



serve. educate. empower.

2022

**SOLS**  
**Foundation**  
Annual Impact  
Report





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# Message from our Founder-CEO

Dear Supporters and Friends,

I am honored to present our annual report for the year 2022. Despite the challenges of the global pandemic, we adapted and thrived, making a positive impact on the lives we touched.

One of our proudest achievements was the Meta Boost initiative, for which we used our mission as a guiding light to harness our existing platforms and form strategic partnerships to ensure that our support continued to reach those who needed it most.

This past year, we further solidified our commitment to education by designing TVET modules that address the evolving needs of individuals in a rapidly changing world. Furthermore, we executed our 3rd Solar Academy, exemplifying our dedication to sustainable solutions and community empowerment—with 91% job placement, ensuring our graduates have taken a crucial step in their progressing careers.

We are confident that we will keep making people's lives better with your help. Thank you to our supporters, volunteers, partners, and everyone who has stood by us. Your commitment to our goal drives us to make a lasting difference. Together, we can build a better and stronger future for all. Thank you for being on this journey with us.

Teacher Raj Ridvan Singh





**2022**  
**overall**  
implementation  
highlights



**RM 1.3M**

total fundraised amount



**4,676**

total participants  
reached



**1,868**

direct participants  
graduated



**680**

online classes  
delivered



**373**

in-person  
classes delivered



**13**

volunteer  
teachers engaged



**81**

mentorship volunteers  
trained



**57**

Orang Asli homes  
electrified



**3**

Orang Asli  
villages electrified





# 2022 Kampung Solar implementation highlights

**15 Homes**  
Kg. Perangin

**15 Homes**  
Air Karah

**27 Homes**  
Lubuk Chupak



**41,580**  
hours of productivity



**RM 83,160**  
energy spending avoided



**223**  
people gained energy  
access

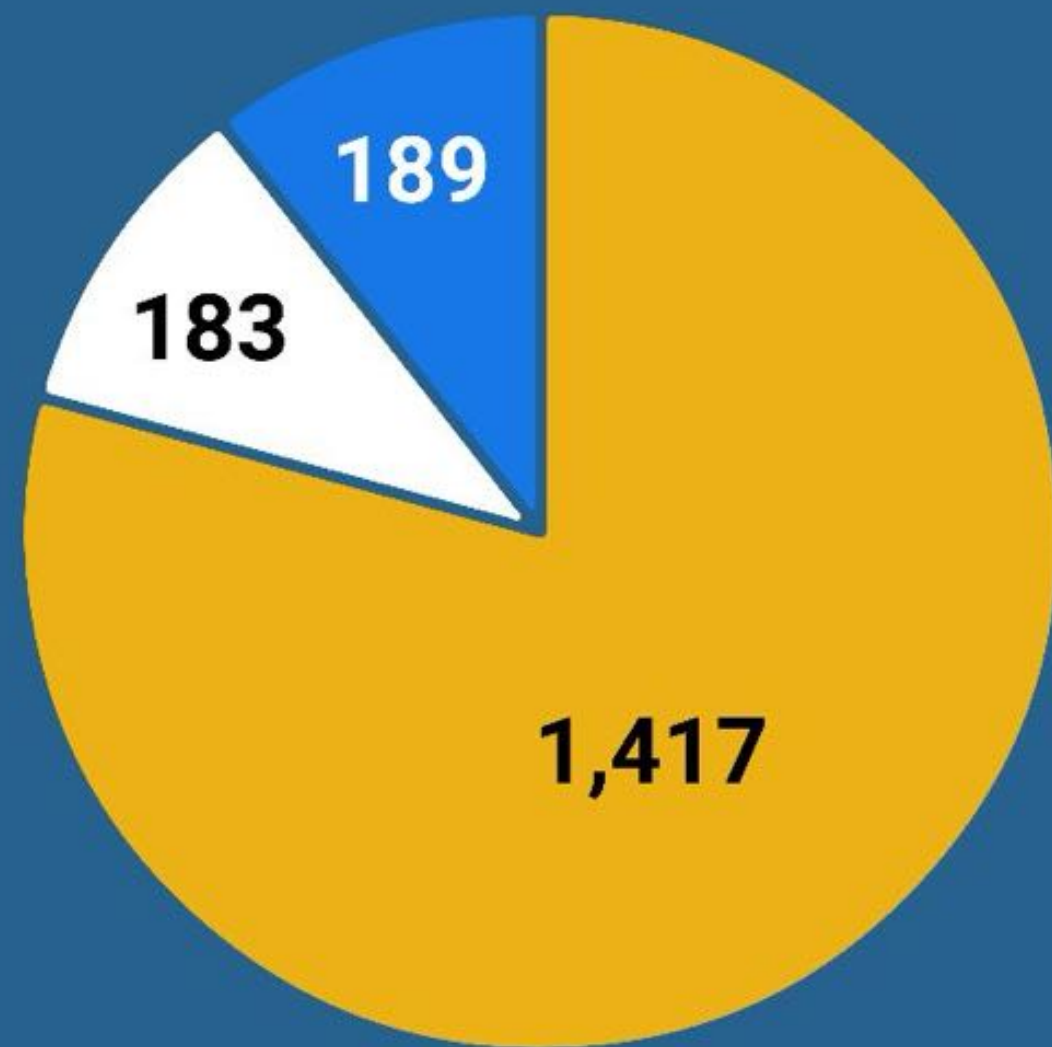


**RM 160,275**  
energy access value created



# 2022 **class participation** implementation highlights

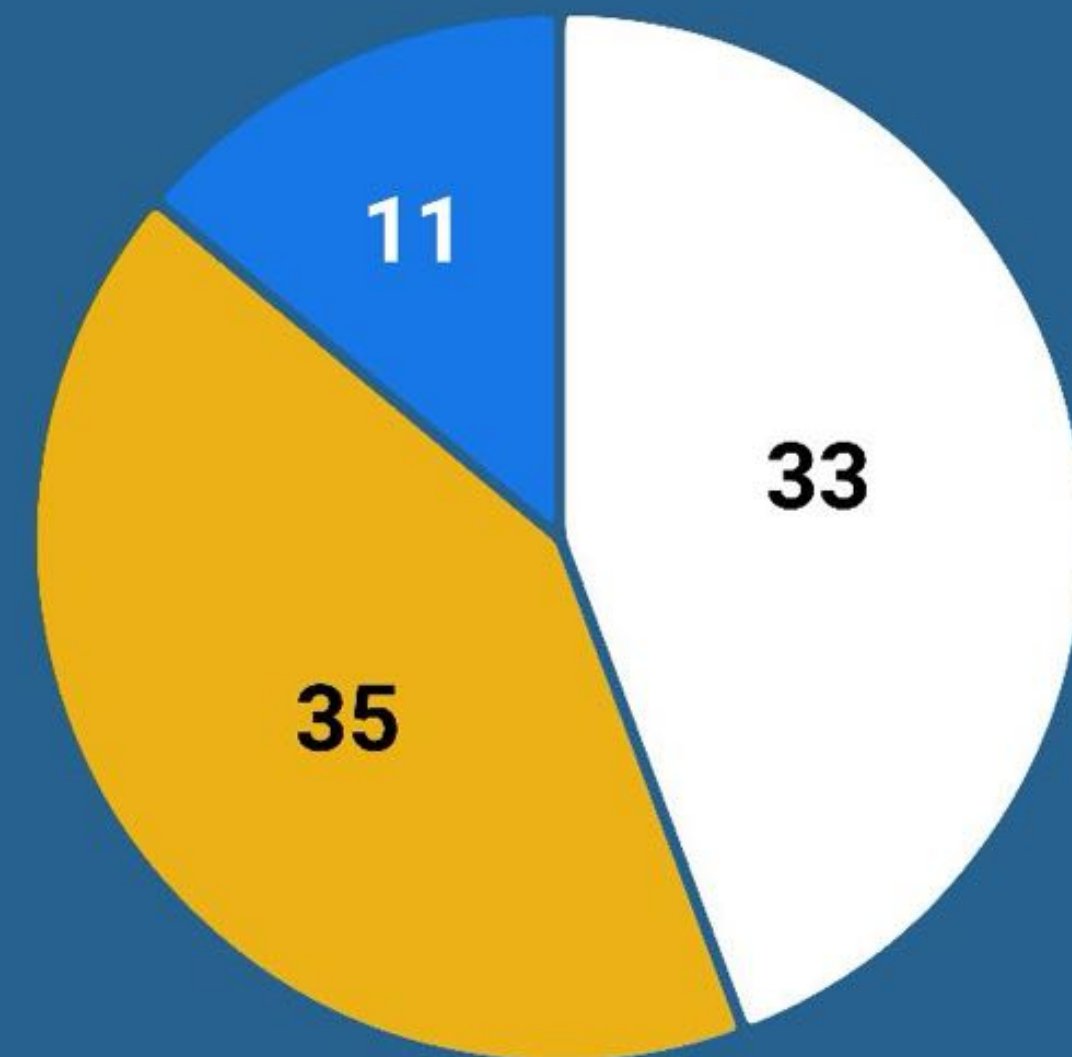
## Skills Hub



Total **1,789**

Skills Hub online   Achieve   Meta Boost

## Solar Academy



Total **79**

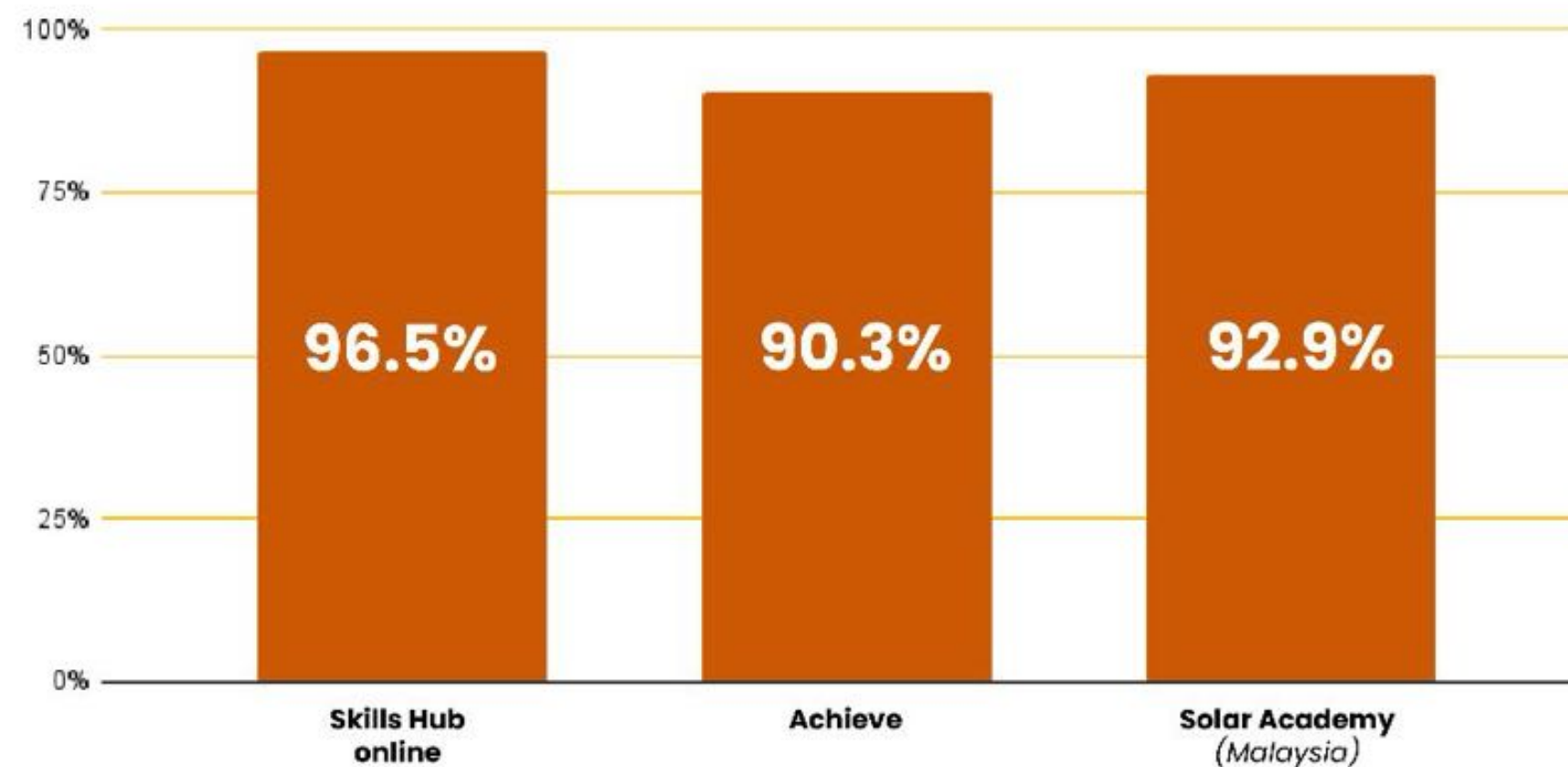
Solar Academy (Malaysia)   Solar Academy Indonesia   SolarEduNita



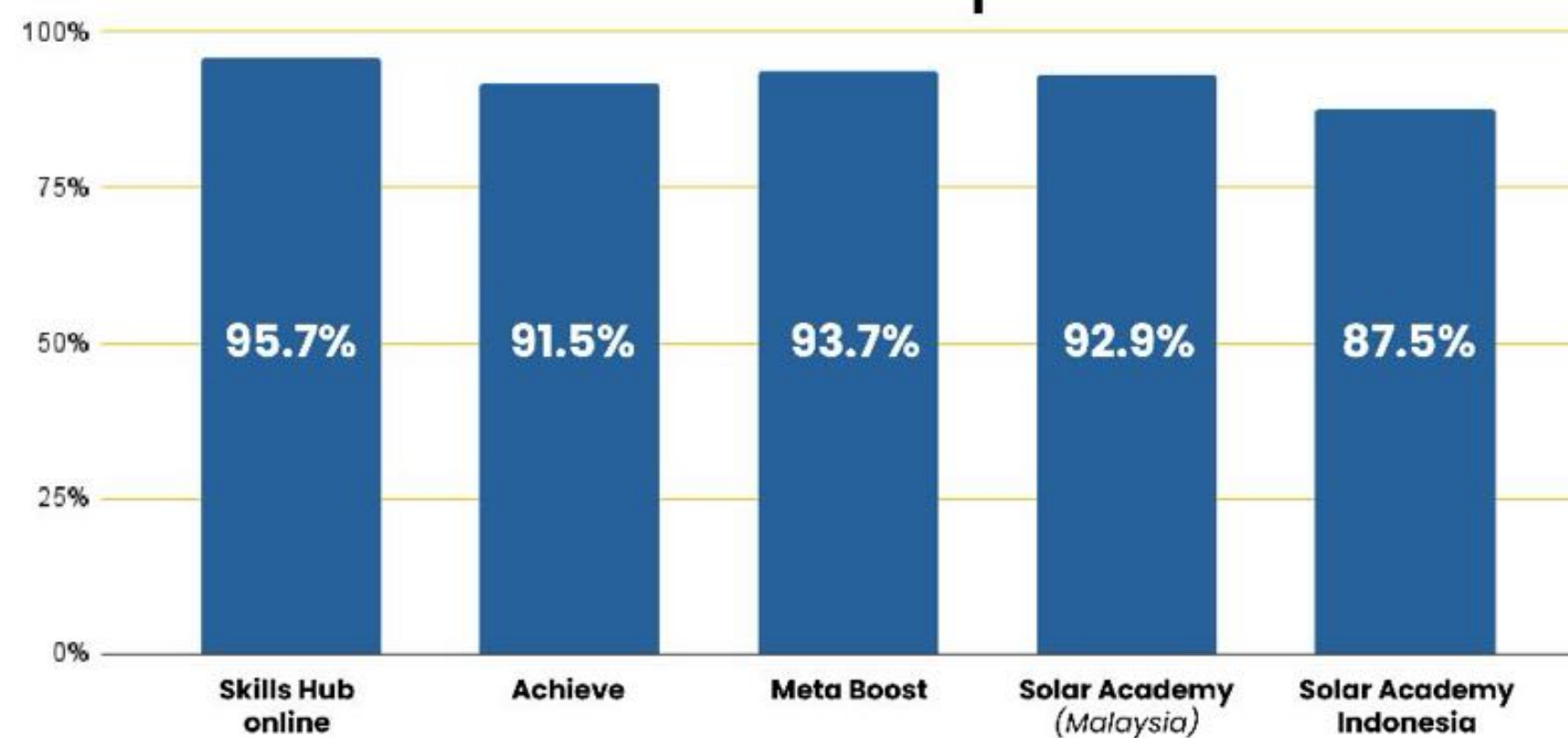


# 2022 student satisfaction implementation highlights

## Overall student satisfaction



## Relevance & helpfulness





# Who are the Bottom 40% (B40)?



## Income divisions of households in Malaysia



1. Top 20% (T20)
2. Middle 40% (M40)
3. **Bottom 40% (B40)**



**40%** of Malaysians in the lowest income group



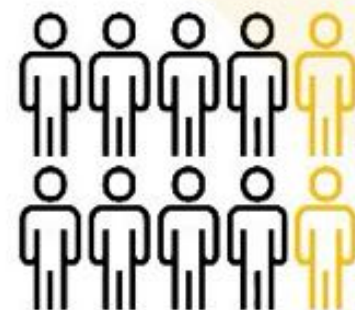
**2.9M** households earning **RM 4,849**/month



**1.2M** households living below absolute poverty line  
**RM 2,208**/month



**2 out of 3** rely on one income recipient



**8 out of 10** only have one month worth of savings



In Malaysia, the B40 face socio-economic challenges, with **unequal access to education** being a major contributor.



25% of B40 children do **not achieve the minimum qualification (SPM certificate)** required for decent jobs.



