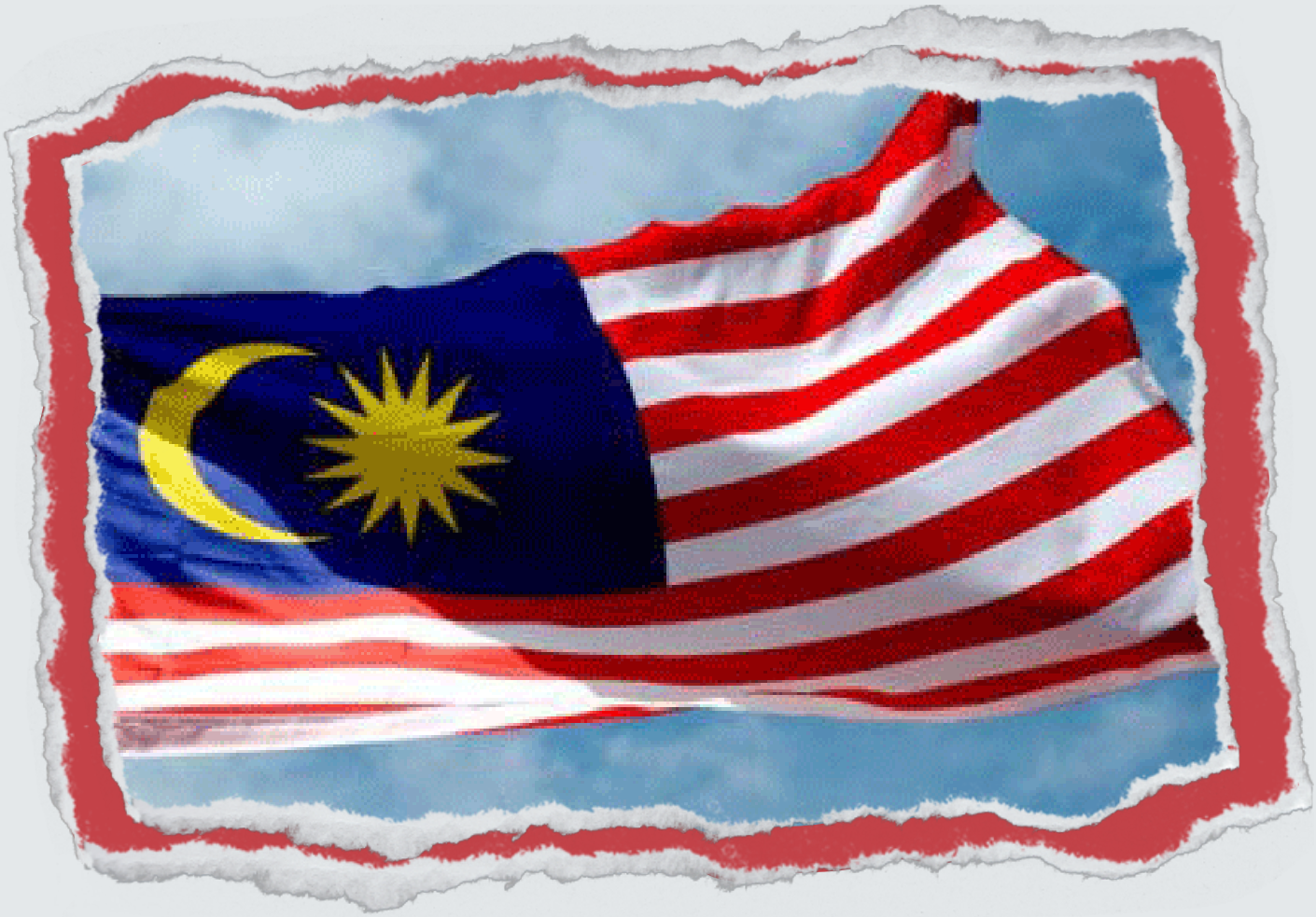
RESEARCH REPORT



MALAYSIAN YOUTH ASSEMBLY (MYA)

Organized by:

UNofficial Group

Supported by:

Architects of Diversity MALAYSIA

Meet your Head Chair!

Greetings, delegates. You may call him Chris. He is delighted to be one of your chairpersons for the Malaysian Youth Assembly (MYA). He started his MUN journey a little over 2 years ago, and has been in various positions, be it a delegate,a chair or the member of a secretariat. Since then, his interest and passion grew dramatically, where he aspires to continuously bring positive impacts to the world around him, however small it may seem. Currently, he is awaiting admission into university, planning to read engineering in the United Kingdom.

