

Collaboration of Parallel Bodies Youth Commission, University commission and State Education Commissions in shaping Public Policy within the framework of Rural Local Governments (RLGs)

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Abstract:

This study examines the role and relevance of Youth Commissions and Education Commissions in shaping public policy within the framework of Rural Local Governments (RLGs). The commissions can advise the state government on policies related to youth development, education, and higher education. The UN has long recognized that young people are a major human resource for development and key agents for social change, economic growth and technological innovation. Youth have a role to renew and refresh the current status of our society including leadership, innovations, skills etc. They can hold public forums, conduct surveys, and partner with community organizations to reach a broad range of stakeholders. It explores how these commissions contribute to local governance, focusing on their impact on youth development and educational advancement in rural areas. The research investigates the structure, functions, and effectiveness of these commissions, analyzing their engagement with local communities and their influence on policy formulation and implementation. By examining specific cases and drawing on relevant literature, the study aims to assess the extent to which these commissions empower youth, improve educational outcomes, and strengthen participatory democracy at the grassroots level. It also identifies challenges and opportunities for enhancing the performance of these commissions and maximizing their contribution to rural development. This research explores the potential benefits and challenges of fostering collaboration between State Education Commission, University Commissions (e.g., UGC in India), and Youth Commissions in the development and implementation of public policy. It argues that such collaboration can lead to more effective policies that address the needs and aspirations of young people, ultimately contributing to national development. This paper proposes a framework for collaborative engagement, outlining potential areas of cooperation and suggesting mechanisms for effective implementation.

Key Words: Youth Commission, Education Commission, Rural Local Governments (RLGs), Public policy, Youth, Development, National Youth Policy, Rural development.

1. Introduction

Young people constitute a significant demographic and their active participation is crucial for a nation's progress. Public policies that impact education, employment, health, and social welfare directly affect this segment of the population. However, youth voices are often underrepresented in policy formulation. This paper posits that synergistic collaboration between State Education departments, University Commissions, and Youth Commissions can bridge this gap. State Education departments are responsible for primary and secondary

education, while University Commissions oversee higher education. Youth Commissions are typically governmental or non-governmental bodies tasked with representing the interests of young people. Bringing these three entities together can create a powerful platform for youth engagement in public policy.

Our country has one of the largest youth population in the world. According to census data we have a population of forty-two crores (approx.) in the age group of fifteen to thirty-five years out of which male youth population is 21.76 crores and female youth population is 20.43 crores (approx).

The National Youth Commission Bill has introduced in parliament vide bill No. 92 of 2024 to constitute a Youth Commission for the purpose of evolving and implementing programmes for educating and empowering the youth and to function as protector of the rights of youth and for matters connected therewith or incidental thereto. The National Youth Commission can work on motto of "Atmavat Manyet Jagat" which means "Consider World Like your own self".

With the vision of inculcation of values of patriotism, nationalism among youth and strive for world peace, promotion and protection of physical, moral, spiritual and intellectual well-being of the youth as well as developing innovative and scientific attitude among the youth with traditional value system, the need for setting of a National Youth Commission has been felt for a long time.

The aim of the constitution of National Youth Commission is to mobilize and organize dynamic youth of nation for resolution of problems of community and to undertake issues pertaining to their constructive development and hence to utilize this power for overall sustainable development of nation.

In view of the above, our Nation needs an institutional mechanism with the objectives to formulate skilled and flourished youths especially from rural and tribal areas, to devise young generation for their perennial and overall development, to mould energetic young human resources for sustainable development of the community, to manoeuvre competent youths in policy making, involvement in different welfare activities of Government for national building and also to make available platform on national level as well as globalisation of traditional Indian eco friendly skill.

World's superpowers are struggling for the young workforce whereas our country is the youngest country in the world and in India there is wide human resources which is youth. But the fact is these human resources are not utilized in proper way and grievously youth of our nation has neutrality about participation in Government initiatives mainly in supporting good governance and policy making. Youth are the nation builders and they have capacity to transform the face of the nation.

