiple ways. They grow up in the poorest conditions and are often victims of neglect and violence. In Brazil, there is a mandatory school attendance, with classes taking place in two alternating shifts, either in the morning or in the afternoon. Classes are massively overcrowded, and teachers are overworked and overwhelmed. Therefore, many children cannot read or write properly despite attending school.

Every child who comes to educare has their own, often sad story. They are often beaten, coerced into criminal acts, and abused. They are often burdened with the responsibility for younger siblings. The mothers (fathers are almost never around) often disappear for days or have to serve a prison sentence.

All of this is normal for the children; they don't know any different. This makes it all the more noticeable how much they enjoy the carefree time and protection on the premises of educare.

Here they can play, receive regular good meals, enjoy diverse learning and sports opportunities, and can leave all responsibilities in the hands of adults.

However, this secure refuge was at risk of being lost at the beginning of the year because the site with the former school, which educare rented from a sisterhood, was to be sold.

The property, with its three buildings, has been comprehensively extended with sanitary facilities, a large kitchen, an assembly hall, and a sports field since the project started in 2018. It ideally suits the requirements of the project, and the central location is perfect for the children. Even though the sisterhood was ready to support educare and IBTE with a low purchase price, the asking price far exceeded the means of the two associations.

A large-scale fundraising was the only way to raise the funds for a down payment by the end of the year. After that, the second half of the purchase price can be paid according to a payment plan still to be negotiated.

A project group was formed, in which two colleagues from the AEB-Stiftung were also involved. In a short period of time, a concept for a fundraising campaign with a dedicated website and a meaningful film was developed. It provides an aerial view of the grounds and individual buildings, highlighting their functions and the central location.



Production of the film for the fundraising campaign

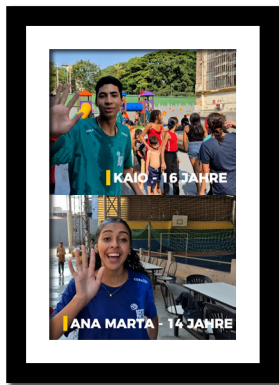
In April, the appeal and the website went online. A number of individual activities, such as a gala dinner, a charity run, and many video messages supported the fundraising campaign.

In July, the AEB-Stiftung invited the "International Committee" of the network of Stuttgart-based foundations to present the project and seek further support.



And it really worked:

By the end of the year, the required 750,000 euros had been raised. Now it was certain: the grounds will continue to belong to the dedicated people of educare / IBTE and the children from the world's largest open-air drug market.



Trainee program

Given the enormous effort required to purchase the buildings, our conceptual considerations regarding the future development of the trainee program had to take a back seat.

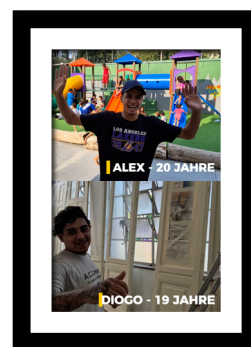
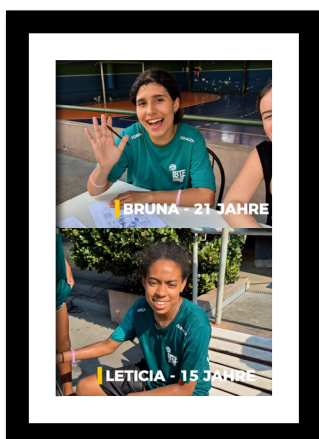
After a three-year pilot period, plans were made to review and adapt educare's new program, "Start to an independent life," in 2025. The children from the founding years of the association are now young adults, planning their career path and taking steps into a life beyond the protection of educare. The trainee program was designed in keeping with the motto, "When they are small, give them roots; when they are big, give them wings."

The program consists of several phases during which the young people participate in the project and then gradually take on more and more responsibility. At the same time, they receive guidance and active support in finding suitable ap-

prenticeships and in completing the necessary administrative procedures.