The current education system **lacks adequate alternatives** for those at risk of dropping out.





## Our Vision

A world where low socio-economic status individuals are able to move out of poverty and reach stable middle class outcomes while contributing to nation development.





# Our Mission

Our mission is to equip the B40 with knowledge, skills and motivation, moving them out of poverty towards middle class through education, training, personal development and employment support.



# What We Do

SOLS equips the B40 with knowledge and skills to progress out of poverty through language, educational courses, training, personal development and employment support.





## Strategies

SOLS works towards middle-class outcomes for the B40. We do this by focusing our programmatic design around **3 broad intervention strategies**.

These strategic objectives at an individual, ecosystem and sector level are essential to creating real, transformational impact.

# Impact Meta Model

1



**Empowering B40 children and youth** through developmental programmes, work and entrepreneurship skills (professional & life skills), and employment opportunities to impact and transform their education and work outcomes.

2



**Improving the ecosystem** through providing access to employment and financing, the setup of support systems for those who risk falling behind, and enabling opportunities for employment and apprenticeships.

3



**Enabling the sector** through sharing data and knowledge of our sustainable impact model and solution designs, as well as building coalitions and networks with governments and agents of change to scale impact.





## Solutions

# Impact Meta Model



**Students learn a range of skills required for them to be job ready** and help them fit in easier in their new environment. This includes communication skills, self-development, teamwork and adding value to their organisation.



**Our programmes focus on youth and young adults to be able to convert their education into income** by helping them secure a job that fits their needs and motivation. This enables them to start earning an income without any gap of being unemployed.



**SOLS works closely with other employers to understand the needs of their business** to ensure that programmes are catered to servicing the requests of the changing business environment.



**We provide support systems after the programme**, that are often neglected. This involves supporting them with information about living necessities, health-related wellness, government, legal and technology services available.



As we bridge the current gaps, our solutions will be geared to children in high school and school going ages **to reduce losses incurred at higher stages.**



Success Stories

# Participant Stories



**Fuad**  
Project Coordinator



**Nafili**  
Solar Installer



**Prasannah**  
Admin Assistant



**Liau Tze Ling**  
Entrepreneur



A photograph of Fuad and his team working outdoors. Fuad is in the foreground, wearing a dark blue polo shirt with a 'SOLS ENERGY' logo, a grey cap, and glasses. He is smiling and looking to the right while holding a clear plastic bag. Behind him, two other team members are visible, one in a grey shirt and cap, and another in a light blue shirt and cap. They appear to be engaged in a task, possibly related to solar energy installation or maintenance. The background shows lush green trees and a clear sky.