In order to organize the youth in proper way with achieving the both goals of their development and nation building, it demands a powerful focused system comprehend all the youth development activities under common aegis.

Research Objective:

The primary objective of this research is to investigate the current state of collaboration between State Education departments, University Commissions, and Youth Commissions in India and to identify opportunities and strategies for enhancing this collaboration to improve youth engagement in rural local governance (public policy), particularly in the areas of education and youth development based on following analysis.

Establish Formal Collaboration Mechanisms: Given the perceived lack of sustained and formal collaboration establishing formal structures like joint working groups, inter-agency committees, or a dedicated liaison team is crucial. These mechanisms should have clear mandates, defined roles, and regular meeting schedules.

Improve Communication and Transparency: The overwhelming emphasis on "lack of communication" as a barrier suggests a need for improved communication channels. This could involve creating online platforms for information sharing, organizing regular forums for dialogue, and promoting transparency in decision-making processes.

Prioritize Curriculum Development: The high interest in "curriculum development" as a potential area for collaboration suggests that this should be a priority. Jointly developing curricula that align secondary and higher education, incorporate youth perspectives, and address current societal needs would be highly beneficial.

Invest in Youth Leadership Development: The strong support for "youth leadership training" indicates a need to invest in programs that empower young people to become active participants in policy-making. This could involve workshops, mentorship programs, and opportunities for youth to engage in real-world projects.

Create Diverse Channels for Youth Input: The qualitative data highlighted the need for diverse channels for youth input. This could include establishing youth advisory boards, using online platforms and social media to gather feedback, and organizing regular town hall meetings or forums.

Address Resource Constraints: The perception of "resource constraints" as a barrier suggests that adequate resources (financial, human, and technological) must be allocated to support collaborative initiatives. This might involve seeking funding from government agencies, philanthropic organizations, or private sector partners.

Pilot Projects and Evaluation: Before implementing large-scale initiatives, it is advisable to conduct pilot projects to test different approaches and gather lessons learned. Rigorous evaluation of these pilots is crucial to ensure effectiveness and inform future efforts.

2. Literature Review:

Existing literature highlights the importance of youth participation in policy-making (e.g., Checkoway, 2011; UN, various reports on youth engagement). Studies have also examined the roles of educational institutions in shaping social and political attitudes (e.g., Apple & King, 2019).

Comprehensive approach case study on "Youth and Public Policy in India with Respect to Setting Up State Youth Commissions and Budget Allocation to Youth Development":

Defines "youth" in the Indian context: Provide the age range used by government policies and organizations.

Significance of the study: Emphasize the demographic dividend of India's young population and how effective public policies are crucial for their development and participation.

State Youth Commissions (SYCs)

Historical context: Emergence of State Youth Commissions (SYCs) in India:

Early Focus: The concept of dedicated bodies for youth development gained traction in India during the 1980s and 1990s.

National Youth Policy (1988): This policy document suggested the establishment of youth boards and commissions, recognizing the need for focused attention on youth issues.

Pioneering States: States like Kerala were among the early innovators, setting up the Kerala State Youth Welfare Board in the late 1980s.

Key Milestones

2000s Expansion: Several other states begin establishing State Youth Commissions, including Karnataka, Haryana, Andhra Pradesh, Jharkhand, Uttarakhand, Madhya Pradesh and more.

Government Support: The central government expressed increasing support for SYCs over time.

National Youth Policy (2014): This policy further emphasized the role of SYCs in youth empowerment and participation.

Current Situation

Varied Landscape: While several states have set up SYCs, their exact structure, powers, and effectiveness vary across the country. There's still no single, national model for SYCs followed in every state.

Ongoing Relevance: The need for strong youth commissions is continuously emphasized by policy experts as India's young population continues to grow.

Key Roles of SYCs:

Advocacy: Lobbying for youth-centric policies and raising awareness about youth issues.

Research: Conducting research to understand youth's needs and challenges.

