

Youth Mental Health and Digital Well-Being in Malaysia

8 May 2026

Stakeholders Meeting Report

Background

Adolescent mental health has emerged as a growing public health and social concern globally. In recent years, heightened awareness of emotional distress, anxiety, depression, and self-harm among young people has drawn attention to the need for more effective, coordinated, and sustained responses. In Malaysia, youth are most likely to be affected by poor mental health with 1 in 6 children experiencing mental health difficulties (NHMS, 2023). The burden of mental health difficulties among young people has doubled between 2019 and 2023, according to the National Health and Morbidity Survey (NHMS, 2023).

In Malaysia, indicators of poor mental health are reflected in both social and emotional wellbeing. Approximately 46% of youth reported difficulties related to socialisation, including problems playing with others, making or maintaining friendships, or experiences of bullying. In addition, 17% reported emotional difficulties, such as persistent worry, unhappiness, nervousness, clinginess, or being easily frightened. Clinical levels of depression were identified in 7.9% of individuals aged 16–19 years and 7.6% of those aged 20–29 years (NHMS, 2023). These trends among youth are increasingly intertwined with the use of digital technologies. As digital platforms continue to shape young people's social interactions and educational environments, they also introduce new and complex risks, including cyberbullying, exposure to harmful content, and patterns of excessive or unregulated use.

This evolving context reinforces the need to move beyond general awareness towards more coherent, adequately resourced, and action-oriented responses grounded in existing evidence and lived experiences. Strengthening alignment between research, policy, and practice is therefore critical. Without more coordinated and decisive efforts, there is a risk that gaps in mental health support, programmes and policy will persist, limiting the ability of adolescents in Malaysia living healthier and more fulfilling lives.

This stakeholder meeting brought together key stakeholders from government, academia, and professional communities, including representatives from Ministry of Health, Ministry of Education, Ministry of Digital, United Nations, non-governmental organisations, and mental health providers to discuss emerging trends, risk factors, service gaps, and priority concerns affecting Malaysian youth. The discussion reviewed successful models and lessons from countries such as Cambodia and Vietnam on school based mental health (SBMH) approaches. The outcome of this meeting is a list of actionable priorities to build a national multistakeholder platform, including pilot programmes, research collaborations, policy recommendations, and funding opportunities.

Objectives

- Examine emerging trends, risk factors, service gaps, and priority concerns affecting Malaysian adolescents, including depression, anxiety, self-harm, suicide risk, bullying, and online harms.
- Define practical approaches to help adolescents build healthy relationships with technology, social media, gaming, and online identity, whilst reducing harmful exposure and addictive patterns.
- Review successful models and lessons from countries such as Cambodia and Vietnam on School Based Mental Health (SBMH) approaches.
- Identify how schools, parents, faith groups, youth organisations, and communities can better support emotional resilience, peer support, early warning signs, and referral pathways.
- Produce a list of actionable priorities to build a national multistakeholder platform, including pilot programmes, research collaborations, policy recommendations, and funding opportunities.

Main insights

A central idea emerging from the meeting is that adolescent mental health needs to be addressed within the context of family dynamics, school environments, community contexts, and increasingly, digital ecosystems. Throughout the meeting, participants emphasised the critical role of schools and communities as entry points for engagement, as well as the need to strengthen trust in existing mental health support systems. The growing influence of digital technologies was recognised as both a challenge and an opportunity, requiring approaches that not only mitigate risks but also harness digital tools to promote mental wellbeing in safe and meaningful ways.

Importantly, the discussions also pointed to an unbalance between awareness and response. While there is recognition of the scale and complexity of adolescent mental health needs, efforts to address them remain uneven, fragmented, and often insufficiently resourced. This highlights the importance of moving beyond individual-focused approaches towards more comprehensive, system-level responses that integrate prevention, early intervention, and sustained support.

This report synthesises these insights, highlighting key themes, promising practices, and areas for further action. It aims to contribute to an ongoing dialogue on how best to support the mental health of adolescent in Malaysia, ensuring that they are equipped not only to manage mental health difficulties but also to navigate digital spaces in ways that are safe, meaningful, and conducive to their overall wellbeing.