He firmly believes that it is more important for delegates to deliver an impact to the council and learn something valuable than to purely pursue awards. To new delegates, don't be afraid to speak up. And most importantly, don't be afraid of making mistakes. Rest assured that the Board of Dais will give you a safe environment to try and fail over and over again. To experienced delegates, use your experience to your fullest and push yourself to new heights! Don't get comfortable. Use this opportunity to find potential gaps in your understanding of the issue and fill them in!

He looks forward to seeing you guys in council. If you have any doubts, feel free to approach him via Instagram (@seemeburn.01) or via Email (leong.qizhong@gmail.com). Until then, stay safe and healthy!

Meet your Co-Chairs!

Angus

Despite facing obstacles having SPM this year, Angus persists in attending as many MUN conferences as he could before the nightmare of SPM arrives. Angus is currently ploughing through his final year of secondary education in St. Michael's Institution, Ipoh. Ever since his first MUN conference in March 2021, Angus had been joining MUN conferences as he believes that MUN is not only a conference but rather a lifestyle.

Last but not least, here's advice from him: delegates are encouraged to have collaborations to solve problems or issues mutually and recommended to form blocs to ease the discussion. However, blocs should not, under any given conditions or circumstances, be forced.

He looks forward to seeing you all in council. Should you have any queries, do not hesitate to contact him through email (anguschieng11@gmail.com) or Discord (Tall_Guy#7544) Have fun and enjoy MYMerdekaMUN to its fullest. See you soon!

Eugene

Greetings distinguished delegates, welcome to the first MYMerdekaMUN conference, organized by the UNofficial Group. Amidst the COVID-19 pandemic, Eugene has actively participated in numerous MUN conferences, constantly exposing himself to various facets of Model United Nations.

Seeing that this will be his first time chairing, Eugene is looking forward to attaining a fruitful experience as a chair. Eugene hopes that this Research Report is able to provide a crystal clear overview of both topics soon to be discussed by the assembly. On top of that, delegates are strongly encouraged to not back down, to not be afraid to speak up and express their genuine views during council sessions.

Wish you all best of luck, delegates of the Youth Assembly. Hope we are able to provide all of you with the best Youth Assembly experience. Happy MUNing!
Email: eugenecheahshihong@gmail.com

Introduction to the Committee

The Malaysian Youth Assembly provides a platform for the development and recommendations to resolve issues and champions the voices of the youth from all communities across Malaysia. In the safe space for young people to properly develop their critical thinking skills and public awareness, delegates are encouraged to represent themselves and speak of their perspectives as recommendations to the government.

Position Paper Guidelines

The Youth Assembly of MYMerdekaMUN 2021 will be carried out according to HMUN Procedures. Hence, a position paper is required to be submitted by every representative in the assembly. The position papers shall be written upon both topics in English and the format and requirements are as follows:

1. **File name: YouthRep[name]_MYA_MYMERDEKA2021**
- **Eg. YouthRep[Jonathan]_MYA_MYMERDEKA2021**
2. **Maximum of 2 pages (bibliography not included)**
3. **Times New Roman font type, font size 12**
4. **Justified alignment with 1.15 spacing**
5. **APA citation format for bibliography**

A good quality position paper should include such but are not limited to the following:

1. **Short introduction of the topic**
2. **The stance of the representative**
3. **Solutions advanced by the representative**
4. **Further justifications on the stance and solutions of the representative**
5. **Concise and informative sentences**

Position papers ought to be emailed to all 3 chairs in both PDF and Docs format by the 27th of August 2021, 11:59 pm (GMT). Requests for extensions for position paper submissions with valid reasons can be done by emailing the chairs. Note that this Research Report only contains a brief overview of both topics. Representatives are expected to conduct external research and preparations before the conference, full reliance upon the Research Report alone will prove inadequate.

Upon receiving this Research Report, representatives are deemed to have comprehended the terms and conditions stipulated above. Best of luck!

Topic A: Addressing the disconnection in student's skill sets and employers' expectations

Intro

Malaysia's education sector has been deeply affected amidst the COVID-19 pandemic. The quality of the education system has indeed plummeted. Due to the abrupt shift to a full online learning method, Malaysians weren't prepared. Many struggled with dreadful internet connection issues, insufficient technology, lack of incentives and motivation for the students, and many more. Nevertheless, the main puzzle that the Youth Assembly is obliged to resolve is the skills gap between the expectations of employers and job seekers. Education plays an inextricable role in the development and growth of a nation, it must not be omitted and disparaged.