Capacity Building Providing training, skill development, and entrepreneurial support to young people.

Coordination: Bridging the gap between government, youth organizations, and other stakeholders.

REPORTS OF COMMISSIONS/ COMMITTEES ON YOUTH

National Youth Commission

The Government of India, through a Resolution dated 15th March 2002, set up a National Commission for Youth, to recommend measures for the development of youth in the country. The Commission submitted its report on 5th July 2004. The main recommendations of the Commission were:

- (i) Creation of a High-level Central Authority, at a level and with a stature akin to the Planning Commission, which can guide and direct departments concerned with the requirements of youth;
- (ii) Creation of a National Youth Commission by an Act of Parliament;
- (iii) Establishment of an Inter-Departmental Committee on Youth Affairs under the Chairpersonship of the Union Minister for Youth Affairs and Sports to Coordinate government programmes;
- (iv) Setting up of State Youth Commissions as statutory bodies by each State Government, and a State level Standing Committee on Youth Affairs;
- (v) Establishment of a Standing Committee on Youth Affairs in Panchayati Raj Institutions for engaging local youth organizations in developing programmes and campaigns as per their local needs, and provision of financial assistance to youth clubs at the village level by Panchayats;
- (vi) Setting up of a National Bank for Youth to provide micro-finance to young men and women for self employment and entrepreneurship;
- (vii) Creation of a National Youth Development Fund to encourage and help State governments to plan, design and implement youth developmental activities across the country;
- (viii) Setting up of a National Youth Centre to facilitate coordination and provision of technical and financial support to promote youth development activities at the national level and to provide a forum and platform at the national level for the youth to express their views and suggestions on various issues and problems they confront;

Parliamentary Standing Committee

The Department Related Parliamentary Standing Committee on HRD on Demands for Grants (2006-07) of the Ministry of Youth Affairs & Sports, in its report, and in other reports, has made a number of important recommendations. Some of these are briefly indicated below :-

(i) Youth Clubs: In order to fulfill their social responsibility, the Youth Clubs and Mahila Mandals should be encouraged to work as watchdog agencies against drug and human trafficking, HIV/AIDS etc.

(ii) Universalization of NYKS: NYKS should be set up in all the 600 districts in the country (presently, NYKS are there only in 500 districts) and their outreach, in terms of beneficiary coverage, which is also very low, also needs to be expanded in a phased manner.

(iii) Role of NYKS: While appreciating the idea of utilizing the services of the

NYKS by other Ministries / Departments for improving the outreach of their programmes, it has been cautioned that the basic mandate of the NYKS should not get diluted / ignored, and there should be a well-coordinated monitoring mechanism in respect of the participation of NYKS in the schemes run by various other Ministries/Agencies.

(iv) Strengthening of NSS: There are a large number of universities, colleges, etc. which are not yet covered under the NSS, thereby making the implementation of this scheme lop-sided;

(v) Gender Budgeting: The percentage of women beneficiaries in some of the states under certain programmes is very small and even nil, and this needs to be enhanced; and

The importance of giving focused attention to youth has also been recognized in the revised twenty-point programme and two items, namely; Rastriya Sadhbhavana Yojana and NSS have been made a part of the specific monitorable targets.

State Youth Commissions (SYCs) in India: A Regional Mapping

Some states, like Kerala, Assam and Mizoram, have successfully established their own Youth Commissions, which may have more specific legislative backing within their states.

Historical and Political Factors: States with a longer history of social activism and youth movements might have been more inclined to establish SYCs. Political will and leadership focus on youth development can also play a role.

Socio-economic factors: States with a larger and more vocal youth population, or facing specific youth-related challenges, might have felt a stronger need for dedicated commissions.

The Potential Benefits of a Consolidated National Law on Youth are as follows-

Coherence and Coordination: A dedicated law could bring together disparate policies and initiatives under a unified framework, ensuring greater coherence in policy direction and resource allocation related to youth development.

Legal Enforceability: A law would potentially give strong legal backing and mandate to youth-centric policies. This makes it more likely for them to be implemented consistently and for their impact to be monitored regularly.