## Fuad – From courier to community impact

Fuad's life in Kuala Lumpur was once a relentless struggle marked by instability. His days were spent working long hours in fast-food restaurants and later dealing with the hustle and bustle of city life as a courier.

Through the Solar Academy, Fuad learnt technical and professional skills which led him to work in Corporate Social Responsibility in renewable energy. Now he earns a living by bringing electrification to Malaysians, particularly indigenous communities, with solar lights. This gave him purpose, stability, and opportunities to grow further.

Within just 6 months, Fuad advanced to the role of project coordinator, earning 50% more than his previous job. He's no longer bound by daily wages; he supports his retired parents, saves for the future, and pursues financial goals.

However, this is just the beginning for Fuad. While he could comfortably remain in his current position, he's set his sights higher, aspiring to become a project manager in the future.

**“SOLS Foundation wasn't just an organization, it was a lifeline. It didn't just offer jobs, it nurtured dreams and aspirations” (Fuad)**



# Nafili – Refusing to be a burden

Nafili, a 21-year-old from an Orang Asli village in Gua Musang, Kelantan, once earned a modest income of RM700 – RM800 per month by collecting and loading kelapa sawit (palm fruit). He had dropped out of high school at the age of 15 and the laborious work took a toll on his body and spirit.

With insufficient formal education and no technical skills, Nafili could not secure better opportunities. The realization of being a burden to his family prompted Nafili to seek change.

Nafili's initial experience at the Solar Academy was underwhelming. He lacked self-confidence and doubted his abilities. However, a transformation began as he ventured into practical training. Nafili credits his change to the Academy's public speaking and personal development courses, which helped him recognize his self-worth and the value of his skills.

**The realization of being a burden to his family prompted Nafili to seek change.**

His current salary is nearly the triple of what he earned before joining the Academy. This substantial increase in income has not only motivated him to work harder but has also significantly contributed to supporting his family financially.

In two years, he plans to reward himself by purchasing a motorcycle, securing his own rental room, and contributing more to his family's well-being. He also envisions staying in the solar energy field for the foreseeable future.





# Prasannah – Getting back the chance to dream

Hailing from Kuala Lumpur, Prasannah was rushed on her path to independence by family troubles. However, her dreams to get a degree were shattered when the pandemic abruptly halted her part-time job, her only source of income.

Prasannah then turned to the Achieve program, a transformative initiative by Prince's Trust International brought to life in Malaysia by the education experts at SOLS Foundation, which became Prasannah's lifeline. She refined her presentation and mastered new communication skills, and developed professional etiquette. The mentor assigned to Prasannah was also a valuable support with guidance and encouragement in her job application process.

When Prasannah secured a full-time position as an admin assistant, her mentor was among the first to hear the good news, along with her Achieve facilitator. With the income from this job, Prasannah can now take care of herself and save up for her



Overwhelmed with stress and without a penny to her name, Prasannah found herself facing an **uncertain future** and the feeling of being a burden on her loved ones.

degree without relying on others. Her story doesn't end here, though. Prasannah aims to study business in university and eventually open her own café, a lifelong dream she has always harbored.



During the Meta Boost classes, Ms. Liau learned to build social media traction, create persuasive and creative content, as well as **increase reach for her business.**

## Ms Liau Tze Ling - Micro businesses need marketing

Ms. Liau Tze Ling runs a small homemade bakery, peanut butter, and kaya spread in Sandakan, Sabah. The 42-year-old entrepreneur uses her personal Facebook page and word-of-mouth to promote her business.

After taking part in the programme, Ms. Liau understands what makes online marketing impactful. She has improved her communication with customers. To create more engaging content, she even takes the initiative to improve her advertisements by using Photoshop as she now realizes the importance of making a good first impression.

During the workshop she also learned how to use artificial intelligence for copywriting. These tools definitely helped her to create more catchy, attractive and persuasive captions for her posts.



# Participant Testimonials

## Solar Academy



“ Now I think my future is brighter. I want to learn as much as possible, it may take years, but I think I can go far.



“ The most valuable skills I learned was to work at faster pace and under unfavourable conditions.

### RIZAM

“When I was in school, I constantly got an “E” for English. I never passed English tests. But now I am able to speak in English. Before Solar Academy, I was working in a coffee mill in Tanjung Sepat with a salary of RM900, with an increment of RM1 per year. I thought I will only be working in my kampung with the low salary. But now my starting salary is around RM1,500 per month. My parents have combined income of less than RM2,000 per month back in kampung, so my salary definitely helps. Now I think my future is brighter. I want to learn as much as possible, it may take years, but I think I can go far.”

### SETHU

“Before I came here, I was less confident. I don’t really speak in English or have any knowledge related to solar. After attending the seminars during the programme, I have gained more confidence. I speak more in English. The most valuable skills I learned was to work at faster pace and under unfavourable conditions. This programme met my expectation, as now I could contribute more money to my family. Previously, I was not earning this much, I was working part-time in construction site while studying for my SPM. I want to gain as much experience here (Solar Energy) and may be looking for a job in Singapore in the future.”



# Participant Testimonials

## Solar Academy



“ Now I’m earning at least RM1,800 per month. The most valuable thing in Solar Academy is its community. I appreciate the teamwork and the highly supportive community here.



“ I used to lack of confidence and afraid to talk and mingle with strangers. Now I’ve improved.

### BENNY ARDIAN

“I lived in interior part of Sabah. Before I came to Solar Academy, I was working in a local wet market with an income of around RM700 per month. At first, my family was not very encouraging, as they were concerned that I will be far away from family and may get culture shock. But I was determined to be independent. If not, I will stuck in my kampung and do low income job. Now I’m earning at least RM1,800 per month. The most valuable thing in Solar Academy is its community. I appreciate the teamwork and the highly supportive community here. Now I’m more confident. I see myself becoming a successful businessman in the future.”

### ROHAIZIED

“I come from kampung orang asli in Sepang, Selangor. I used to work as a fishmonger at the local wet market. I was working while studying and rarely went to school. I earned a maximum of RM800 per month. My family encouraged me to enrol into Solar Academy. My mother said I will get a better paying job after graduating. If I didn’t enrolled into the programme, I would probably still work at the local wet market. What I love the most is the community here. My friends and teachers here are very supportive. I used to lack of confidence and afraid to talk and mingle with strangers. Now I’ve improved. I see myself continue working here (SOLS Energy) for the foreseeable future.”



# Testimonials

## Meta Boost

**Munah Binti Suaidi** 1 month ago

Within these 3 months, my sales increased by 50%.



**Veroneca Brenda Jane** 5 minutes ago

Peningkatan dalam capaian matlamat syarikat dan secara khususnya. *(I saw an overall improvement in company's market reach.)*



**Tholhah Bin Agung Biyadi** 30 minutes ago

Peningkatan view live dan capaian pelanggan. *(I saw an increase in live views and reach to customers.)*



**Liau Tze Ling** 20 minutes ago

Profit increased



**Muhammad Redhuan Bin Hang Tuah** 3 days ago

peningkatan keuntungan perniagaan. *(I saw an increase in business profits.)*



**Stanfordson Anak Ninting** 1 hour ago

Sejak menggunakan Meta Boost ini viewer & followers makin bertambah. *(My viewers and followers keep increasing since I use Meta Boost.)*



**Khairulnizam Bin Eosli** 2 hour ago

Peningkatan keuntungan perniagaan & good result customer. *(I saw an increase in business profit and attained good results with my customers.)*





# Programmatic Achievements

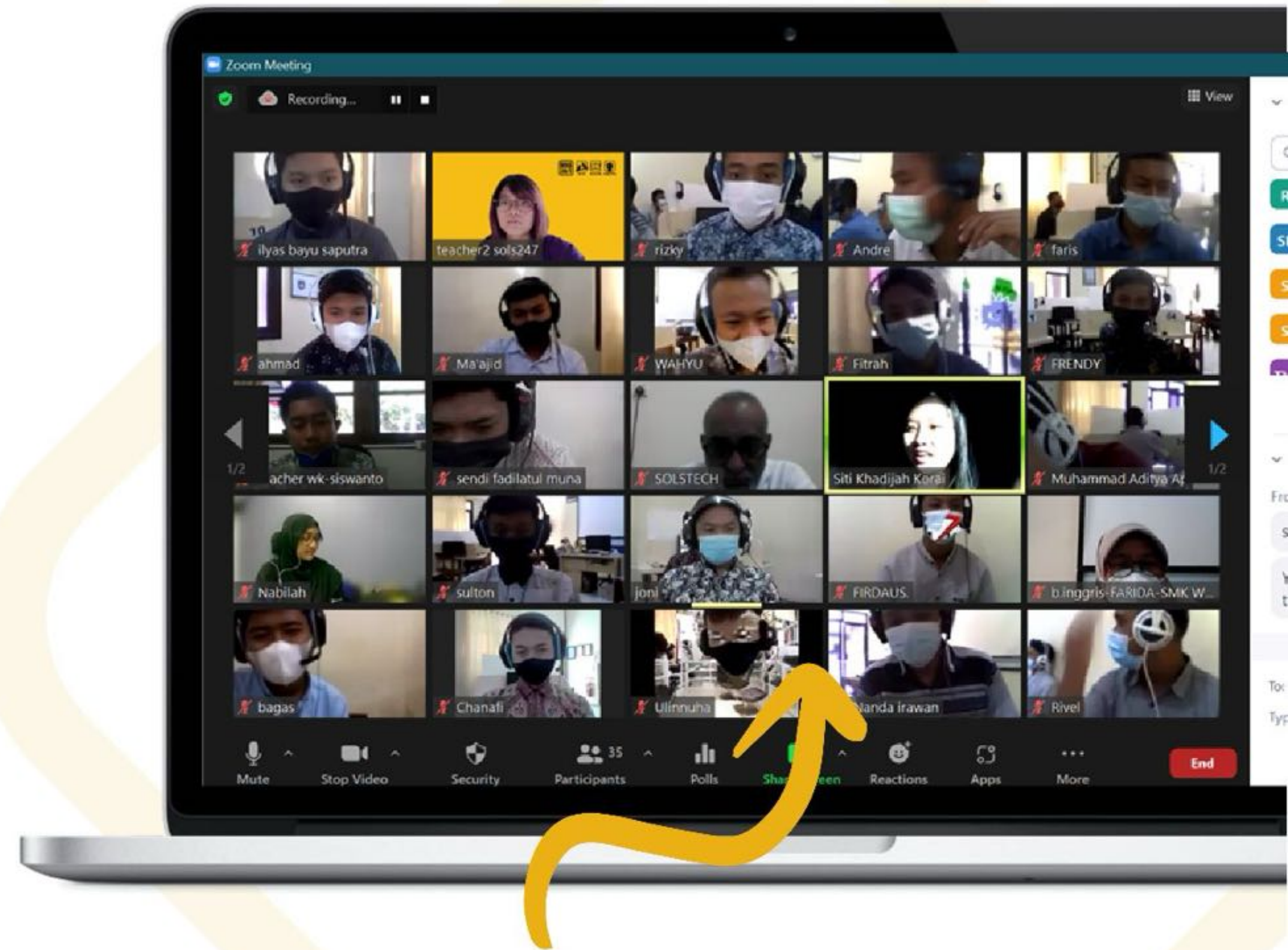
Implemented the first hybrid Solar Academy in Indonesia

While our primary Solar Academy was delivered in-person, **we took on the challenge of providing the course in a hybrid fashion. The classes were delivered online by teachers from SOLS Foundation**, while the local TVET teachers in Indonesia observed and provided assistance when required.