Session 1: Introduction to the meeting

The meeting opened with welcoming remarks and an introduction by Dr Claudia Lopes (CL) research lead at UNU-IIGH, who presented the range of stakeholders in attendance and outlined the aims and objectives of the workshop. Her remarks established a clear analytical framework for the discussions, also emphasising that adolescent wellbeing in the digital age must be understood within complex and interconnected systems. In this context, digital technologies are not peripheral, but central to adolescents' everyday experiences, shaping how they learn, socialise, and form their identities.

The discussion highlighted a critical duality: while digital platforms provide valuable opportunities for connection, access to information, and support, they also expose adolescents to significant and increasingly pervasive risks. These include cyberbullying, harmful content, and patterns of excessive or compulsive use, all of which have direct and implications for mental health. As such, digital wellbeing was defined as the capacity to use technologies in ways that are safe and beneficial for all areas of life. Digital well-being is supported by enabling environments such as positive social norms, school programmes, technology safeguards, and digital policies.

Importantly, the discussion underscored that the effective management of digital technologies cannot rely solely on restriction or control, but must prioritise education, critical awareness, and resilience. This requires coordinated action across schools, families, communities, and policy systems, recognising that adolescents cannot be expected to navigate increasingly complex digital environments alone.

Following this, CL outlined how UNU Global Health operates through four interlinked work packages and how these collectively engage with issues of digital health. The framework, comprising Gender Equality and Intersectionality, Power and Accountability, Digital Health Governance, and Climate Justice and Health, provides a comprehensive lens through which adolescent mental health and digital wellbeing can be understood. Rather than treating mental health challenges as isolated or individual concerns, this approach situates them within broader structural contexts, including inequalities, governance systems, and power dynamics that shape adolescents' lived experiences, both offline and online.

The need for more responsible, equitable, and better-regulated digital environments was highlighted in relation to the Digital Health Governance and Power and Accountability work packages at UNU IIGH, which bring attention to the importance of strengthening oversight, fairness, and accountability within tech companies and governments. The Gender Equality and Intersectionality lens highlights that adolescents' digital experiences, and their associated mental health risks, are not uniform, but influenced by power, social and demographic factors that require tailored and inclusive responses. Across all work packages, a consistent message emerges: meaningful progress depends on system-level approaches, stronger coordination across stakeholders, and sustained investment in capacity building. Community-based approaches, and multi-sector strategies were considered crucial to promote healthier, more balanced engagement with digital technologies.

CL concluded her introductory remarks by expressing the hope that the expert meeting would contribute to raising sustained attention to adolescent mental health as a pressing, and still insufficiently recognised, issue in Malaysia. While awareness of these challenges is gradually increasing, the discussion indicated that while the risks associated with digital environments are recognised, responses remain fragmented and insufficiently scaled. Addressing adolescent mental health in Malaysia, therefore, demands more decisive, integrated, and sustained efforts that place digital wellbeing at the centre of prevention strategies. Without such action, existing challenges are likely to intensify, with long-term consequences for both individual development and broader societal wellbeing.

Session 2: Overview of school based mental health (SBMH) approaches

Professor Fiona Samuels (FS) and Dr Aisling Murray (AM) from Queen Mary University of London took the floor to present evidence and opportunities for SBMH approaches. This presentation drew on a broad evidence base, including an overview of their ongoing work in Vietnam and Cambodia through the Mental health capacity Building and stRengthening In Global HealTh systems (M-BRIGHT) study and the Adolescent Mental Health Promotion (AMP) study (in Vietnam and Tanzania) upon which M-BRIGHT builds.

AM began by outlining key definitions and approaches used within SBMH programmes. This included an overview of existing global evidence, highlighting the need for more research from low- and middle-income countries (LMICs). Her presentation demonstrated that adolescent wellbeing must be addressed through integrated school-based frameworks that explicitly account for family, school, community and digital environments. Schools were presented as critical settings that function both as protective and risk environments, with digital technologies extending their influence beyond physical boundaries into adolescents' everyday social interactions.

The evidence discussed demonstrates that well-designed programmes can strengthen emotional regulation, resilience, and social skills. The presentation acknowledged important challenges, including the uneven effectiveness of existing interventions and potential for unintended negative effects on mental health. These findings underscore the need for more research, particularly in LMICs, to understand what works, where and for whom to inform carefully designed context-sensitive approaches. In addition, co-creation and community engagement and involvement, particularly involving adolescents themselves, were highlighted as critical for designing acceptable and sustainable SBMHs.