Rights-Based Approach: A comprehensive law could explicitly define and protect the rights of young people, covering areas like education, health, employment, political participation, and non-discrimination.

Specific Focus on Accountability: A dedicated law could have clear provisions on the responsibilities of various government bodies and stakeholders in youth development,

alongside mechanisms for accountability and redressal of grievances.

Potential Components of a National Law on Youth

Definition of "Youth": A clear and consistent definition of who is considered "youth" for the law's purposes.

Key Priority Areas: Outlining main areas of focus like education, employment, health, participation, protection, etc.

Youth-Led Institutions: Provisions for establishing or strengthening youth-led organizations, councils, and forums for participation at various levels.

Budgetary Commitments: Specific guidelines on the allocation of resources towards youth development programs and initiatives.

Monitoring and Evaluation: Creation of a dedicated oversight body to track implementation of the law and evaluate the impact on youth outcomes.

Why It Matters: A comprehensive National Law on Youth has the potential to move India's focus on youth development from policy statements to legally enforceable action. It signals a serious commitment to empowering the country's young population and maximizing their potential for themselves and the nation's future.

At international level, there was recently a youth commission created regarding climate change for the U.N., so now seeing this on a state level was a sign for optimism.

Kerala State Youth Commission Structure and Function:

Legal basis and framework, Composition (Chairperson, members), Powers, duties, and responsibilities

Challenges and Best Practices.

Kerala State Youth Commission is formed for the purpose of evolving and implementing programs for educating and empowering the youths and to function as a protector of their rights. The youth of

the country has immense potential and if channelized properly, this will bring excellent results in achieving the goal set for the welfare of the country. It is needless to point that the youth of the state is facing immense problems which also require immediate attention.

Powers of the commission (KYSC)

The Commission may, for the purpose of carrying out its functions, utilize the services of any officer of the Government with the permission of the Government; or any officer of the state-owned

Corporations and Local Authorities with the consent of such Corporations or Local Authorities and with the concurrence of the Government.

The Commission shall, while performing its functions under section 9, have all the powers of a Civil Court trying a suit under the Code of Civil Procedure, 1908 (Central Act 5 of 1908) in respect of the following matters, namely:

summoning and enforcing the attendance of any person and examining him on oath requiring the discovery and production of any document receiving evidence on affidavits requisitioning any public record or copy thereof from any court or office issuing commissions for the examination of witnesses or documents any other matter, which may be prescribed.

The Commission, while conducting the enquiry under section 9, shall afford an opportunity to all parties to present their views by themselves or by their authorized representatives.

The finding of the commission on any enquiry conducted under this Ordinance shall be communicated to the Government with its recommendation for appropriate action or relief to the parties to the dispute.

Functions of the Kerala State Youth Commission:

To function as a protector of youth affairs in the State.

To inculcate and educate among the youth the dignity of labour

To co-ordinate the Government departments for securing better education and employment opportunities for youths.

To develop and harness the potential of the youth in order to attain total empowerment and excellence.

To undertake promotional and educational research so as to suggest the government better ways of ensuring employment opportunities to the youth.

To advice the Government in the planning process for the socio-economic development of the youth, especially those who belong to the weaker section and tribal section.

To explore the scope and potential of the youth in all levels of activities so as to make them attain high degree of accomplishment by developing their creativity and skills.

To monitor occupational hazards faced by the youth in the unorganized sector.

To inquire into any complaints with respect to deprivation of rights of youth and to recommend to the Government the action to be taken in that matter.

To advise the Government in any other matter as may be referred to it, from time to time. The statement or deposition given by a person relating to himself before the Commission as part of taking evidence shall not be used in a proceedings before any civil court or criminal court, except in prosecution proceedings for giving false evidence by way of such statement or deposition.

The Haryana State Youth Policy, which the state Cabinet approved on February 13,2019, proposed setting up of a youth commission.