In this modern epoch of globalization and acute competition, paper knowledge isn't the only prerequisite for survival. Other than knowledge students attain from school textbooks, employers tend to look for graduates who possess certain skill sets such as but are not limited to:

- **Leadership skills**
- **Social skills**
- **Cooperative skills and teamwork**
- **Time management skills**
- **Critical thinking and problem-solving skills**

However, due to the abrupt emergence of the COVID-19 pandemic, many events organized and programmes initiated by the government to imbue the students with these indispensable qualities are temporarily impeded.

It is therefore up to the Malaysian Youth Assembly, delegated by the brightest minds of Malaysia, to express their views on the status quo, in regards to the Malaysian education system during the pandemic. Delegates ought to deliberate how the resources provided by the education system should to fill in the skills chasm between employers' expectations and fresh graduates in the post-pandemic world. Delegates are also expected to provide feasible and realistic solutions and compile them in a resolution paper, in the bid to alleviate the status quo in the education sector of Malaysia, ensuring that students are well prepared to contribute in the working sector after completing school.

Students' perspectives in terms of skills sets

Students require a lot of skill sets in order to be successful in an increasingly interconnected and complex world. 21st century skill sets are abilities that today's students need to succeed in their careers during the information age and can be defined in a multitude of ways. Researchers mention that students who have such skill sets will help them keep up with the evolving pace of today's modern markets. Here's 12 of the essential skills that students need to have are in the following :-

Critical thinking Creativity Collaboration Communication Information literacy Media literacy Technology Literacy Flexibility Leadership Initiative Productivity Social Skills

Each of these skills is broken into one of three categories which is;

1. **Learning skills (the four C's) : teaches students about the mental processes required to adapt and improve upon a modern work environment.**
2. **Literacy skills (IMT) focuses on how students can discern facts, publishing outlets and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the internet.**
3. **Life skills (FLIPS) take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.**

With these categories coming together, it covers all 12 skills sets that can contribute to a student's future career. Besides that, students will have opportunities to develop foundational skills that can help them to reason, think creatively, analyse data and work collaboratively in the future. Not to mention, schools and companies can work together to encourage and support students as they develop the core of 21st century skills that are essential to success in school and in today's economy. Lastly, students should have opportunities to develop the attitude, skills and knowledge to understand and participate in a globally connected world.

So why are these aptitudes so imperative? Without a question, today's youth will connect with numerous sorts of individuals when they are more seasoned, and the capacity to connect, participate, and learn with others who are distinctive will advantage them in numerous ways. Learning almost diverse points of view moreover invigorates imagination and development by advertising better approaches of considering, which can improve bunch problem-solving. The capacity and readiness to memorize from others who have distinctive perspectives can moreover be useful for communicating complex thoughts and settling clashes. With this, ponders appear that children with differing companions are more likely to be prosocial and have higher levels of social fulfillment and administration potential than those without. Having early positive encounters with assorted sorts of people can impact how children create discernments of others within the future. As understudies create aptitudes such as basic considering and viewpoint taking, they will be more adaptable and versatile.

Employers' perspective in terms of expectation

Employability is "predominantly conceptualized as the aptitudes and individual traits considered important by industry and required by graduates in order to secure employment". It communicates the potential to induce a wanted work. In common, employability implies a set of skills that are ordinarily separated into three bunches: nonexclusive abilities. For example, cooperation, communication skills, organizing, arranging, discipline-specific aptitudes (abilities in designing, law, social work) and personal attributes. Employability aptitudes are most often explored through self-assessment, particularly in nonexclusive and discipline-specific abilities. Personal attributes speak to the personal potential of a graduate. These traits can incorporate the components of mental capital, such as trust, self-efficacy, good faith, versatility. Mental capital is related to work victory and is regarded as common. Your modern colleagues will anticipate you to approach the work with an open intellect, so you'll rapidly learn what you would like to do well. They will anticipate you to require information and headings from the individuals preparing you and from your boss. They will anticipate you to be dependable, punctual and well-communicated. Your managers will anticipate you to be legitimate, to conduct yourself professionally, and to dress fittingly for the position.

1. The Psychological Contract

There are numerous express desires within the employer-employee relationship such as compensation, stipend and work obligations. In expansion to the unequivocal ascension between boss and workers, there are frequently unacknowledged and implicit desires. These are portions of the mental contract. The mental contract is an unwritten understanding that sets out what managers anticipate from representatives and what representatives anticipate from managers. In home most mental contracts are between supervisors and their coordinate reports. This contract characterizes the desires each individual has for the individuals within the part called 'manager' and the part called 'worker'. Directors are anticipated to treat specialists decently, to donate feedback on how laborers are performing their employment, to supply worthy working conditions, and to communicate clearly almost significant organizational issues.