Importantly, the discussion also pointed to the potential of digital technologies when used in structured and guided ways, as illustrated by interventions such as DIALOG+S for adolescents in Colombia. Overall, the presentation reinforced that improving adolescent mental health requires a combination of universal mental health promotion, targeted support for those most at risk, and stronger system-level coordination across schools, families, and communities.

Taken together, these insights suggest that while there is a growing evidence base on what works, translating this knowledge into consistent and scalable practice remains an urgent priority, particularly in contexts such as Malaysia, where rapid digital transformation is outpacing the development of coordinated mental health responses.

FS then presented the ongoing implementation research study M-BRIGHT in Vietnam and Cambodia, which aims build capacity to deliver youth-targeted mental health services in these countries. Moving beyond conceptual discussions, the presentation focused on implementation, systems design, and scalability, offering a practical framework for promoting adolescent wellbeing. A central feature of this approach is task-shifting, which leverages non-specialists, such as teachers and community leaders, to deliver accessible and contextually relevant interventions at scale. The model further highlights the need for a whole-system response that connects the education, health, and community sectors in supporting youth mental health.

Another key strength lies in the emphasis on co-design/co-adaptation and sustained stakeholder engagement, ensuring that the intervention reflects adolescents' views and lived experiences, including pressures within the family, within peer groups, academic pressure body image pressures, and exposure to harmful online content. This grounding in real-world challenges enhances both relevance and effectiveness. The structured programme also demonstrates how digital wellbeing can be embedded within broader mental health curricula, incorporating targeted modules on internet use and its psychosocial impacts, rather than treating it as a standalone issue.

Session 3: M-BRIGHT approach

The M-BRIGHT project underscores that effective interventions must be sustainable, participatory, evidence-based, and integrated within existing systems. The inclusion of family and policy-level components further reinforces that adolescent mental health and digital wellbeing are shared societal responsibilities requiring coordinated, cross-sectoral action.

These insights highlight a compelling and actionable model that is highly relevant to Malaysia, where adolescent mental health concerns are becoming increasingly urgent. Strengthening current responses will require moving beyond fragmented initiatives toward more coherent, system-wide strategies that integrate education, health, and community efforts. Adopting and adapting such approaches offers a timely opportunity to respond more effectively, and with greater urgency, to the evolving mental health needs of young people. Following the presentation, a discussion and Q&A session took place. FS identified engaging parents as a persistent challenge in efforts to improve adolescent mental health. She noted that co-designing interventions with communities is essential, despite the complexity and resources this approach requires.

This included involving parents in intervention design and as end users to strengthen family mental health literacy and target multiple systems around adolescents to promote good mental health and wellbeing. However, engaging fathers and male guardians' remains difficult, with women and mothers generally showing greater responsiveness to such initiatives. FS added that her upcoming project in the UK will explicitly involve parents alongside adolescents in the design and receipt of a mental health intervention.

FS also raised concerns about the risks associated with social media use, including potential addiction. Dr. Johanna Riha (JR) from UNU-IIGH added that the effects of digital technology, including overuse, vary by gender and are not experienced uniformly across all adolescents. FS further noted that this was also found to be the case in the previous AMP study; additionally, she observed that as part of the AMP study, the differing digital environment led to different designs. In Tanzania given the lack ownership amongst adolescent of mobile and smartphones a component of the intervention was delivered through school computers rather than mobile applications, while in Vietnam the adolescents used a digital app specifically designed for this study.

JR also noted that many girls, particularly those facing sensitive issues such as pregnancy, often prefer to seek information online rather than consult healthcare providers. In the Malaysian context, an audience member highlighted the work of Better Dads Malaysia, an NGO that supports men and fathers, including within prison settings, to promote wellbeing and mental health.

Session 4: The Good Kids Academy: Mental and Emotional Transformational Program for Youth

Koggelavani Muniandy (KM) from GoodKids Academy delivered a presentation outlining the organisation's approach to adolescent mental health. She noted that certain groups of children, particularly those from minority communities, may face marginalisation within the public school system, which can further limit access to appropriate support. In response, GoodKids Academy has developed a school- and community-based intervention programme grounded in the performing and creative arts, including theatre, visual arts, storytelling, puppetry, and stage performance. This informal and participatory approach is designed to engage young people in a more accessible way, helping to shift perceptions around mental health while supporting emotional development.