The programme involved male students from a vocational school, **SMKS Wisudha Karya Kudus in Central Java, Indonesia**. They were 18 years old and hailed from a humble socio-economic background.

These students were initially trained to become electrical technicians, but due to high competition and saturation in the job market, they were trained to become solar PV panel installers or secure other technical jobs in the renewable energy sectors.

The 12-month intervention concluded with 33 students graduating from the programme with a third of them getting job placements immediately after graduation.



**33 students graduated from the first hybrid Solar Academy in Central Java.**



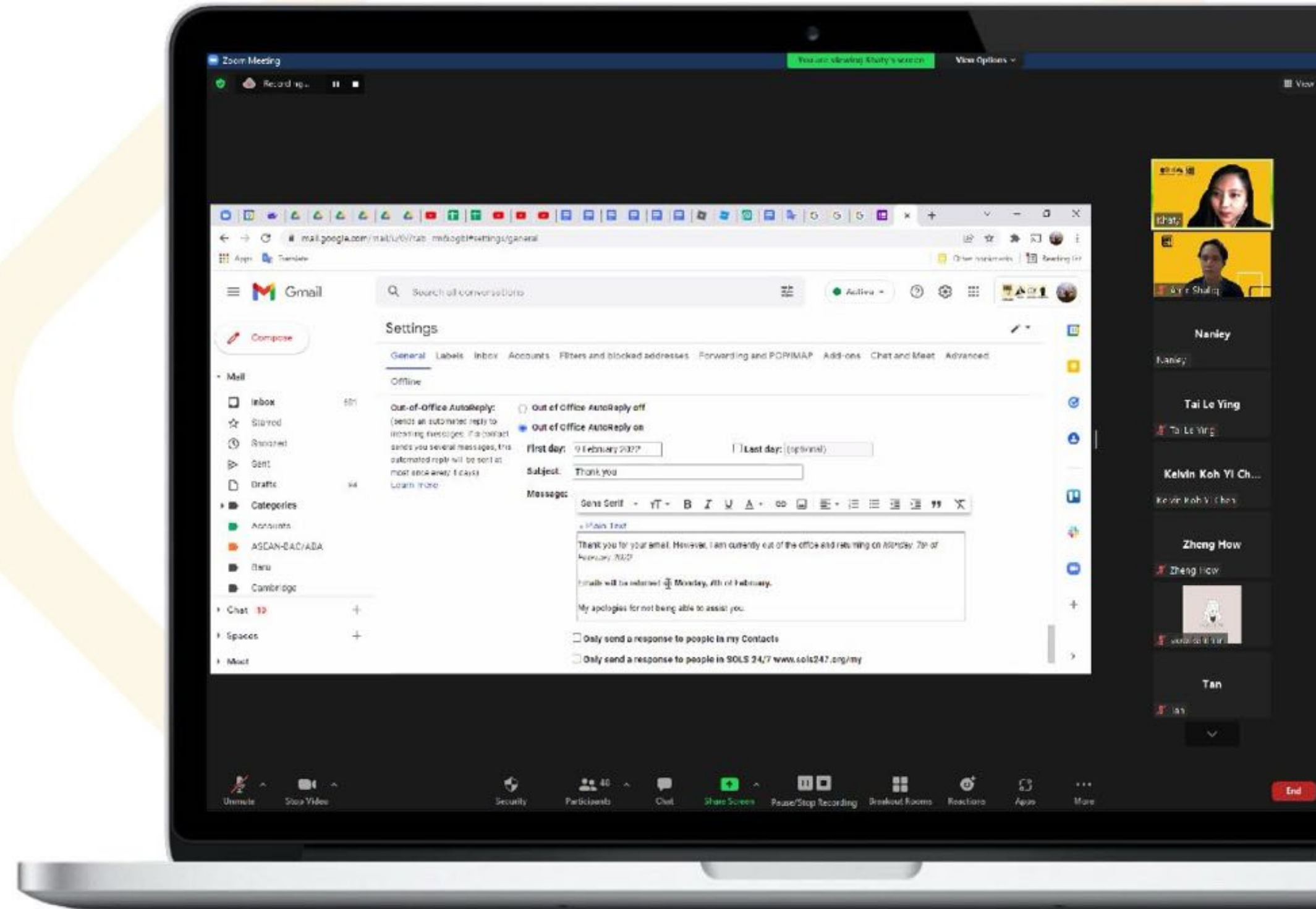
# Programmatic Achievements

Piloted a remote volunteer teacher model to help us expand

Several remote volunteer teacher model prototypes were designed and tested from the end of 2021 until mid-2022 to understand and trial out the processes required to run a volunteer based online education delivery platform for the Bottom 40% of the community. The goal is to successfully recruit, onboard, train, place, monitor and offboard volunteer teachers.

**Overall, 13 volunteer teachers were trained, onboarded, and delivered class sessions under the Skills Hub platform. They delivered classes under the English, Self-Development, and Digital Skills pillars.**

We utilized the learnings from the process to design a robust volunteer teacher network unit within our Skills Hub programme. We hope to launch this programme in 2024.





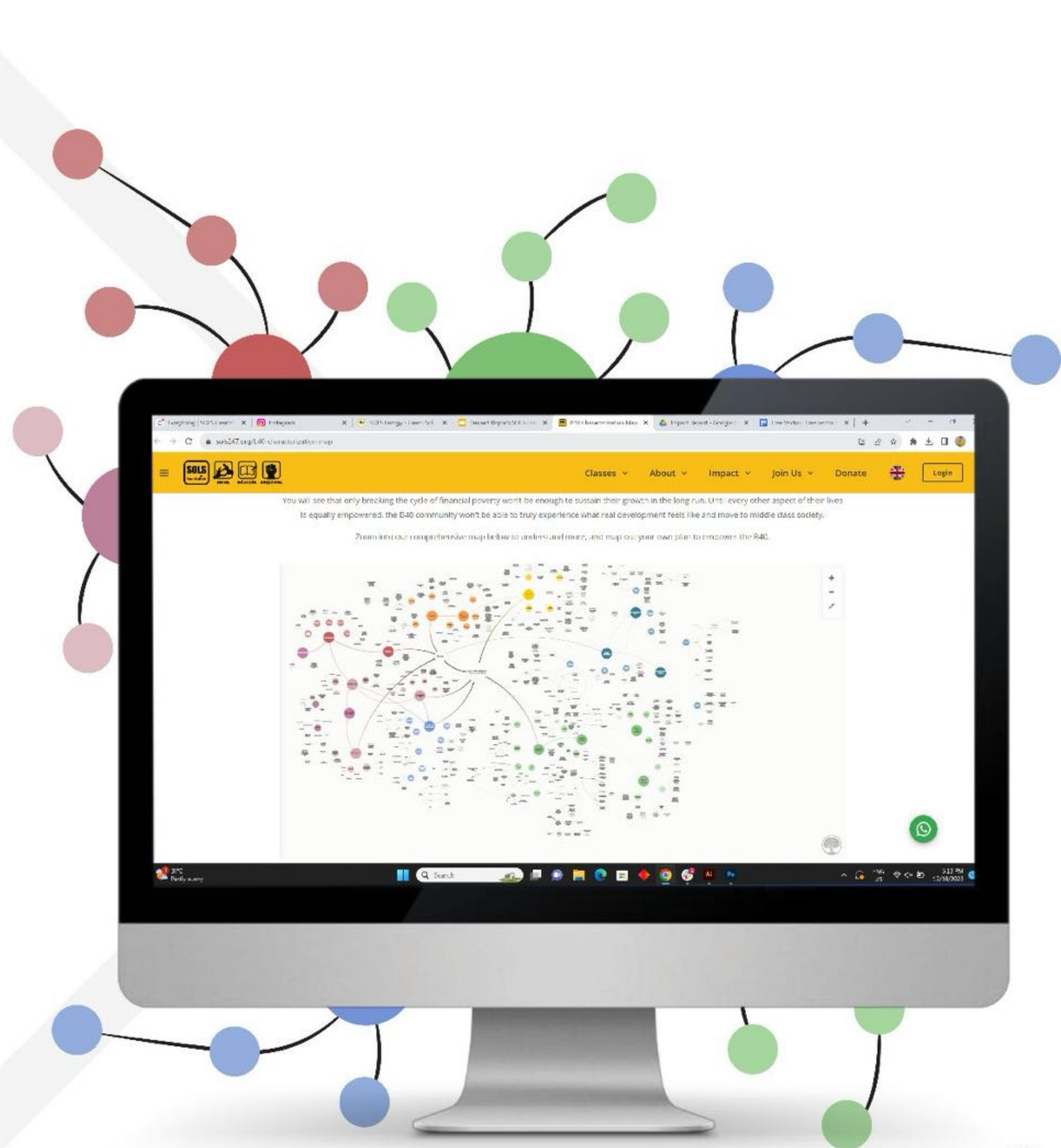
# B40 Characterisation Data

To truly understand the challenges the B40 face, SOLS conducted an in-depth study on the characteristics of the B40.