Although the program has already yielded positive results over its three-year run, as the group of trainees grows, the program must be modified accordingly to remain viable and successful. During a meeting in July, it became clear that, in addition to the efforts involved in acquiring the property, there were insufficient resources available for the next phase of the trainee program.

We decided together to hire an additional part-time social worker and an administrative assistant to lighten the team's workload. The salaries are paid by the AEB-Stiftung. In 2026, the trainee program will really take off in its new form.



Fit für Fünf (Fit for five)

Partner: KinderHelden gemeinnützige GmbH

KinderHelden is long-standing and valued partner. They provide one-on-one support to children from families with limited educational opportunities for schoolwork and extracurricular activities. As part of the program, elementary school-aged children are paired with an adult mentor. The "tandems" formed in this way meet regularly – at least once a week – to spend time together. This provides the children with effective support in the form of tutoring, and they also participate in recreational activities together. The mentors perform this role on a volunteer basis. The original plan to establish a dedicated KinderHelden mentoring group at AEB did not come to fruition, even though we tried to make it happen in 2018 and 2019.

Presumably, the time commitment and the long-term obligation were obstacles. However, now there was a chance to take on the role of a mentor on a much smaller scale.

After all, the KinderHelden children naturally outgrow the program over time and need support as they transition after four years of elementary school to secondary school (fifth grade in German school system). To this end, KinderHelden has developed the digital mentoring program "Fit für Fünf" (Fit for five).

The project is conducted exclusively through online meetings, so the child and adult don't even need to live in the same city. In the online classroom, pupils and mentors work through a well-thought-out and playful program together which is designed to promote reading and language skills. The one-hour meetings take place in two cycles per year. Either from October to April or from January to July.

Overall, KinderHelden has thus created a program that can also be accessed by AEB employees outside the Stuttgart headquarters within a clearly defined time frame. And this was a success – six AEB employees went through the onboarding process and familiarized themselves with the materials in detail. That's one more person than last year.

At the end of the year, we were looking for new mentors for the coming school year. We were happy that as many as nine people volunteered this time, some of them for the second time.

"Fit für Fünf" is another project that doesn't require financial support, but rather dedication and time. In this context, AEB provides additional funding to its corporate foundation by allowing AEB employees to fulfill their mentoring roles during working hours.





E-mobility as an opportunity for women in technical professions

Partner: Johann Ludwig Schneller School & Wilhelm Maybach School

Since last year, the AEB-Stiftung has been supporting the Johann Ludwig Schneller School (JLSS) in Lebanon. Here, children from difficult family backgrounds, regardless of their origin or religion, are given the opportunity for education, accommodation, meals, and, if desired, vocational training modeled after the German dual system.

JLSS offers a wide range of vocational training programs, including an "vehicle mechatronics technician" program. Although electric mobility plays a major role in Lebanon due to fuel shortages and an abundance of solar energy, there has been no suitable training program for this technology to date. Our first goal was therefore to bring the "vehicle mechatronics technician" training program up to current German standards. For this reason, the electric mobility module, specifically high-voltage and systems engineering, was to be adapted for Lebanon as an additional module to supplement the training program.

The idea for the project came from an employee who has a special connection to Lebanon and its people. She lived there herself; her father worked for several years for the German Society for International Cooperation as the head of the project "Introduction of dual vocational training (automotive and electrical engineering)" in southern Lebanon. The entire project benefits from his experience and his network.

The first step was to establish contact with the Wilhelm Maybach School (a vocational and technical school in Stuttgart specializing in automotive technology, metalworking,

foundry technology, and technical model making) and the "Friends of the W-M-S" association. On behalf of the AEB-Stiftung, the Maybach School, as part of its association activities, developed an expansion of the curriculum to include the "high-voltage and systems engineering" training branch, as well as corresponding equipment lists. This laid the foundation for modern and high-quality vocational training at JLSS in Lebanon. The new module, which was designed to supplement the curriculum approved by the Lebanese Ministry of Education, was ready for immediate use. This makes JLSS the first vocational school to offer this training program. Even automotive mechanics graduates can take the electric mobility module to earn an additional qualification. A great success.