Laborers are anticipated to supply a reasonable day's work for their pay, to have a positive demeanor, to take after headings, and to illustrate dependability to the organization. It ought to be emphasized that the boss and worker require not to communicate, nor concur on the specifics of the mental contract for the contract to exist, and for the contract to have behavioral results. The mental contract has an effect on the sum and quality of work the representative gives, indeed whether the worker remains with the organization.

2. Expectations Affect Work Behavior

We have found in later inquiries into the mental contract that this contract may be an effective determinant of behavior within the working environment. Be that as it may, most individuals don't communicate their desires clearly to the suitable individual. Broken mental contracts between managers and workers are at the root of numerous working environment clashes, causing destitute execution and costly worker turnover. This hush approximates the desires within the mental contract that appears to be the run of the show, instead of the special case. So why do we not communicate our work desires with each other? To begin with, we often don't indeed know what the components of the contract were until we have been disillusioned since a few imperative desires were not met. Until generally as of late laborers and supervisors concurred that laborers were anticipated to keep their employment until they resigned unless they fizzled to perform in critical ways.

3. Employer-Employee Expectations

Expectations can be organized in numerous ways but ought to cover viewpoints of work and life vital to the individuals included – both the unequivocal desires for assignment execution, administrative course, and organizational asset bolster, and, more individual desires each individual has for conscious treatment, work environment quality, individual expression and development. In each portrayal both the supervisor (as a person and an agent of the manager) and the worker have desires. Sometimes these desires coordinate. Conflicts occur when they don't.

4. Organizational Commitment

Esteeming Contrasts vs. Homogeneity: Some individuals like to work with all sorts of individuals and appreciate the trade of diverse viewpoints. They flourish in situations where contrasts are looked for and utilized usefully. Other individuals incline toward more homogeneous bunches where they have a solid sense of being and considering just like the other individuals they work with everyday.

Team Work vs. Independence: Numerous individuals like to work alone. Others incline toward working in bunches. A few employments indeed require individuals to work as a group since the assignments are as well complex for any person alone.

Work, Life, Adjust: A few of us are workaholics and are willing to put in as many hours as conceivable to induce the work done. Others of us prioritize our individual lives and work makes it conceivable to live those lives as we crave. And others of us look for a quality of life where there's a boundary and adjust between the individual and the proficient angles of our lives. When adjusting is a desire for individuals to anticipate adaptability in work hours, restricted organization exercises organized amid individual time, and a sensible sum of work for the time accessible to work.

5. Shifting Expectations

In some cases there are alternatives to move desires that not one or the other the boss nor the worker has considered. Because of the quickly changing working environment and changing desires, few individuals will be able to support work circumstances where desires are continuously met. The weight of modern innovations, globalization, repetitive financial emergency, vulnerability, competition, mergers and acquisitions, straightening and cutting back, reorganizations, outsourcing, etc. all point to critical precariousness in overseeing employer-employee relations. It is supportive to consider different alternatives for overseeing your work.

How it has affected employers

While the topic of student's skill sets doesn't cope with employer's expectations entails several issues that are components of the general issue of the disconnection itself, many factors can specifically contribute to the disconnection as stated previously. The Board of Dais would like the council to focus on several of them:

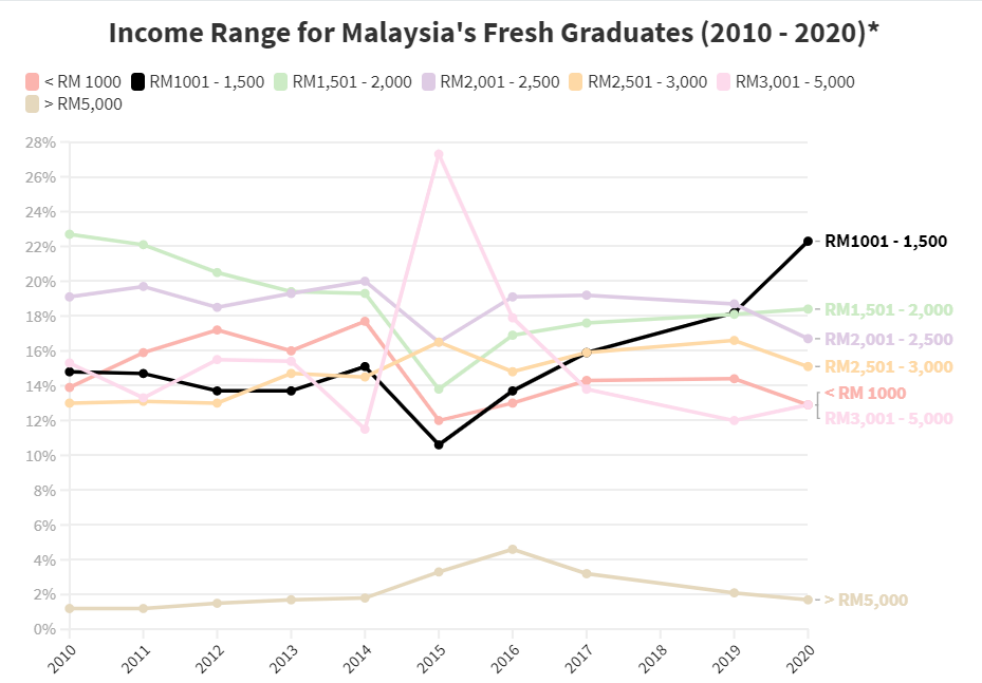
Issues	Discussion
Employer's Expectations Failed to achieve	Students often failed to live up to prescribed job requirements and employers' expectations because they lacked. Many have the necessary hard skills and soft skills to perform well. Hard skills are specific abilities and capabilities that an individual can perform in a measured way while soft skills, character traits and interpersonal skills characterize a person's relationships with other people. According to surveys and case studies, students consider generic skills critical because employers are assumed to value them. These skills are required to meet the expectations and achieve their job requirements in the companies.
Additional Costs for Career Training	Due to the failure of fresh graduates to meet the employers expectations, additional training designed to fit students in their respective job scopes is needed. Employers are also obliged to pay for the employees throughout the entire training program. These training courses would burden the employers if the training is necessary to everyone. Training can be extremely demanding on a small business, requiring significant amounts of time, resources and money. Although it's costly for corporations and organisations, studies show that training provides job enrichment opportunities and career development opportunities.