The programme focuses on both awareness and practical skill-building. Through structured but creative activities, it supports early identification of mental health challenges and helps children develop coping mechanisms to manage issues such as anxiety, depression, stress, and self-harm. A central component is the development of a personalised “coping toolbox”, which equips participants with strategies for emotional regulation and helps them build a sense of internal safety. In parallel, the programme encourages open and age-appropriate conversations about mental health, reducing stigma and enabling children to better recognise and articulate their feelings.

The approach also reframes certain emotional experiences, such as anxiety, highlighting that while manageable levels may be adaptive, they can become overwhelming without appropriate support. Creative methods, including drumming, drawing, and storytelling, are used to help children externalise and process difficult emotions. Exercises such as visualising anxiety as a “monster” or placing intrusive thoughts into a “jar” offer practical ways for adolescents to understand and manage their inner experiences, while also encouraging reflection on support networks and future possibilities.

At a broader level, the presentation also raised concerns about systemic capacity. It was noted that families often struggle to cope following a mental health diagnosis, and that much of the responsibility for support continues to fall on schools and teachers, frequently without sufficient training, resources, or mental health literacy. This reflects a wider structural gap, where demand for services is growing more rapidly than the systems designed to provide support.

GoodKids Academy's model, including its planned cascade training approach for scalability, directly addresses several of the gaps identified in the introductory presentation, particularly in relation to early intervention, stigma reduction, and strengthening school-based support systems. While the programme is not explicitly framed around digital technologies, its emphasis on emotional regulation, critical thinking, and help-seeking behaviours is highly relevant to adolescents' experiences in digital environments, where social pressures and exposure to harmful content can intensify existing vulnerabilities.

Taken together, these insights highlight both the value of such interventions and the need to expand them more systematically. As adolescents in Malaysia navigate increasingly complex social and digital contexts, programmes like GoodKids Academy demonstrate what is possible. At the same time, their current scale and resource constraints point to a broader urgency: without more coordinated investment and integration across education, health, and community systems, many young people risk remaining insufficiently supported at a critical stage of development.

Session 5: Flashtalks

Digital Citizenship in Sarawak

CL took the floor again to introduce the concept of digital citizenship, emphasising the responsible and informed use of the internet and social media among adolescents. She revisited the issue of cyberbullying, noting that digital spaces are often shaped and regulated primarily by young people themselves, with minimal adult oversight or structured governance. This lack of guidance can create environments in which harmful behaviours emerge and persist unchecked.

To illustrate practical responses to these challenges, CL presented a digital citizenship workshop implemented in a school in Julau, Sarawak (SMK), aimed at strengthening awareness, accountability, and responsible digital engagement among secondary school students. This school-based initiative demonstrated how adolescent wellbeing in digital contexts can be addressed through structured educational programmes. By focusing on key areas such as cyberbullying, digital identity, self-regulation, and ethical online behaviour, the workshop equipped young people with the skills needed to navigate digital environments safely and constructively.

Importantly, the use of a school-based platform allows for early and systematic engagement, reinforcing the value of integrating digital wellbeing into broader mental health and education frameworks rather than treating it as a standalone issue. The approach highlights the importance of preventive, skills-based interventions that combine individual empowerment with institutional support.

These insights point to a practical and scalable model that is highly relevant for Malaysia, where adolescent digital engagement is widespread and increasingly intertwined with mental health outcomes. Strengthening existing efforts will require more deliberate integration of such approaches into national education and health systems, underscoring the need for timely and coordinated action to better support adolescent wellbeing in an evolving digital landscape.

Solace Academy

Professor Dr Prem Kumar Shanmugam (PKS), founder and CEO of Solace Wellbeing Group opened the session by presenting Solace which provides psychotherapy for substance misuse, behavioural addictions and co-occurring mental health difficulties in Malaysia and across the Global South. PKS emphasised how targeted and strategic efforts can yield meaningful impact even with limited resources. PKS also addressed the complex relationship between addiction and mental health, explaining that while abstinence-based approaches have been effective for certain types of addiction, digital addiction presents distinct challenges. Unlike other forms of dependency, complete disengagement from digital platforms is neither feasible nor sustainable, and periods of disconnection can intensify feelings of overwhelm upon re-entry due to the constant accumulation of online content.

The discussion also introduced the concept of digital dualism, pointing to the increasingly blurred boundaries between online and offline realities. This convergence complicates how adolescents experience identity, relationships, and wellbeing, underscoring the need for more nuanced and adaptive intervention models.