This research was conducted in 2020–2021 over the timespan of one year, involving literature review and primary research with focus groups and surveys, and it allowed the organisation to understand the wider outcomes and longer term dynamics in the B40 demographics.

This helped to validate our knowledge of the target community which enables us to prioritise the areas and avenues for support. The outcome of the B40 research is visualised in the B40 characterisation map showing how the quality of life of the B40 derives from the interconnectivity between 18 areas of life, detailed in selected data points from the research conducted by SOLS.

Visit <https://www.sols247.org/b40-characterization-map> to view the comprehensive map.





# Media Recognition

## INTERNET

Monday, 13 Jun 2022

Sols 24/7, an NGO that provides free education, and vocational and social empowerment programmes, teaches volunteers how to promote crowdfunding campaigns on social media.

### Digital divide

Beyond providing an accessible avenue for volunteers, says Sols 24/7 managing director Danutcha Catriona Singh, technology must not impede the aid recipients.

“We have become dependent on technology to run our daily lives,” Danutcha Catriona says, adding that Sols 24/7, which held the majority of its lessons offline, had to transition to remote learning during the pandemic, conducting them largely over WhatsApp.



While there is no denying the value of emerging technologies, they are too costly for NGOs, says Danutcha Catriona.

“It was a learning experience for us. Some of our pupils from Orang Asli communities had difficulty downloading their homework through WhatsApp because it became too overwhelming as there were many modules,” she says.

A web application – Sols Edu – with a minimal user interface and no extraneous elements was created to make it easier for students to access classes, materials and other resources.

“The majority of our students are on prepaid plans with limited data. We can’t have them wasting their bandwidth by attempting to load a heavy website.



Social media, says Alya Syahida, is a valuable tool for spreading the message faster and further. – Photos: Sols 24/7

“Messages shared online spread easily, faster and further. We even have volunteers from foreign countries,” says its senior manager for corporate social responsibility and fundraising, Alya Syahida Allias.

She goes on to say how important it is for volunteers to receive training and tutorials, as well as marketing resources to help them create content.

“Providing updates on how the donations have benefited students, for example, or the progress of installing solar panels in a community is critical for campaigns,” she adds.

Student Ludwig Kwan, a volunteer with Cuci Malaysia who not only helps with clean up activities but also photographs the NGO’s efforts, believes it is critical to get the message through clearly.

“It must be effectively pushed because social media algorithms work in such a way that unpopular postings are lost,” he says.





# Making a difference in the digital age

► FROM PAGE 1

Hanisah Zaimuddin, a cybersecurity student at the University Malaysia of Computer Science and Engineering (Ummy), says her course requires her to do 15 hours of community service.

"We were introduced to Cuci Malaysia by our lecturer and have worked closely with the NGO on a few programmes.

"Prior to every event, we'll hold a briefing to remind everyone of our objectives so that we can truly make a difference," says Hanisah, the Ummy programme lead for the Taman Eko Rimba Kanching clean-up initiative last June.

It also allows the NGO to gauge the impact of the education modules – if the students are engaged or otherwise.

"When usage drops, we need to consider what went wrong. Did we bombard them with questions? Were they overly difficult?"

"Some students may just want to do the exercise faster and receive results right away, in which case we have to make the module more exciting," she says.

Meanwhile, Mercy Malaysia is looking for tech partners to help it keep up with digital demands and go paperless.

"Instead of handing out papers physically after each mission, we may try something new, like generating a profile history of the volunteer and providing certificates," she says.

While there is no denying the value of emerging technologies like artificial intelligence and blockchain – which powers cryptocurrency transactions – they are pricey, says Danutcha Catriona.

"How do we navigate the cost as an NGO? We have an in-house development team, which is currently self-funded and we are looking for investors."

"We don't want to pass the cost of technology development to our beneficiaries," she says.

Even small costs can have a significant impact on a H40 family, according to Danutcha Catriona, who adds that some families send their children to work to make ends meet.

Chandra says Cuci Malaysia has started using QR codes to register volunteers during campaigns, as it's easier because everyone has a mobile phone.

"The QR code will take you to a Google Form, which eliminates the need for paper and helps reduce waste."

"Because we'll be outdoors, the paper will most likely get wet or crumpled, preventing us from bringing back the data for proper recording."

"Storing the info on the Cloud helps us simplify our approach and optimise the process," says Chandra.

## Tech troubles

However, technology can be misused or make a situation harder to manage when people don't cooperate or follow rules.

In one of Cuci Malaysia's projects, the NGO sent out a request for aid on Twitter, which led to people showing up unannounced and bringing unneeded items, like too much food, according to Chandra.

"That was a headache for us. Some showed up, dropped packets of food and then left."

"We had to find ways to keep the food from going to waste," he says.

A situation can also be made worse, he continues, when too many people show up, causing traffic congestion and making crowd control a nightmare.

Though Chandra welcomes all to volunteer, he urges them to seek information from local councils, go through proper channels and register when required before showing up.

"If you show up unprepared, you could be a burden to others, even to those who require assistance."

"There will also be instances when the people no longer want our help – we have to respect that and move on," he adds.

Cuci Malaysia public relations manager Ahmad Muzammil Mohd Faridra says people who use such projects for publicity or photo ops have left a negative impression on the aid recipients.

"I remember one event where someone showed up with a pick-up truck and started handing out

food from the vehicle to those below him.

"He was also surrounded by a camera crew. I felt that was just bad optics because he was not treating the survivors with dignity and using them as aesthetics to boost his own image," says Ahmad Muzammil.

According to Raja Riza Shazmin, volunteers are cautioned not to engage in inappropriate behaviour, such as photographing people receiving aid, when they sign their registration forms.

"Scenes are more difficult to manage because they are taken with mobile phones rather than larger professional cameras."

"We've had this issue before, but how do you stop someone from posting on social media platforms? Instead, I think it's more important to teach them about sensitivity and proper conduct," she says.

Chandra (front, right) and Ahmad Muzammil (flanking) Rawang assemblyman Chua Wei Kiat at a Cuci Malaysia event in Taman Eko Rimba Kanching in Selangor. — MUHAMMAD SHAHRIL ROSLI/The Star



## Double-check before donating

ARE you considering making an online donation to a non-governmental organisation (NGO) or a good cause?

Mercy Malaysia vice president H and legal consultant Dulin Raja Riza Shazmin Raja Badrul Shah recommends that people conduct due diligence before making online donations.

People should start by checking the organisation's status on the Registry of Societies Malaysia (ROS) website to ensure that it is legitimate, she advises.

"The ROS website has been updated and is easier to use now. Donors can also check if the organisation has tax exemption status with the Inland Revenue Board."

"Our online receipts include information like the ROS number and tax exemption status."

"We also publish our yearly report on the website, which includes our financial statements, for transparency," she says.

Raja Riza Shazmin also encourages individuals to check if there are online reports of irregularities or fraud involving the company.

Sols 24/7, on the other hand, creates a personal online fundraising campaign page for its volunteers.

"They will get a unique link and only those with that link can help us raise funds."

"The link will direct users to our campaign page, giving

them credibility," says its senior manager for corporate social responsibility and fundraising, Alya Syahida Alius.

She says online fundraisers are not required to collect money in person and all payments will go directly into the company's accounts.

Scammers often take advantage of people's generosity during times of need by organising fake donation drives.

In December last year, Bukit Aman Commercial Crime Investigation Department (CCID) director Gannam Danik Mohd Kamarudin had urged the public to be cautious when making donations to fundraising efforts to help flood victims.

Though no fraud reports had been lodged at the time, he felt that such donation drives would receive a positive response, and it was important to ensure the fake fundraisers didn't divert funds from those in need.

The police, he said, will be monitoring various donation drives, especially those conducted through the Internet.

In January, the police received two reports of fraudulent flood donation schemes in Temerloh, Pahang.

In the first incident, a man lodged a report claiming that his home address was used in a Facebook post to seek donations. The bank account included in the post was not his and his house was not affected by the floods.

In the other case, an NGO provided aid to a woman claiming to be a single mother of three, including food and cash totalling RM700.

However, further investigation revealed that the suspect had given a vacant home address and was not a flood victim.

— Angelin Yeoh and Qashin Tariq



Social media, says Alya Syahida, is a valuable tool for spreading the message faster and further. — Photos: Sols 24/7



According to Raja Riza Shazmin, volunteers are discouraged from photographing people receiving aid. — Mercy Malaysia



Cuci Malaysia resorted to QR codes for registration because paper is often ruined in wet weather. — ANGELIN YEOH/The Star



While there is no denying the value of emerging technologies, they are too costly for NGOs, says Danutcha Catriona

# Machine with a mighty 'mind'

COULD Deepmind have built the first general-purpose artificial intelligence (AI) model that's capable of learning several tasks at once, whereas most AI models are trained for a specific purpose?

Since the American company unveiled its new work, the question has been spurring reaction from computer experts around the world.

Gato is billed as an AI model capable of performing no less than 601 different tasks.

And, according to the American company, it could out-perform human experts in 450 of these tasks.

It is capable of playing Atari video games, captioning a picture, conversing with a human through a chat function, and even startling birds with a robotic arm that it can control at will.

The strength of Gato lies in one key thing: it never forgets what it has been taught.

In recent years, many AI models have begun to combine different skills.

Examples include Dall-E or Imagen, capable of generating images from a simple text description.

Recently, the French AI model NooK managed to beat several world bridge champions.

AlphaZero, another model already built by Deepmind, has learned to play Go, chess and Go.

But there's one difference: AlphaZero could only learn one task at a time.

After learning to play a strategy game, it had to forget what it had learned to move on to the next game.

Gato learns several different tasks at the same time and can



The strength of Gato lies in one key thing: it never forgets what it has been taught. — AFP Relaxnews

switch from one skill to another without having to forget what it has learned.

This is a significant step along the road to a legendary quest, that of general-purpose AI.

In the early days of the computer age, many theorists defined this intelligence as the ultimate goal.

Such a model would be able to think, learn, reason, be logical – in short, be similar to humans in the way they think. So is this close to being achieved?

In reality, it is a technology world that's all too used to spectacular announcements, opinion is divided.