Higher Employment Rate of Experienced Graduates	The majority of employers are more likely to employ candidates who are previously involved in projects such as collaborative research projects or internships. Employers tend to consider hiring a fresh graduate who has completed an internship or apprenticeship. An internship is an official program offered by organisations to help train and provide work experience to students. Those who have experience in the workforce are more likely to be employed compared to students who are new to the job market.

How has it affected students?

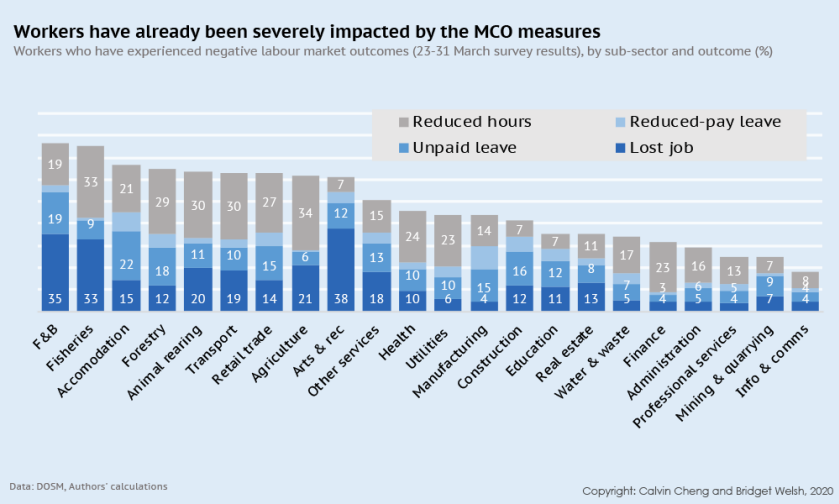
While students may believe that they are ready for a job, most employers think otherwise. When students start their careers in the workforce, their employers emphasise finding candidates with the right skills and competencies for their organisations. Depending on professions and career sectors, there could be certain specific capabilities or knowledge that are required for the job.

Students' wages are gradually decreasing and it is getting lower, especially in the post-pandemic world. Malaysia, with a slowing economy even before COVID-19 is facing unprecedented challenges that will extend long after the movement control order (MCO) is over. Many have not been able to complete secondary school and still others manage to graduate from university but lack the necessary skills to secure gainful employment. Already faced with higher rates of unemployment and underemployment compared to the overall labour force, young Malaysians are often the first to lose their jobs. With the disconnection of skill sets, employers are more likely to employ experienced people while the situation worsens and youths are exposed to financial obstacles more than ever.



Malaymail, (Lim & Ayamany, 2020)

With the skyrocketing of confirmed COVID-19 cases in Malaysia recently, the economy of Malaysia once again suffers from the pandemic. The biggest impact is likely in those industries which have come under the most pressure, such as aerospace and aviation as well as tourism and hospitality. There are sectors still holding up and hirings, such as information and communications technology (ICT), financial services and manufacturing, but overall, the jobs market remains challenging and competitive. As COVID-19 restrictions are implemented, employers are forced to reduce their employees' working hours and pay to sustain their businesses.