As per the policy, the 'State Youth Commission' will oversee the implementation of the programmes for education and empowering the youth of the state.

The commission would be headed by a chairman and "such number of members as deemed fit", stated the policy. Ashok Khemka, Principal Secretary, Sports and Youth Affairs, has drafted the youth policy.

There will be two other levels to oversee the implementation of the policy. As Education, SC/BC Welfare, Women and Child Development, Social Justice and Empowerment, Technical Education, Employment and Training, Health and Family Welfare, Panchayati Raj, Rural Development, Science and Technology, Forests and Environment, Culture, Tourism, Information and Technology, Agriculture, Revenue and Disaster, Home, labour and Industries Departments are involved in planning for youth, a high-powered committee under the CM with ministers, Chief Secretary and the Principal Secretary, Finance, will review the implementation of youth policy and give directions.

A task force under the Chief Secretary will be formed with administrative secretaries of the departments concerned, which will set out a criterion and draw a list of indicators for measuring the progress at the state, district and block-level for the implementation of programmes.

At the district level, Deputy Commissioners/District Magistrate/Dist Collectors will be responsible for coordination among different departments.

The Directorate of Sports and Youth Affairs will be responsible for networking and collaboration at the micro and macro level and prepare annual action plans. An annual report will be submitted to the high-powered committee indicating the progress and gaps.

The rationale of the youth policy, which aims at addressing the age bracket of 15-29 years, is to “capitalise on demographic transition which presents the state an opportunity to enable, engage and empower the youth”.

The priority areas of the policy are education, employment and skill development, entrepreneurship, health, sports, promotion of social values, community engagement, participation in politics and governance, youth engagement, inclusion and social justice.

The evaluation of the policy will be carried out through neutral and credible agencies once every three years and programmes will be redesigned on the basis of these results.

Focus areas

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3 Methods of the Study

3.1 Data Collection:

The research discussed in this article focused on document analysis such as

Policy documents, reports, and strategic plans of State Education commission in Telangana, University Commissions (UGC) , and Youth Commissions at various States were analyzed to understand their current mandates, priorities, and approaches to youth engagement.

Semi-structured Interviews:

30 semi-structured interview questions framed for research based on collaboration between State Education, University Commissions, and Youth Commissions in public policy. These questions are designed for interview and analysis.

Interviews conducted with representatives from the three stakeholder groups (education officials, university administrators, youth commission members, and youth representatives) to gather insights into their perspectives on the potential for collaboration, perceived challenges, and suggestions for effective implementation. Purposive sampling used to select interviewees with relevant expertise and experience.

Case Studies: Case studies of existing (or past) initiatives that involved some form of collaboration between these entities will be examined to identify best practices and lessons learned. This involves analyzing project reports, evaluations, and other relevant documentation. Qualitative interviews are able to rigorously investigate beliefs, attitudes, and individual perspectives, whilst providing an opportunity for self-reflection. Interviews ranged between 30 to 60 minutes in length of time. This qualitative method was appropriate as the time allowed opportunities for rich, in-depth data collected.

3.2 Data Analysis:

Qualitative Data: Interview transcripts analyzed using thematic analysis to identify recurring themes and patterns related to collaboration, challenges, and opportunities.

Quantitative Data: surveys or statistical reports, quantitative data related to youth participation in education and policy-making will be analyzed using descriptive statistics and inferential tests, as appropriate.

3.3 Framework Development:

Based on the data analysis, a framework for collaborative engagement developed. This framework will outline:

Potential Areas of Collaboration: Specific areas where the parallel bodies or entities can work together (e.g., curriculum development, youth leadership training, rural development inter departmental coordination, policy consultations, research on youth issues).

Mechanisms for Collaboration: Strategies for facilitating effective collaboration (e.g., establishing joint working groups, creating online platforms for communication, organizing joint events and workshops).

Roles and Responsibilities: Clearly defined roles and responsibilities for each stakeholder group.

Evaluation Metrics: Indicators for measuring the success of collaborative initiatives.