For example, according to TechCrunch, during a chat with a person, Gato could answer that Marseille was the capital of France.

For its part, Deepmind claims that out of 450 of the 604 tasks Gato can theoretically perform, its model outperforms an expert in

more than half of the cases.

But for some researchers and experts in the field, Gato could still be far from a human level of performance.

"I think people saying it's a major step towards (AI) are over-hyping it somewhat, as we're still not at human intelligence and likely not to get there soon (in my opinion)," Matthew Guzdal, an AI researcher at the University of Alberta, told TechCrunch.

A form of "superintelligence" would be able to learn to do new things without being trained.

This is not the case with Deepmind's Gato. It is estimated that an AI model needs 100,000 cat pictures to be able to recognise a cat, while a toddler would only need two.

For the creators of the model, it's all about scale.

The scale of the data would have to be increased to allow it to reach a greater potential.

For now, Gato works with 1.18 billion parameters, while GPT-3, another model, has 175 billion. — AFP Relaxnews

## NFTs help combat CO2 emissions



The first collection, composed of 160 NFTs, supports a reforestation project in Costa Rica. — AFP Relaxnews

that the project is progressing well, the startup uses satellite imagery and artificial intelligence.

In its white paper, the startup states that all content is on the project's blockchain, which allows for permanent traceability.

Regarding the environmental impact inherent to the production of NFTs, CarbonAble uses the Cosmos protocol, working with a proof-of-stake mechanism that's reported to be less energy-consuming.

Since its launch, CarbonAble has already released two NFT collections.

The first, composed of 160 NFTs, supports a reforestation project in Costa Rica, in collaboration with the Corcovado Foundation.

Some 8,000 trees will be planted to reforest this area.

According to the French startup's forecasts, it will be possible to capture no less than 1,851 metric tonnes of carbon emissions in the next 30 years, the equivalent in

carbon emissions of 1.6 million paperback books.

The second NFT collection aims to restore mangrove forests on the island of Colon in Panama with Fundación NaturaLexa.

Mangroves are among the most effective carbon-storing natural ecosystems on the planet.

Each of the 300 NFTs minted for the occasion represents 500sq m of land.

Both collections, launched in May, have proved successful, with the first selling out in less than two seconds and the second selling out in minutes.

In addition to playing a part in the fight against global warming, each token allows its holder to receive financial returns from the sale of carbon credits by the startup.

CarbonAble also offers buyers the opportunity to be rewarded with governance tokens for direct participation in certain company decisions. — AFP Relaxnews

In order to fight global warming, CarbonAble, a French startup, has launched several collections of NFTs (non-fungible tokens) to boost financial support for environmental projects.

To reduce carbon dioxide emissions and achieve carbon neutrality, CarbonAble offers the chance to invest in NFTs that represent plots of land in natural areas.

These "carbon sinks" are like natural reservoirs capable of storing and absorbing greenhouse gases present in the atmosphere.

By reducing and registering these gas emissions, any company can receive carbon credits.

The concept of carbon credits was introduced in 1997 by the Kyoto Protocol.

The objective of this international agreement is to reduce greenhouse gas emissions to a level that will no longer cause climate change as a result of human activity.

This carbon credit takes the form of a certificate that proves that the project has avoided the production of one tonne of carbon dioxide.

It is through this approach that CarbonAble wants to encourage investment in its NFTs.

The blockchain's properties of transparency and reliability help ensure trust in the project.

Each NFT has its own set of data directly embedded in the blockchain, with the exact location of the plot or even the characteristics of the land.

To enable the investor to ensure





# **Programmatic Impact in 2022**





# Why Solar Academy?

Many students that fall off the traditional educational trajectory need an opportunity to integrate into the working economy. Solar Academy is an excellent platform to do that. The government is investing in renewable energy and has plans to diversify its energy sources as set out in the Malaysian Renewable Energy Roadmap (MyReR). It has a target to generate 46,636 jobs in these sectors by 2025 with solar expected to be the second biggest contributor with 11,874 jobs. This programme enables graduates to earn 72.7% more than before the programme, in the form of stable income, with opportunities for growth.





# How does the Solar Academy work?

The purpose of the programme is to equip targeted students with solar installation skills and knowledge, technical, life skills and job readiness. This training will enable them to get a job as a solar PV installer, perform well on the job and continue to progress in their career and social life. The programme includes theoretical and practical training, and an apprenticeship, this way preparing the participants for immediate employment upon graduation.

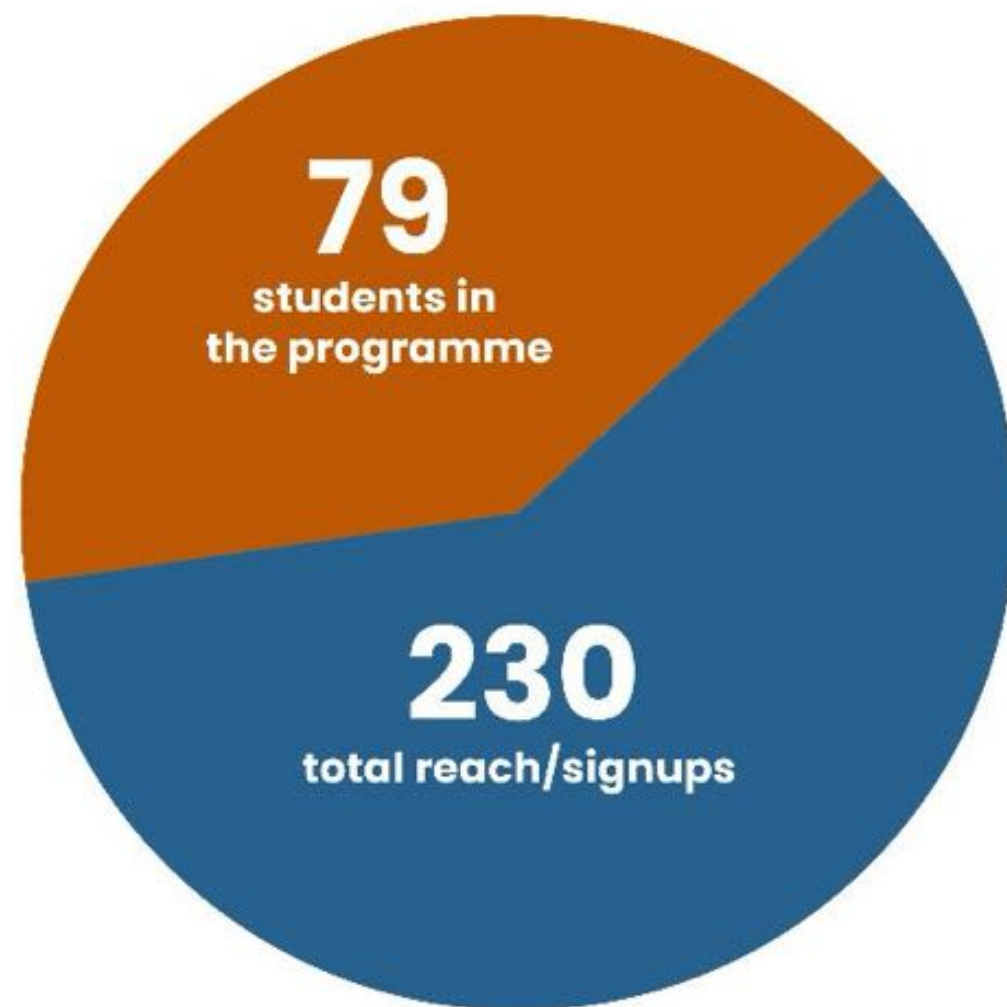
**Projects implemented under the Solar Academy programme in 2022:**

**Solar Academy (Malaysia)  
Solar Academy Indonesia  
SolarEduNita**



# Solar Academy programmatic impact in 2022

## Impact Parameters



infographic



**137**

modules created



**429**

classes conducted



**92.9%**

overall participant satisfaction

## Mastery of knowledge across all subjects (average summative assessment scores)



**80.5%**

Solar



**71.4%**

English



**81.1%**

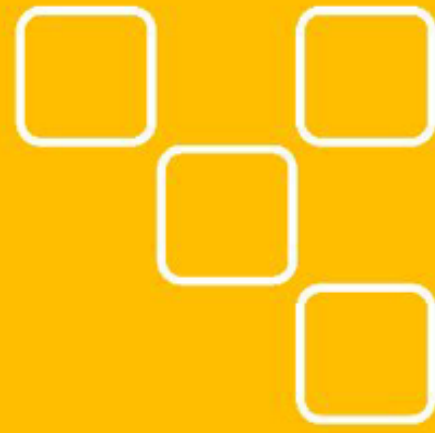
Digital Skills



**76.2%**

Personal & Professional  
Development





# Solar Academy (Malaysia)

March 2022–March 2023

## Timeline & breakdown of implementation phases

Theoretical class component: **3 months**

Theoretical (in-class) and practical training: **3 months**

Apprenticeship: **6 months**

infographic

## Solar Academy programmatic impact in 2022



**35**

participants in the programme



**70**

modules created



**248**

classes conducted



**92.9%**

overall participant  
satisfaction

## Mastery of knowledge across all subjects (average summative assessment scores)



**81.9%**

Solar



**80.3%**

English



**78.1%**

Digital Skills



**74.1%**

Personal & Professional  
Development





# Solar Academy Indonesia

August 2021 – March 2022

## Timeline & breakdown of implementation phases

**January 2022** – Career week – Event facilitating job application and interview simulations.

**February 2022** – Completion of theoretical training and guided practical training.

**March 2022** – Final assessments, job applications, graduation ceremony.



**33**

participants in the programme



**67**

modules created



**181**

classes conducted



**10**

participants found a job within 6 months upon programme completion

## Mastery of knowledge across all subjects

(average summative assessment scores)



**79.1%**

Solar



**62.5%**

English



**84%**

Digital Skills



**91.4%**

Personal & Professional Development

infographic

# Solar Academy programmatic impact in 2022





infographic

# Solar Academy programmatic impact in 2022

## SolarEduNita

September 2022 – March 2023

### Timeline & breakdown of implementation phases

**Programme (Theory):** September 2022 – March 2023

**February 2023:** Enterprise Project

**March 2023:** Cultural Dance Performance



11

participants in the programme

The participants were female Orang Asli youths and young adults hailing from rural villages in Peninsular Malaysia, representing various tribes such as Temuan,

Jahut, Temiar, and Semai. Under the SolarEduNita programme, they completed Soft Skills, Digital Skills, English, and Science of Life modules. They participated in the Achieve programme with specially designed modules such as Enterprise Projects, Customer Service, and Managing Money.