Another key aspect of the project is the commitment to expanding and improving access to quality education in Lebanon. For this reason, we aim to introduce female JLSS students to training in technical fields, such as high-voltage and systems engineering, by targeting them specifically. To this day, education in rural areas of Lebanon – particularly vocational training – is predominantly reserved for boys. Girls, on the other hand, are still mostly viewed through the lens of traditional gender roles, which are considered outdated in Europe.

A key factor in this aspect of the project was our connection with Perla Chalhoub, a mechatronics engineer who runs her own auto repair shop in Lebanon and also works as an instructor. She visited JLSS and was immediately enthusiastic about the project. Her willingness to get involved in the project provided the initial impetus for the AEB-Stiftung's first visit to Lebanon. Fortunately, a colleague who is fluent in Arabic joined the project team, so that the three of them were able to fly to Lebanon in May once travel restrictions were lifted.



The project group is welcomed at JLSS by the principal

On site

Since they had previously only been in contact by phone, email, or text message, the travelers were impressed to see the school and meet its principal, Odette Makhoul, in person.

Visits to classes and tours of the workshops (including, of course, those focused on electric mobility) provided a good sense of the quality of the educational programs. There was also initial feedback on the newly developed "high-voltage and systems engineering" module, which was extremely positive. Of course, there were also some shortcomings; for example, the theoretical instruction in automotive mechanics is held right in the workshop. Here, the trainees can barely take notes, and the ambient noise and poor acoustics make it difficult for the two teachers to teach. The selection of equipment and tools is good, but an additional laptop for diagnostic purposes would be helpful.



The field of electric mobility is certainly interesting and promising for young women. That is why the principal gathered all the girls who were about to begin their vocational training for a discussion with mechatronics engineer Perla Chalhoub and the team from the AEB-Stiftung. The girls answered questions about their interest in technical training, and of course about the fears and concerns they associate with it. It became clear that many young women are still deeply rooted in traditional gender roles and find it difficult to imagine a future as working professionals. It became all the more clear just how important Perla Chalhoub's contribution is to the project. Not only has she completed her training in a male-dominated field, but she has also been actively working in the profession for years. She shares detailed accounts of her unconventional journey on social media, making her a first-rate role model. Upon returning to Germany, the AEB-Stiftung's tour group submitted a report, both in written form and via a multimedia travel journal. There is a strong feeling of identification with the project and enthusiasm among all three. Even those who stayed at home gained a lively and captivating impression of the project.

As next steps, the team recommended purchasing two training vehicles – an electric car and an electric scooter – and conducting a comprehensive train-the-trainer program so that the two JLSS teachers can teach the new "high-voltage and systems engineering" module promptly and professionally.



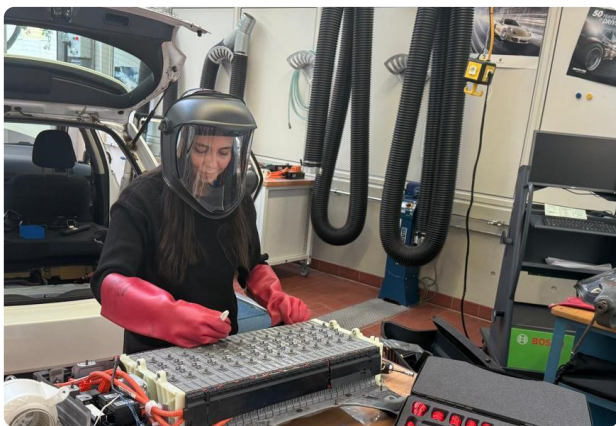


Perlas English-language teaching unit

Train the trainer

Since no trainers can be sent from Germany to Lebanon given the current uncertain situation, the idea arose to provide mechatronics engineer Perla, with further training in Germany so that she can train local teachers in this field in the future and continue to advance technical teacher qualification.