These insights reinforce the growing complexity of adolescent mental health in digitally mediated environments. In the Malaysian context, where digital engagement among young people is high, these challenges are likely to become more pronounced. Addressing them effectively will require not only awareness but also the development of structured, context-sensitive strategies that recognise the unique nature of digital risks, highlighting the importance of more coordinated and proactive responses to safeguard adolescent wellbeing.

NobleDr.MY

Kevin Yap (KY) delivered a presentation on NobleDr, bringing a distinct perspective to the discussion. KY presented NobleDr's #beMINDful programme, a comprehensive, school-based initiative that responds directly to many of the challenges identified in this meeting. The programme integrates awareness-raising, early screening, skill-building, and referral pathways, reflecting a preventive and structured approach that aligns closely with established evidence on effective adolescent mental health interventions. By combining these elements within school settings, it seeks to strengthen resilience, encourage early help-seeking, and provide clearer links to care.

Although not explicitly designed as a digital intervention, the programme's focus on emotional regulation, peer dynamics, and help-seeking behaviours is highly relevant to adolescents' engagement with digital technologies. These are precisely the factors that shape how young people navigate online environments, including their exposure to risks such as social comparison, cyberbullying, and harmful content. In this sense, the initiative contributes indirectly but meaningfully to promoting more responsible and balanced digital engagement.

The data presented during the session revealed that the levels of distress identified among adolescents, alongside the need for structured intervention and referral systems, suggest that current support mechanisms remain insufficient relative to the scale of need. Programmes such as #beMINDful demonstrate that practical, school-based solutions are both feasible and impactful. However, their reach and continuity remain limited without stronger institutional support and coordination.

This presentation reinforces a key message emerging from the meeting: while effective models are beginning to take shape, a more sustained, integrated, and adequately resourced effort is required to ensure that adolescents in Malaysia are consistently supported. As digital environments continue to amplify both opportunities and risks, strengthening and expanding such initiatives is not simply beneficial, but increasingly necessary to safeguard adolescent mental wellbeing in both offline and online contexts.

Gender and Intersectionality at UNU IIGH

Dr. Sergo Chikhladze (SC) from UNU-IIGH shared reflections from recent work under the Gender Equality and Intersectionality work package on health workforce mental health, wellbeing, and resilience, linking these reflections to the discussion on adolescent mental health and digital well-being. He emphasised that mental health challenges cannot be understood solely at the individual level, but are shaped by broader systemic, environmental, and organisational factors, which in turn influence levels of trust in available support systems. Building on this, SC highlighted the importance of adopting a system-wide approach to adolescent wellbeing in the digital age. Adolescents' experiences are embedded within interconnected environments, including schools, families, communities, and digital platforms, and these contexts collectively shape both risks and protective factors. Issues such as bullying, violence, and limited trust in institutional support were identified as key concerns that are often reproduced and amplified in online spaces, where cyberbullying and exposure to harmful content can significantly affect mental health outcomes.

A central message of the presentation was that resilience should not be framed as an individual responsibility alone. Rather, it should be understood as a collective capacity, requiring coordinated efforts across sectors and institutions. This includes strengthening trusted and accessible support pathways, improving prevention systems within schools and communities, and ensuring more effective collaboration among stakeholders. Such an approach is critical to avoiding situations in which adolescents are left to navigate increasingly complex environments without adequate support.

SC also referred to a UNU Global Health ongoing work that further elaborates on these issues, and drew parallels with findings from other sectors, including the experience of violence affecting healthcare workers.

He noted that stigma and social expectations, particularly among individuals in positions of higher status, can lead to underreporting of violence and psychological distress. This insight is relevant to adolescents, for whom stigma and fear of judgement remain significant barriers to help-seeking. SC concluded by emphasising that addressing these challenges requires sustained coordination across stakeholders, supported by adequate and predictable funding. Equally important is the identification and scaling of effective models that can serve as benchmarks for wider implementation.

These reflections reinforce a broader pattern emerging throughout the meeting, while there is increasing recognition of the systemic nature of adolescent mental health challenges, responses remain uneven and insufficiently coordinated. As both social/real world and digital environments continue to intensify both vulnerabilities and exposure to risk, there is a growing need to translate this understanding into more consistent, integrated, and adequately resourced action. Strengthening such efforts will be essential to ensure that adolescents in Malaysia are supported to navigate both their social and digital worlds in ways that protect and promote their mental wellbeing.