The main highlight of the programme is the Enterprise Project where the students set up their own food stall in SOLS Foundation's cafeteria. The students learned many enterprising skills such as project management, marketing, budgeting, inventory management, calculating costs and profits, as well as operating the food stall during the event.

During the Solar Academy's graduation day, the students performed their tribes' traditional dances.



# What's next for Solar Academy?

The Solar Academy runs both physical and hybrid programmes. The goal of Solar Academy is to impact 300 participants in the next 3 years. As an extended support function, SOLS intends to design and integrate an extended version of the current job placement system providing more job matching services for participants and potential employers. Based on the success of this partnership, we intend to explore other avenues of sustainability by implementing a fee placement model for job matching services.



SOLAR ACADEMY  
GRADUATION







## Why Skills Hub?

While studying and working, there are a lot of skills and knowledge needed to be successful. It's assumed that youth and young adults would have this information, however, B40 youth lack this exposure and access, hence having a harder time in studies and work. Skills Hub is designed to be that platform which provides them with access to learn all of these free of charge.



# How does Skills Hub work?

Classes are delivered online, live, by a teacher. Learners can sign up on the Skills Hub platform and choose from a range of courses available, which are modular in nature, and they can create their own learning path. Class topics teach learners to perform well in studies, apply for a job, do well at work, and progress personally and professionally.

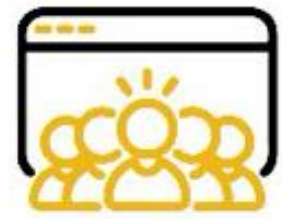
**Projects implemented under the Skills Hub programme in 2022:**

**Skills Hub Online  
Achieve  
Meta Boost**



# Skills Hub online

Impact data parameter



**4,446**

total participants reached



**1,789**

direct participants graduated



participants who take more than 1 class



**69**

modules created



**624**


classes conducted



overall participant satisfaction





A woman in a dark blazer and light blue shirt stands at the front of a room, presenting to a group of people. She is holding a small orange object. Several audience members in the foreground have their hands raised, indicating an interactive session. A whiteboard with a diagram is visible behind the presenter. The room has wood-paneled walls and a whiteboard.

Sponsored programmes under Skills Hub

## Achieve

The Achieve programme supports young people aged 15–27 who are at risk of underachieving in education and work. In partnership with The Prince's Trust International, based in the United Kingdom, SOLS Foundation offered this programme to Malaysian youth, with a focus on those who were not in education, employment or training.

After a 3-month training period, the Achieve graduates were given the opportunity to participate in a 3-month mentorship programme. The mentors were volunteers from a vast professional background who provided academic and career advice to the mentees and guided them towards their life goals.

This intervention encouraged and enabled youth to continue in education, start employment, perform better in their current job, and/or have a clearer understanding of their next step academically or professionally.





infographic

# Skills Hub programmatic impact in 2022

## Achieve



**183**

participants in  
the programme



**373**

classes conducted



**21**

modules created,  
localised, and revamped



relevance & helpfulness



overall participant  
satisfaction



# Meta Boost

The Meta Boost programme aimed to benefit business owners, solopreneurs, professionals from digital marketing background, and aspiring entrepreneurs from micro-, small- and medium-enterprises.

The participants were trained and guided to build customer relationships and reach new audiences via Meta Technologies i.e. Facebook, Instagram.

To achieve this objective, the programme taught four modules co-created with the META team who provided the theoretical knowledge, on top of which practical activities and localisation components were designed and offered to the participants, namely:



Establish your online presence with Facebook & Instagram



Get started with Meta Business Suite



Use Facebook to raise awareness of your business



Reach your audience with personalised ads

The classes delivered in 2022 were conducted live via our online platform.





# ∞ Meta Boost

## What's next

Over the following 6 months, Meta Boost will be delivered nationwide both online and in-person. Our team will conduct live workshops in Sabah, Sarawak, Penang, Pahang, and Johor.



**189**  
participants in  
the programme



**4**  
modules created,  
localised, and revamped



**18**  
classes conducted



overall participant  
satisfaction



# Why TVET Academy?

Technical and Vocational Education and Training (TVET) is one of the most accessible tertiary education options for B40 youth, hence over 90% of the students are from this socio-economic background. It is also a critical pathway to being employed in a safe job that sets youth up for growth.

However, a survey conducted by SOLS Foundation reveals that TVET graduates can secure employment, but are not able to successfully perform their role and may drop their first employment in the first year. The reason for this is that the TVET certification does not equip them with professional skills, digital skills, attitudes and strong working habits like discipline and commitment.

Our TVET Academy programme aims to equip these graduates with skills to choose & win the right job, succeed in jobs and build progressive careers that allow them to grow in a career pathway.

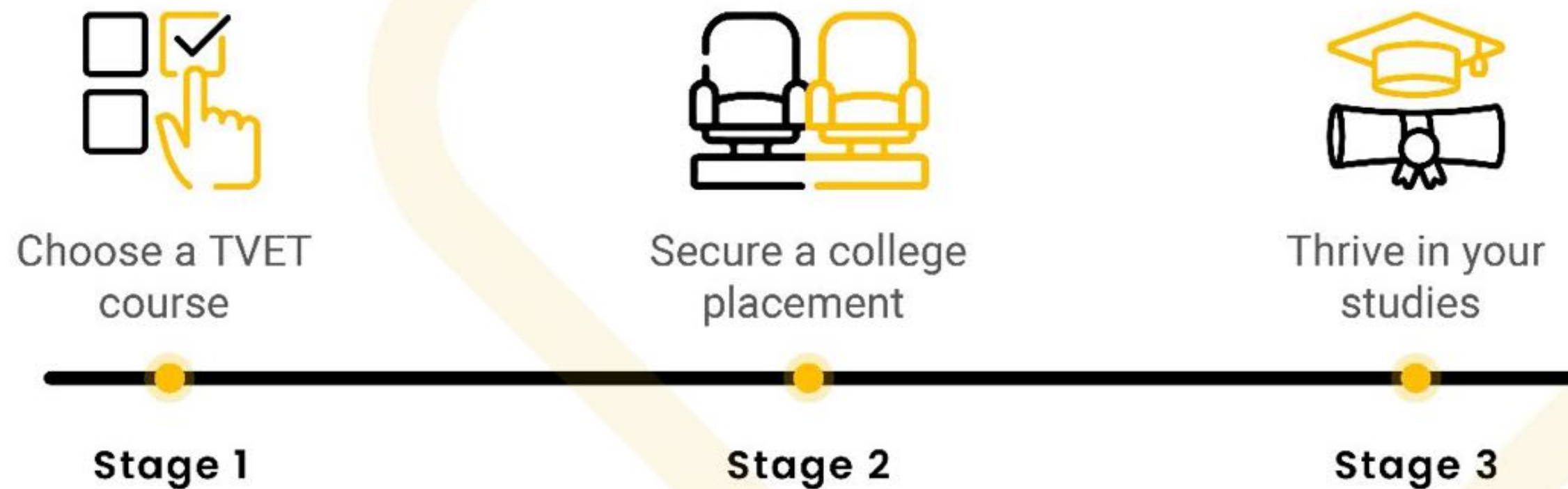






# How does the TVET Academy work?

The enrichment programme helps graduates develop job readiness skills, life skills, mental habits and professional skills, delivered through a hybrid of online and in-person learning. The TVET programme is designed as a 5 stage programme with each stage having it's own set of objectives.



Students participate in the TVET Academy as a supplementary programme to their main technical and vocational training course. This enrichment results in them maximising their academic training period and accessing better job prospects.



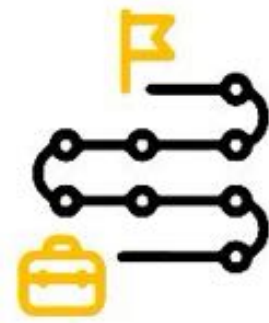
# What's next for TVET Academy?

Selected stages of the TVET Academy programme are currently being tested. We intend to evaluate the effectiveness of the programme and pilot it next year with new TVET partners.