An opportunity arose as early as October of the year. Perla agreed to come to Germany for four weeks for further training. The focus of her stay in Stuttgart was to review and understand the content of the "high-voltage and systems engineering" module from a didactic perspective. The W-M-S representatives, Pietro Greco and Marco Bell (who developed the module), along with principal Jochen Mann, planned and organized the training in advance to make the most of the time.



The language barrier posed a particular challenge: Perla understands some German, speaks Arabic as her native language, and is fluent in English. To provide her with the best possible support, a digital AI translation tool was used. During class, Perla was provided with the English translation of the German content in real time through her headset. This tool contributed significantly to her learning success. The project team, along with the principal of JLSS (who had visited the AEB-Stiftung the day before), were able to see this for themselves during their visit to W-M-S. The W-M-S team had asked Perla to lead an English lesson on the high-voltage technology topics they had covered, which she handled brilliantly. Afterward, Perla, together with subject teacher Pietro Greco, gave the group a tour of the school and the workshops. It was a fortunate coincidence that Dr. Gräbe, the executive director of the Evangelical Association for the Schneller Schools (EVS), and Mr. Frej, the principal of the Theodor Schneller School in Amman, Jordan, were also present that day.

As a result, the concept and training were introduced to several institutions of the Schneller Schools on the same day.

In addition to the classes, there was also a varied leisure program: Trips to Strasbourg, Hohenneuffen Castle, and the Mercedes-Benz Museum, as well as a teachers' trip with the W-M-S and a visit to the Cannstatter Wasen. A special highlight for everyone was a Lebanese afternoon that the project group had organized to help alleviate any possible homesickness.

The grand finale was, of course, Perla's successful exam. She received the "High-Voltage Technology S2 – Qualified Person" certificate, issued by the Baden-Württemberg Regional Council in collaboration with the Wilhelm Maybach School. The certificate was handed over during a formal dinner on the final evening, hosted by the principal of W-M-S.

Upon returning to Lebanon, Perla had the opportunity to share her newly gained knowledge at JLSS. The first of a total of six block seminars took place at the end of November.



Successfully certified

Learning English as the mandatory language of instruction

Partner: Afrikaya

Project completion / Summary

English is the mandatory language of instruction in Gambia. This makes it even harder for children to attend school, because poorer families in particular have never learned English and therefore cannot teach it to their children.

In many African countries, families have to pay their children's school tuition. This is also the case in Gambia, where many children lack not only financial resources but also language skills.

Ten years ago, the two founding couples of the Afrikaya association, based in Wiltshire, UK, took the initiative and established a preschool to teach English. From the very beginning, they entrusted the day-to-day operation of the school to local experts and took care of the financing.

Over the years, the school has grown steadily and, thanks to strong cross-border cooperation, has become a modern institution offering a very good curriculum.

With this project, the AEB-Stiftung acted on a suggestion made by a colleague from the UK. She knows the two founding couples as well as many dedicated members of the Afrikaya association, and has been on site at the school several times herself.

The funding lasted for three years. In 2025, the support ended. Fortunately, Afrikaya was able to achieve all the construction goals set during this period.

At the conclusion of the project, we received a lovingly compiled video from Afrikaya that visually showcases all the measures of the past three years.

In addition to the library, playroom, and medical room, the music room, newly set up in 2025, was also shown – a place where the children feel especially comfortable. The film tour began at the entrance gate and led to the outdoor area, where the old Keeba tree stands in the center of the grounds.

It was already there when the land was purchased; the entire school complex was built around it. For Afrikaya and its children, it is a symbol of strength, growth, and life, as well as a representation of Afrikaya's deep roots in Gambian society. This is why it is also included in the association's logo.

The completed project in Gambia is a good example of how the AEB-Stiftung intends to select its projects. Originating from a personal relationship of an AEB employee and driven by a few, courageous individuals, a close connection to the partner and a high identification with the project existed from the very beginning. This allowed the AEB-Stiftung to recognize the commitment of the individuals with appropriate financial support and significantly contribute to achieving the set goals.