Friends to Mankind

Sharlini Palar (SP) from Friends to Mankind presented the work of her organisation, an international non-profit focused on advancing human wellbeing through youth empowerment, education, health, and community engagement. She highlighted how its initiatives contribute to promoting adolescent mental health by strengthening life-skills, resilience, and supportive environments. The organisation's approach emphasises mentorship, ethical awareness, and community engagement, key elements that underpin young people's capacity to navigate both social and digital spaces responsibly.

While not specifically designed as a digital intervention, the work of Friends to Mankind is highly relevant to the accountable use of digital technologies. By fostering self-awareness, responsibility, and positive peer engagement, its programmes indirectly support adolescents in developing safer and more balanced relationships with digital platforms. This reflects the broader understanding, also highlighted in the report, that digital behaviours are shaped by wider social and emotional competencies rather than by technology alone.

The presentation also reinforced a system-level perspective, recognising that adolescent wellbeing is influenced by interconnected environments, including families, schools, communities, and digital spaces. As such, effective responses require coordinated efforts across these domains, rather than isolated or short-term initiatives.

Session 6: Roundtable discussion

The discussion pointed to a broader gap between existing efforts and the scale of need. While programmes such as those implemented by Friends to Mankind demonstrate the potential for positive impact, their reach remains limited in the absence of more sustained support, integration, and investment. Expanding and strengthening such initiatives will therefore be essential to ensure that adolescents in Malaysia are consistently supported, particularly as digital technologies continue to intensify both opportunities and risks.

The meeting moved to inviting participants to reflect on a set of guiding questions:

- Who are the most at-risk groups — by population and geography?
- Reaching Youth Effectively - Which is the best way to reach youth? Through which settings, which approaches, and which networks can we make the greatest impact?
- Opportunities for SBMH Approaches - What are the opportunities to scale school and community-based mental health (SBMH) approaches, including available funding sources and partnership models?

Participants were invited to provide their responses to these questions using post-it notes. This approach enabled the collection of a range of perspectives within the limited time available.

An initial analysis of the post-it responses revealed a few recurring themes, key recommendations, and an emerging call to action from stakeholders. These included:

- The importance of engaging parents alongside adolescents to strengthen mental health awareness across the family system and foster more open and supportive communication within families;
- The dual role of digital spaces, both as a significant contributor to mental health risks, particularly where digital technologies remain insufficiently regulated, and as a potential avenue for meaningful engagement with young people;
- The need for closer collaboration with government bodies, particularly the Ministries of Health, Education, and Digital, to facilitate access to schools, reach larger populations of youth, and support the scaling and sustainability of school- and community-based interventions;
- The expansion of initiatives beyond school settings to include other environments where young people and their families spend time, such as religious institutions, sports organisations, and workplaces;
- The importance of co-designing interventions with young people, incorporating peer-to-peer approaches and drawing on lived experience; and
- The establishment of a multi-stakeholder community of practice to strengthen coordination, share resources, and advocate for greater prioritisation of adolescent mental health in Malaysia.

While these themes reflect a growing consensus on what is needed, they also point to a broader and more pressing challenge, which is translating shared understanding into sustained, coordinated, and adequately resourced action. Without such efforts, the gap between identified needs and available support for adolescents is likely to persist.

Closing remarks

Lastly, the Director of UNU Global Health, Dr Revati Phalkey, briefly addressed the participants, highlighting the importance of strengthening communities of practice in the field of mental health. She also expressed appreciation for the diverse stakeholders present, noting that such collective efforts are essential to advancing a more informed and coordinated response to adolescent mental health in Malaysia. Her remarks underscored the need to move towards a more precise and shared understanding of the challenges at hand, as a necessary step to enable more effective and sustained action in addressing the growing mental health needs of young people.

We thank all experts who participate in this stakeholder meeting.

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UNU Global Health serves as the UN's think tank on global health. The institute works to advance equitable, just and effective policies and practices by interrogating power and gender asymmetries in global health governance and accountability, health systems and workforces, digital health governance and security, climate health emergencies, and just transitions.

Through collaborative policy research and training, UNU Global Health generates knowledge and strengthens capacities for decision-making by Member states, UN and other multilateral agencies and civil society groups for sustainable development of global health and well-being.

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