Convert studies  
into income

Stage 4



Progress in  
your career

Stage 5





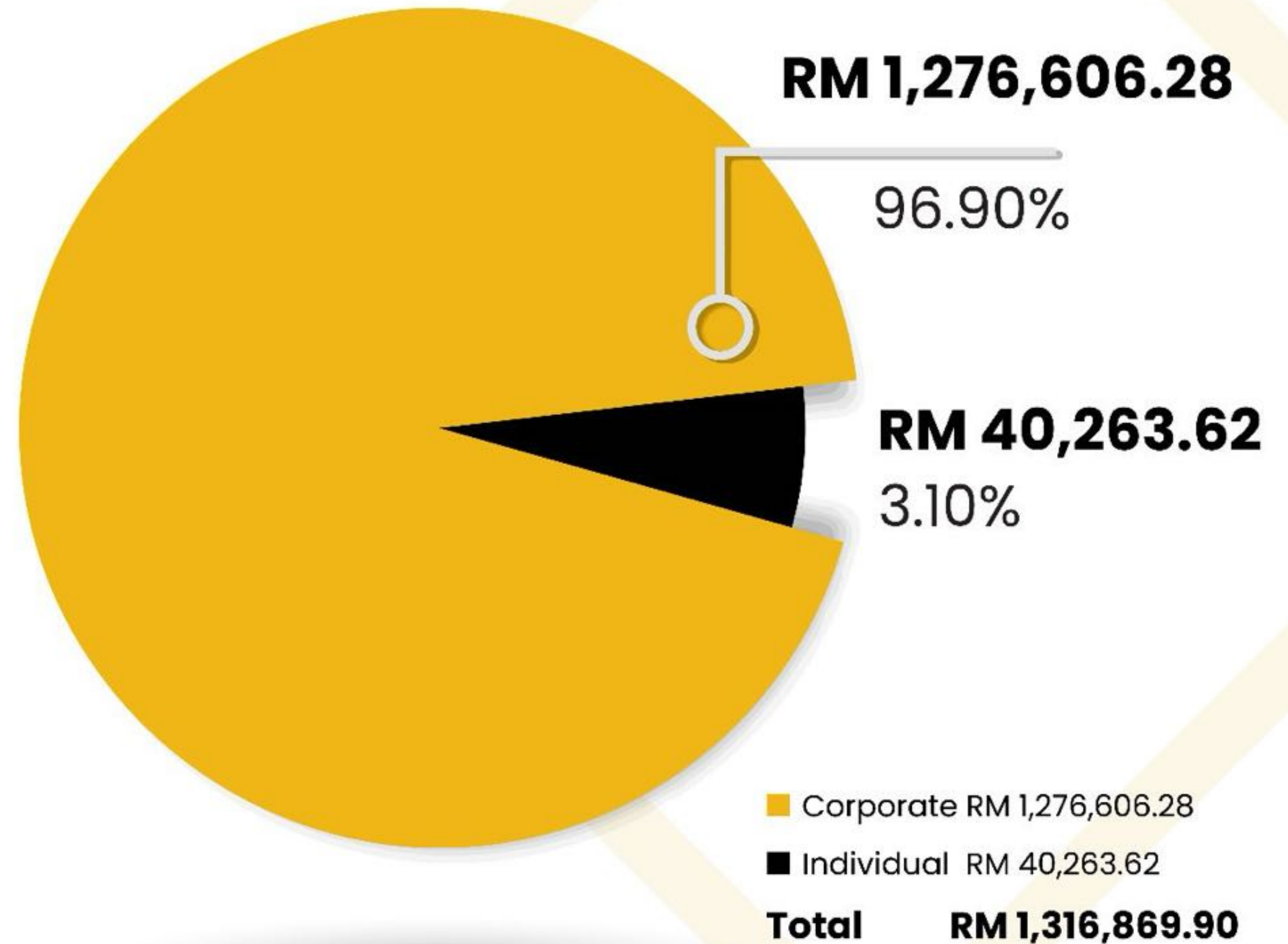
# Finance



SOLS Foundation is a tax-exempt, non-profit organization, registered in Malaysia with registration number 200801009737 (811025-T).

In 2022, SOLS Foundation has received a total donation of RM 1.31 million from corporate CSR, grants and public donations.

For more information on our fundraising work, you may refer to the [SOLS 24/7 Fundraising Annual Report 2022](#).





# Partners

We would like to thank our partners for their unwavering support in 2022. Without their trust, we would not have been able to accomplish what we did for the year. Our partners represent individuals and teams that are passionate about contributing to the betterment of the country's knowledge workforce.

Our gratefulness runs deep, and it is with joy and hope that we look towards the future, continuing to work together in benefiting underserved communities throughout Malaysia.

## Implementation Partners



## Funding Partners





# Board of Trustees

We would like to thank our trustees and advisors for being partners on this journey. They have been instrumental in helping us set an actionable mission and inspiring vision for the organization.

**SYED IDROS SAYED AGIL**

***DIRECTOR***

iMinda Training Academy



**DANUTCHA SINGH**

***MANAGING DIRECTOR***

SOLS Foundation



**SARAH LIAN LAY TING**

***CO-FOUNDER***

Suppagood

**TEACHER RAJ RIDVAN SINGH**

***FOUNDER-CEO***

SOLS 24/7



**DATIN AIZAH MAHMOOD**

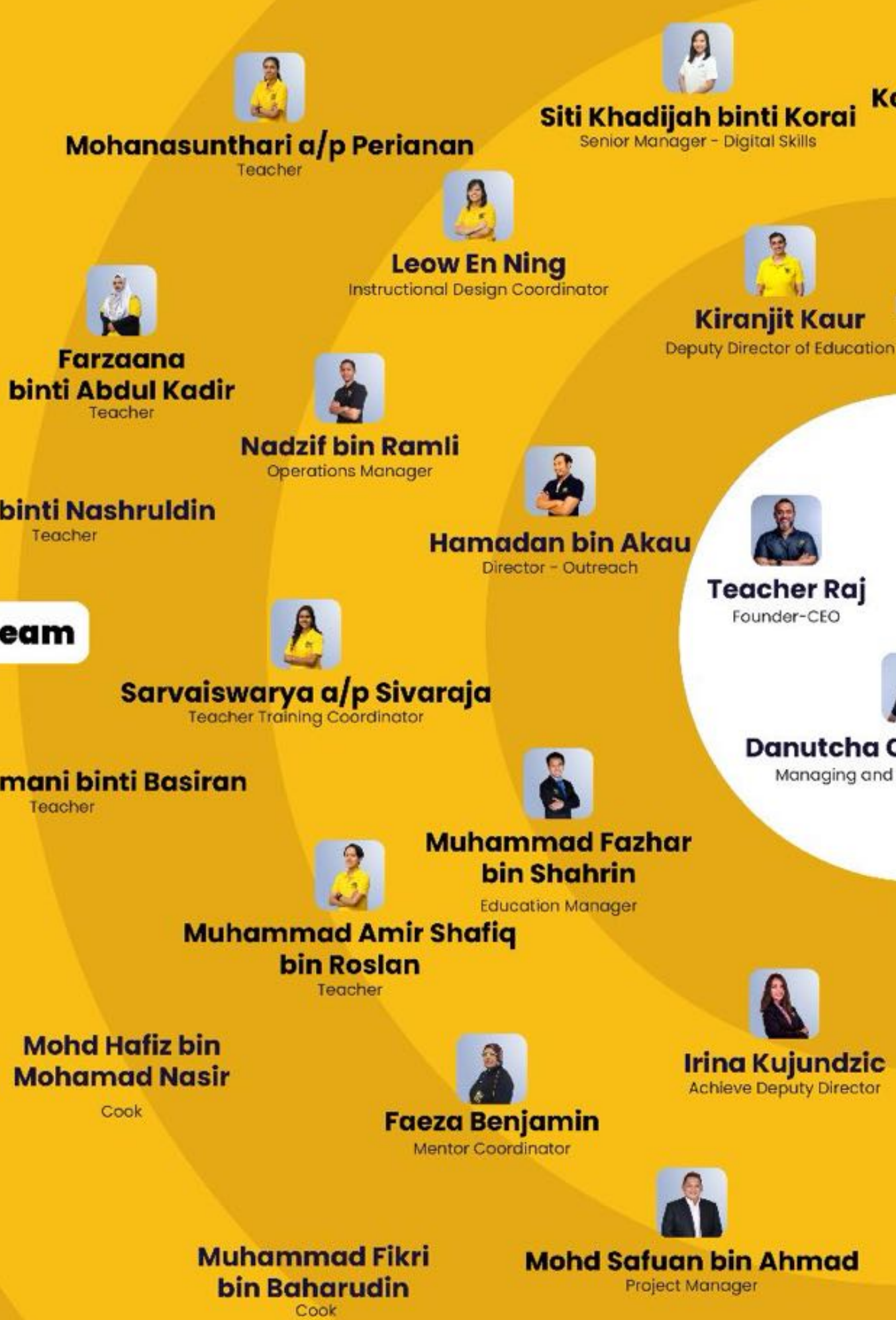
***PHILANTHROPY***





# Our Team

## Education Team



**Mohanasunthari a/p Perianan**  
Teacher

**Siti Khadijah binti Korai**  
Senior Manager - Digital Skills

**Leow En Ning**  
Instructional Design Coordinator

**Kiranjit Kaur**  
Deputy Director of Education

**Farzaana binti Abdul Kadir**  
Teacher

**Nadzif bin Ramli**  
Operations Manager

**Hamadan bin Akau**  
Director - Outreach

**Teacher Raj**  
Founder-CEO

**Sarvaiswarya a/p Sivaraja**  
Teacher Training Coordinator

**Yasmin Amani binti Basiran**  
Teacher

**Muhammad Fazhar bin Shahrin**  
Education Manager

**Muhammad Amir Shafiq bin Roslan**  
Teacher

**Mohd Hafiz bin Mohamad Nasir**  
Cook

**Faeza Benjamin**  
Mentor Coordinator

**Muhammad Fikri bin Baharudin**  
Cook

**Mohd Safuan bin Ahmad**  
Project Manager



**Daniela Strimbei**  
Executive Director

**Danutcha Catriona Singh**  
Managing and Fundraising Director

## Fundraising



**Alya Syahida binti Allias**  
Fundraising Manager

**Anand Bhandari**  
Technology Director

**Fatin Nursyahirah binti Mohd Hanafi**  
Executive

## Volunteer Teacher Network



**Grace Walia**  
Executive

## Strategy and Information



**Sabirah binti Sulaiman**  
Manager



**Rizwan Tayabali**  
Consultant



**Karen Dsouza**  
Consultant

## Accounts and Finance



**Ho Kee Keong**  
Accounts



**Siti Fatimah binti Martunus**  
Manager



**Tercia Tembo**  
Manager



**Wong Jee Neng**  
Developer



**Naeem Miah**  
Developer



**Nursya Fitrah binti Adenan**  
Executive

## Software and Web Development



# How can you help?

## Donate

We have multiple campaigns that we fundraise for during the year on our website.

### 2 ways to donate:


- Simply make an online donation at <https://donate.sols247.org/>
- Donate via bank transfer or QR code. Find the information on <https://donate.sols247.org/qr-code-donations/>



## Partner with us

### **Organisations and Foundations:**

If you would like to work with SOLS Foundation on creating impact for your CSR goals, please email:

 [danu@sols247.org](mailto:danu@sols247.org)  
**Managing Director**

### **Ministries and State Governments:**

If you would like us to bring our programmes to your state, directly email:

 [danu@sols247.org](mailto:danu@sols247.org)  
**Managing Director**

### **Individuals:**

If you would like to fundraise for us and have your own individual campaign on our website, please reach out to us at

## Spread the word

Tell your friends and family about the B40 challenges: <https://www.sols247.org/b40-characterization-map>

Spread the word about programmes for low-income individuals to improve education and job skills: <https://donate.sols247.org/>

Share volunteering opportunities with friends and family: <https://www.sols247.org/volunteer>

Check out internships and job openings: <https://www.sols247.org/careers>





**serve.**



**educate.**



**empower.**