Malaysiakini, (Welsh & Cheng, 2020)

Furthermore, the majority of graduates conducted their classes through online platforms like Zoom and Microsoft Teams. This situation has caused students to be unable to conduct internships physically. Virtual internships are still feasible but there might be a lack of support and structure as they won't get that same feeling of having been mentored as their means of communication is only by email and phone. Correspondingly, students may get less training on and guidance about the duties of the job from their employers and colleagues at a remote internship than they would if the students could see them face-to-face. With the lack of guidance, students are impacted as they are lacking opportunities to learn the skill sets that are required for the job.

Case study of Qatar (Gap Analysis of Business Students Skills In the 21st Century)

According to The Ernst & Young Report written in 2015, three-quarters of employers in the Gulf Cooperation Council (GCC), which includes Qatar, believe that the education system does not firmly instill students with the necessary skills and qualities to succeed. The Arab News report, in 2013 stipulated that, although Qatar is recognized as one of the most competitive economies in the Arab World, it still faces a severe skills gap that obstructs its economic development. The report alleges that graduates leave universities lacking behind skills that employers are seeking, such as critical thinking as well as written and oral communication. It is believed that this skills gap will continue to broaden as the standards of the education system and the needs of 21st-century employers remain disconnected. Skills gaps are defined as the inadequate skill levels among workers to meet the fundamental requirements of their jobs.

According to a case study in 2006, employability skills are defined as such:

- **Fundamental skills (technical and knowledge of the task);**
- **Conceptual skills (planning, collecting and organizing information, problem-solving);**
- **Business skills (innovation and enterprise);**
- **Community skills (civic and citizenship knowledge);**
- **People-related skills (interpersonal qualities such as communication and teamwork);**
- **Personal skills (attributes such as being responsible, resourceful and self-confident);**
- **Soft skills, such as social skills and personal skills are considered to complement hard skills, which refer to technical knowledge and occupational skills**
- **Soft skills, such as etiquette, getting along with others, listening and engaging in small talks are intangible and hard to quantify**
- **Hard skills are teachable abilities that can be defined and measured, such as but are not limited to typing, writing, reading and the ability to use software programs**

Referring to a report in 2014, people rise in organizations because of hard skills and fall due to deficiency in soft skills. Moreover, although hard skills account for about 15% of the reason an individual gets a job, keeps the job and advances in that job, soft skills account for the remaining 85% of job success. Among the hard skills, critical thinking and problem-solving skills were reported as the most important skills. On the contrary, work ethics and interpersonal skills were rated as the most significant soft skills. Employers see these skills as a golden gateway to enable business students to flourish in today's competitive labour market.

Furthermore, employers in the Qatari employment market also ranked the skills that from their standpoint, employees should possess in order of their importance. As a result, it was statistically proven that employers tend to look for employees who have principled work ethics and can communicate with their co-workers in myriads of ways. In addition, they also want employees who are adaptable and flexible, ready for any changes in the environment at the workplace at all times. Besides, they also prefer employees who are decisive and good at decision making as well.

The results of these studies reveal the evolution and progress of the education system and labour market requirements. On top of that, several solutions have been advanced by professional educators in this report.

- **Educators need to teach students the skills that employers demand. This is made possible by forging a relationship between them and employers and involving the latter in designing the curriculum.**
  1. **Companies would play an active role in influencing the curriculum according to their present and projected skills needs**
- **Companies should play an active role in bridging the skills gap by providing students with hands-on training or vocational education, for example by offering internship programs and summer jobs where students could polish their skills and gain practical knowledge and experience in that particular field.**

- **Government stakeholders can participate in reducing the skills gap by funding skills development programs and implementing remedial reforms in educational institutions. This can be done in partnership with international academic institutions and by bringing expertise that will enhance the academic learning process and improve the students' engagement levels and skills**

Case study of Germany (The German system of vocational education and training)

Around the age of 16, the youths of Germany are encouraged to participate in a vocational education and training programme under the management of the German Office of Vocational and Educational Training. The programme acts as a medium for students to begin their journey in the labour market. By attending the usual school lessons in tandem with the vocational training programmes, students are not only able to acquire the necessary knowledge to complete their human intellects, but still able to gain experience being part of the German workforce.

During the most recent economic crisis, the German vocational education and training system (VET) received much international attention as youth unemployment rates in Germany remained spectacularly low, compared to several other European nations. This ought to be credited to the German dual apprenticeship training, which serves a purpose in facilitating a smooth school-to-work transition and low rates of youth unemployment. One reason is the occupational specificity of training, which increases initial productivity and reduces the immediate need for on-the-job training for firms.