The Keeba tree



IT scholarship for a talent from disadvantaged conditions

Partner: Asante e.V.

Asante e.V. was founded in 2003 by a couple as a neighborhood initiative in Tiwi, Kenya.

The rural Tiwi region, located about 30 kilometers south of Mombasa and a few kilometers inland from the coast, is an area with a weak infrastructure, much like many rural regions in Africa. People are living far below the poverty line. A large part of the population had little or no formal education.

Kenya officially does not charge school fees, yet during school hours, school-aged children can be found in large numbers on the streets in economically and socially disadvantaged areas. The reason is that attending classes is only possible if parents can pay for the required school uniforms, school supplies, and contributions to maintain the dilapidated elementary schools. This is not possible for people in poverty.

Motivated by these obvious problems in their neighborhood, Asante first established a kindergarten run by the organization and then a four-grade elementary school. Over the years, the school grew with each new class.

Sponsors from Germany covered the costs of kindergarten and elementary school; some were even able to pay for secondary school or vocational training.

Recently, that was no longer possible. Since 2022, the government has been continuously increasing education costs in the tertiary sector. College programs and vocational training now cost a fortune. Access to higher education and career paths is now limited to young people from financially established families.

For the talented young people at Asante who graduate with a grade of "very good" or "good" – and have thus earned admission to programs such as medicine or IT – there is no way for them to make something of their strong grades and talents. That is why the association searched for sponsor organizations that could cover the high tertiary training costs or pay a portion of them.

A colleague therefore suggested supporting a talented individual with an IT scholarship.

The young man did exceptionally well on his high school graduation exams in 2023 and was subsequently admitted to an IT program.

His father works as a cleaner at a hotel, and his mother is an assistant at the Asante nursery. This allows the parents to send their two younger children to elementary school and high school, respectively. However, they definitely cannot afford the education costs for their eldest son.

That is why the AEB-Stiftung covered the majority of the tuition fees. The funding began in 2024 and will continue for the entire duration of the program, which is four years.

The young man's dream came true. Every Christmas and at the start of the year, we receive a letter from him in which he tells us about his progress. Of course, it's kept fairly brief, because unfortunately, a genuine personal relationship cannot be established in this way.

But Asante provides the necessary background information and on-site support, so we are confident that this young talent will succeed.



Communication

New website

At the beginning of the year, the AEB-Stiftung's website was redesigned.

After six years, it was time to clarify and redefine the AEB-Stiftung's vision and mission. After all, the foundation's work is driven by the dedication of our employees and is made possible by the company's financial success, to which every single one of us contributes.

The new website was to highlight the close connection between AEB SE and the company's own foundation. This connection is formed through the people who initiate projects, actively support them, or monitor their progress.

That is why the new website not only provides information about the goals and content of our projects, but also highlights the various motivations that drive our staff to propose projects and get involved.

In addition, we wanted to ensure a clear separation of information streams. In the future, the website will be supplemented by an intranet resource dedicated to the foundation, which will provide information exclusively for employees.



aeb-stiftung.com



Visibility in the company

The members of the communications project group are always looking for opportunities to raise awareness of the AEB-Stiftung and its work and to build connections.