The dual system of apprenticeship training to further skills formation among its youths is utilized all around the globe. However, in Germany's case, the vocational training system comprises more training routes, each of which corresponds to a specific labour market demand, training concept and logic of social inclusion. Other than that, numerous pre-vocational programmes initiated, aimed to prepare the youths either to enter a fully-qualifying vocational programme or to complete a school qualification.

The foundation of the German VET system is a 'dual' training approach based on the apprenticeship model, which combines theoretical knowledge acquired in vocational schools and practical workplace training in a certain company. In the bid to provide training, corporations are required to adhere to nationally defined standards in terms of formal requirements. For instance, employment of a certified trainer, paramount quality training and also relevant and necessary content. The primary incentive for firms to offer training is the recruitment function of the dual system, whereas for young people it provides a direct entry route into the labour market.

In Germany, the VET system interconnects institutionally with the school system alongside the labour market and the social welfare system. The three-pillar school system prepares pupils from as early as 10 years of age to pursue either a vocational track or an academic track to obtain a university entrance qualification after grade 12 or grade 13. As changing between different school types is a challenge, particularly when moving into higher school tracks, the early allocation of pupils to the different tracks significantly determines subsequent educational and career choices.

QARMAs

1. **What can the government do to overcome the problems that the employers' facing?**
2. **How can the teachers make students feel interested about having skills sets again?**
3. **How can the youths find 21st century skills useful ?**
4. **What can the school administration do to create a sense of awareness for the students to acknowledge the essential of 21st century skills set ?**
5. **How can the employers' make a friendly and professional engagement with the employee?**

Topic B: Combating the rising trend of vaping among teens and the long-term effects

Introduction to the topic

Vaping, the use of e-cigarettes, albeit aimed to provide the sensation of inhaling tobacco smoke, without smoke, still begets innumerable detrimental impacts on the human body. There have been concerns that the incremental popularity of e-cigarettes may tempt those who do not smoke to take up the habit, particularly adolescents. Despite its intention to curb the utilization of tobacco cigarettes as the sole purpose of its creation, many teenagers and adolescents in the present-day utilize e-cigarettes as an instrument of hedonism.

E-cigarettes were originally designed to deliver nicotine to a user through the respiratory system. An e-cigarette consists of a central electronic vaporization system, a rechargeable battery, several electronic controls, and replaceable cartridges that may contain nicotine and other chemicals. Flavourings of e-cigarettes deliver nicotine and other impurities in various proportions and quantities. E-cigarettes are drug devices that combine with tobacco products and are classified as nicotine vaporizers, seeing that they ought to meet the definition of both cigarette and smokeless tobacco products.

In the upcoming youth assembly, representatives are obligated to formulate policies and legislation to tackle the proliferating number of youths who vape and its long term effects.

How e-cigarettes evolve from cigarettes

Cigarettes became popular in the first half of the 20th century, but people have known for a long time that they are unhealthy; As early as 1888, they were nicknamed "coffin nails." Filters were invented in 1925 to reduce risks and became popular in the 1950s, but there was no way to reduce the risk of inhaling hot smoke. As scientists often say, people smoke for nicotine, but they die from the smoke.

In the past year, the media has increasingly reported on the potential risks and health benefits of electronic cigarettes (ecig) or e-cigarettes, resulting in very complicated reporting. This contradictory information inevitably leads young people (<18 years) to be unaware about the harmful effects that electronic cigarettes can have on their health, and the situation is further aggravated by the lack of clear and available information provided. At this critical stage of development, youths must receive clear and accessible information to protect their health. When the father of Chinese pharmacist Han Li died of lung cancer, he decided to come up with something that would allow him to experience safe smoking. His idea was similar to Gilbert: replacing tobacco smoke with hot steam. He utilized a powerful battery and a rechargeable lithium ion battery to make a working e-cigarette, which was immediately welcomed by the audience.

The potential impact of ECIG is uncertain. In other words, ECIG can help smokers to quit traditional tobacco cigarettes, it can induce more people to use nicotine; otherwise these people may remain nicotine deficient or people who have quit smoking completely before, and may cause health problems due to user inhalation. The result is a liquid and aerosol composition. There are several factors that are needed to consider, the uncertainty of long-term health outcomes, the impact of taste on ECIGs' abuse liability and its impact on vulnerable populations.

What causes vaping to be a trend among teens?

Teenagers, from the ages of 13-19, are often affected and motivated by their peers. In schools, they would be potentially exposed to other teens using vape varieties, like those shaped like a flash drive or those with flavours. It can seem quite daunting when other vaping teenagers approach and persuade their non-vaping friends to vape with them. Socially awkward teens may start smoking as a way to fit in.