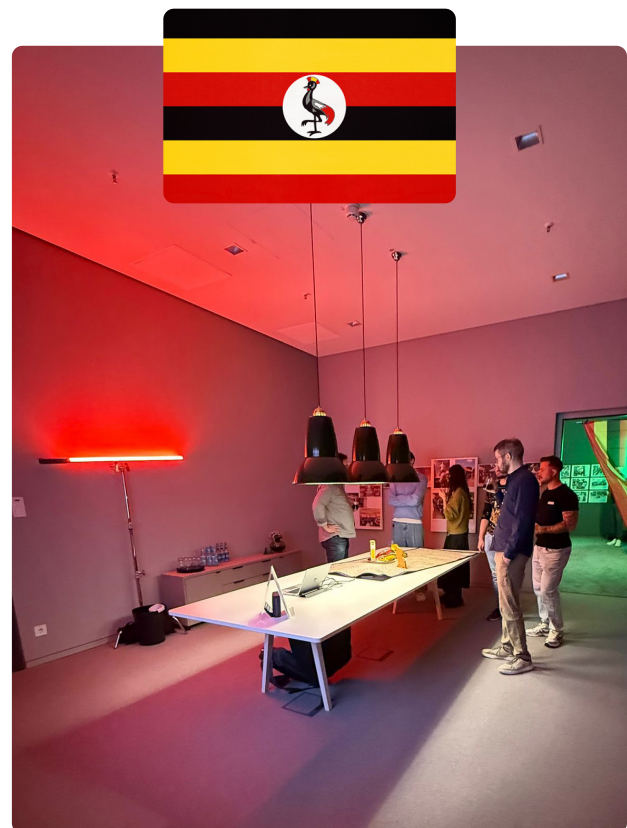
The AEB summer festival, held in July for employees and their families, provided a great opportunity to do so.

Three rooms were decorated with everyday objects, food, and flags from Brazil, Uganda, and Lebanon, with the aim of giving the children in particular a sense of what life is like in those countries.

To complement this, each room featured traditional music and audio clips in which children from our projects talk about their lives. This allowed the AEB families to take a brief tour of the three countries and learn more about our projects.

The installation was set up again at the AEB Christmas party for everyone who hadn't seen it yet.

Of course, providing regular reports – whether internally or in the form of this annual report – is also part of the project group's responsibilities.



Statement of income and expenditure

Part 1: Statement of income and expenditure for the period from January 1 to December 31 , 2025

Income

I. Investment income	284,857.80
1. Interest	0.00
2. Dividends	284,857.80
3. Realized gains from the sale of securities	0.00
4. Realized gains from equity investments	0.00
II. Other income	51,627.61
1. Release of earmarked reserves from the previous year	0.00
2. Waiver of reimbursement	51,627.61
III. Contributions	45,554.30
1. Donations	45,554.30
2. Other contributions carried forward to the following year	0.00
Total income	382,039.71

Expenditure

I. Expenditure for the foundation's purposes*	295,570.75
II. Administrative expenditure	165.70
1. Remuneration of the President of the foundation	0.00
2. Remuneration of other board members	0.00
3. Reimbursement of expenses for board members	165.70
4. Other personnel expenses	0.00
III. Asset management	0.00
IV. Legal and consulting expenses	0.00
V. Other expenditure	92,220.53
1. Realized losses from the sale of securities	0.00
2. Interest	0.00
3. Repayments	0.00
4. Administrative expenses	16,229.29
5. Insurance	0.00
6. Membership fees for associations	260.00
7. Project costs	24,103.63
8. Allocation to earmarked reserves	0.00
9. Offsetting entry for waiver of reimbursement	51,627.61
10. Expenditure relating to the previous year	0.00
VI. Contributions	0.00
1. Contributions to the foundation assets	0.00
Total expenditure:	387,956.98

*(see report on the fulfilment of the foundation's purposes)

Total income	382,039.71
Total expenditure	387,956.98
Net surplus/net deficit for the year	-5,917.27

For information purposes:	Appropriation of the surplus (+) / treatment of the deficit (-)
Foundation assets	468,000.00
Free reserves	0.00
Funds carried forward: Previous year 2	11,424.56
Funds carried forward: Surplus/deficit for the year	-5,917.27
Total funds:	673,507.29

Statement of assets

Part 2: Statement of assets for the period from January 1 to December 31, 2025

Assets

A	Fixed assets		
I.	Intangible fixed assets	0.00	
II.	Property, plant, and equipment	0.00	
III.			
1.	Financial assets (shares, fund units, etc.)	468,000.00	
2.	Loans to third parties	0.00	
	Total		468,000.00
B	Current assets		
I.	Inventory/stock assets (if applicable)	0.00	
II.	Receivables	0.00	
III.	Securities, other than fixed assets	0.00	
IV.			
1.	Cash on hand	0.00	
2.	Bank balances	205,507.29	
	Total		205,507.29
	Total assets		673,507.29
	Equity and liabilities		
A.	Equity		
I.	Foundation assets		
1.	Foundation capital	468,000.00	
2.	Contributions	0.00	
3.	Own contributions to foundation assets	0.00	
II.	Earmarked reserves	0.00	
III.	Free reserves	0.00	
IV.	Funds carried forward	205,507.29	
	Total		673,507.29
B	Provisions for uncertain liabilities		
1.	Provisions	0.00	
	Total		0.00
C	Liabilities		
1.	from committed grants	0.00	
2.	to banks	0.00	
3.	other liabilities	0.00	
	Total		0.00
	Total equity and liabilities		673,507.29

Establishment and organization

“Economic success means social responsibility.”

With this in mind, the shareholders of AEB GmbH, Peter Michael Belz and Jochen Günzel, established the AEB-Stiftung in 2017. The foundation's endowment was contributed in the form of a total of 15% stake in AEB GmbH (now AEB SE), headquartered in Stuttgart.

The annual dividend payment enables the work of the foundation. A reserve has been established to cover years without profits, so that the AEB-Stiftung can continue to pursue its mission in a sustainable manner.

The value of the company shares was recorded in the foundation assets at the original acquisition cost incurred by the founding shareholders.

On September 11, 2017, the AEB-Stiftung was registered as a civil law foundation.

The supervisory authority is the Stuttgart Regional Council.

Purpose of the foundation

The purpose of the foundation is to promote education, public education, and vocational training. Special focus is given to initiatives and projects that support people who are disadvantaged in any way.

Foundation bodies

President of the foundation:

Peter Michael Belz
Founder of AEB

Foundation Board:

Silke Barthelmes (Chair)
Foundation Manager

Maria Lobe (Deputy Chair)
Member of the Board of Directors AEB SE

Jochen Günzel
Member of the Board of Directors AEB SE

Johannes Lieb
Head of Seminars AEB SE

Daniel Turner
Founder and Creator



Our thanks ...

is dedicated to the many employees who
bring our vision to life:

Communication

Silke Barthelmes
Vivienne Herzog
Kristian Knaps
Jessica Vollpott
Sabine Wiedorfer

Uganda project

Construction work

Silke Barthelmes
Jens Beck
Karin Rapp
Jochen Günzel

ICT club

Eric Roelofsen

School partnerships/Additional funding

Matthias Wenning

Sponsorship program

Silke Barthelmes
Carola Hochmuth

Remote and on-site workshops

Carola Hochmuth

Brazil project

Silke Barthelmes
Peter Michael Belz
Giovanna Jammel
Ulrike Jasper
Daniel Terner

Germany project

Greta Antoniadis
Annalena Baumann
Andreas Döttling
Kristin Ferber
Gilian Rehm
Julia Wolf

Gambia project

Sue Jaiteh

Kenya project

Silke Distel

Lebanon project

Thaer Agel
Inga Saier
Wolfgang Saier

... and of course
our external partners
and supporters.

Together we make a difference.
Thank you.



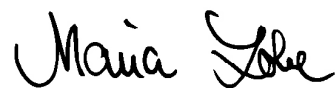
Audit note of the Foundation Board

Stuttgart, April 30, 2026



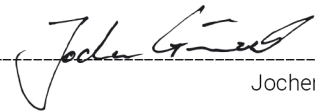
Silke Barthelmes, Chair of the Foundation Council

Stuttgart, April 30, 2026



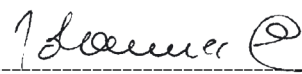
Maria Lobe, Deputy Chair of the Foundation Council

Stuttgart, April 30, 2026



Jochen Günzel

Stuttgart, April 30, 2026



Johannes Lieb

Stuttgart, April 30, 2026



Daniel Turner