Stress is common among students, and it can cause adverse mental and physical side effects if left unaddressed. The effects of chronic or long-term stress can be harmful on their own, but they also can contribute to depression, a mood disorder that makes people feel sad and disinterested in things they usually enjoy. Depression may affect appetites, sleeping habits, and the ability to concentrate. While researchers are still going through the fact-finding process about the linkage between depression and vaping, it is commonly believed that the nicotine in vape products affects the brain's ability to produce a chemical called dopamine, which is released to the brain when a pleasurable activity is performed.

With the growing popularity of vaping, evidence has emerged about the association between social media use and vaping among adolescents, possibly because of the proliferation of e-cigarette advertisements and other related content on social media. Studies find that teenagers are more susceptible to fancy, glorified social media posts. Advertisements on social media may pose particular risks because of high levels of social media use by adolescents and unregulated marketing messages that appeal to adolescents. Moreover, social media users can share vaping advertisements with members of their social network, leading to rapid dissemination across populations.

Effects of vaping

Aerosols in e-cigarettes alongside additives have been proven by medical professionals to have detrimental health impacts. Exposure to propylene glycol aerosol has been reported to beget respiratory and eye irritation in patients without asthma. Other than that, contemporary generations of high-powered e-cigarettes comprising tank systems can heat nicotine liquids to high temperatures that produce cancer-causing carcinogens such as formaldehyde and acetaldehyde in the vapour.

Although chronic impacts of vaping have not been fully discovered by medical professionals, according to Live Science, the potential long term side effects are as such but are not limited to:

Lung injuries	• 30% more likely to develop asthma • 60% more likely to develop chronic obstructive pulmonary disease
Cardiovascular diseases	• Increase in blood pressure, adrenaline, heart-rate and the stiffness of arteries, which causes heart attacks • The endothelium, which enables contraction of vessels and regulates inflammation to stop working correctly
Neurological disorders	• Clog formation in the arteries, which causes stroke • Permanent damage to parts of the brain responsible for memory, emotion and critical thinking

Past Actions and Analysis

1. Education and the Education Sector

The education sector plays an imperative role in a child's growth and personal development, particularly making the school environment safe from the misuse of E-Cigarettes. As the youth vaping epidemic continues to surge, school administrators are playing a central role in confronting and addressing the crisis. The Malaysian Education Ministry (MOE) has issued a circular which contains regulations, restrictions and measures on E-Cigarettes. The Ministry of Education (MOE) is working with the Ministry of Domestic Trade and Consumer Affairs (KPDNHEP) to address the problem of electronic cigarettes and vape products being sold to schoolchildren. Nevertheless, the joint efforts did not contribute much to the mitigation for the rising trend of vaping.

2. Malaysia Legal Framework

E-cigarette adoption is already present in many other countries, like the United Kingdom and New Zealand, which have regulated the use of the product with vape-specific legislation. However, Malaysia has not introduced any legal frameworks nor regulations regarding E-Cigarettes despite the vape industry has been calling for it.

The Board of Dais would like to urge the council to focus on suggesting a reasonable proposal for the regulating framework. The mandate of the youth assembly committee is not to legally enforce, however, this council is open to suggestions for a sensible proposal as we strongly believe that youth representation is important to society.

3. Universal Frameworks and Conventions on Electronic Nicotine Delivery Systems (ENDS)

Representatives are advised to read the full report to gain the in-depth knowledge of the content in the report released by the World Health Organisation.

The World Health Organization Framework Convention on Tobacco Control (FCTC) entered into force on February 27, 2005 and is one of the most widely adopted treaties in the United Nations system. The FCTC is a legally binding treaty that requires countries to abide by the treaty to implement evidence-based measures to reduce tobacco use and exposure to tobacco smoke. There are 182 Parties to the FCTC as of May 2020. The Conference of the Parties to the WHO FCTC has released a document regarding Electronic Nicotine Delivery Systems and Electronic/Non-Nicotine Delivery Systems (ENDS/ENNDS) in August, 2016. The report outlines several regulations including a ban on nicotine-vapour products with fruit, candy-like and alcohol-drink flavours until it can be proved they are not attractive to children and adolescents.

QARMAs

1. **What are the suggestions to propose a reasonable framework in combating the trend of vaping among teenagers?**
2. **How should the community act minimise harmful societal and cultural norms and stigma surrounding mental health?**
3. **What can Malaysia do to reduce vaping among teenagers?**
4. **What can Malaysia do to improve the facilities of addiction and mental health rehabilitation centres for teenagers and young adults?**
5. **Should more attention be given to specific youth/teenagers policies? How should this be given?**

Bibliography (Topic A)

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