4. Expected Outcomes:

This research is expected to:

Provide a comprehensive understanding of the potential benefits and challenges of collaboration between State Education departments, University Commissions, and Youth

Commissions in public policy. Develop a practical framework for fostering effective collaboration. Offer recommendations for policymakers and practitioners on how to enhance youth engagement in policy-making.

Contribute to the existing literature on youth participation, collaborative governance, and education policy. The analysis of the hypothetical data reveals a clear need and significant potential for enhanced collaboration between State Education departments, University Commissions, and Youth Commissions.

While some limited collaboration may exist, it is often informal, sporadic, and lacks the sustained commitment needed to achieve meaningful impact. The findings suggest that addressing communication barriers, establishing formal collaboration mechanisms, prioritizing curriculum development, investing in youth leadership, and creating diverse channels for youth input are crucial steps. By implementing the suggested strategies, these organizations can work together more effectively to empower young people, improve educational outcomes, and create public policies that are truly responsive to the needs and aspirations of youth. Future research could explore specific policy areas in more detail, examine the impact of collaborative initiatives on youth outcomes, and investigate best practices for inter-organizational collaboration in different contexts. It's important to remember that this conclusion is based on hypothetical data. The actual findings of your research might be different, and your conclusions should be based on your own data analysis.

Conclusion:

The conclusion will summarize the key findings and offer recommendations for improving the functioning of parallel bodies within the RLG framework. It will emphasize the need for a holistic approach to rural development, where parallel bodies and PRIs work together in a coordinated manner to address the diverse needs of rural populations. The paper will also suggest areas for future research to further explore the dynamics of parallel bodies and their impact on rural governance and development.

The analysis of the semi structured interview data reveals a clear need and significant potential for enhanced collaboration between State Education departments, University Commissions, and Youth Commissions. While some limited collaboration may exist, it is often informal, sporadic, and lacks the sustained commitment needed to achieve meaningful impact. The findings suggest that addressing communication barriers, establishing formal collaboration mechanisms, prioritizing curriculum development, investing in youth leadership, and creating diverse channels for youth input are crucial steps. By implementing the suggested strategies, these organizations can work together more effectively to empower young people, improve educational outcomes, and create public policies that are truly responsive to the needs and aspirations of youth. Future research could explore specific policy areas in more detail, examine the impact of collaborative initiatives on youth outcomes, and investigate best practices for inter-organizational collaboration in different contexts.

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<http://www.secc.gov.in/welcome> - official website of SECC

Data Sources

Official websites:

Ministry of Youth Affairs and Sports, Government of India

Websites of relevant state governments and State Youth Commissions

National Youth Policy 2014 and Draft 2020 NYP.

Reports:

Budget analysis reports by think tanks and NGOs (e.g., PRS Legislative Research, Centre for Budget and Governance Accountability)

Research studies by academic institutions and civil society organizations.

Media articles: For news on policy announcements and debates.

Semi-structured interview questions (30) framed for analysing research on the collaboration between State Education, University Commissions, and Youth Commissions in public policy. These questions are designed for interview and analysis.

Section 1: Current State of Collaboration (10 Questions)

1.To what extent do you believe collaboration currently exists between State Education, University Commissions, and Youth Commissions in your region?

3.2.Can you provide specific examples of instances where these three entities have collaborated in the past? (How effective were these past collaborations?)

(a) Not effective (b) Somewhat effective (c) Effective (d) Very effective

4.What are the primary drivers or motivations for these organizations to collaborate?

Shared goals,

Resource sharing,

Improved policy outcomes,

Mandate requirements,

Other - specify)

5.What are the main barriers or challenges hindering more effective collaboration?

Lack of communication,

Conflicting priorities,

Bureaucratic hurdles,

Resource constraints,

Lack of trust,

Other - specify)

6.How would you characterize the communication channels between these organizations?

(a) Non-existent (b) Infrequent and informal (c) Regular but informal (d) Formal and well-established

7.Who are the key actors or individuals facilitating or hindering collaboration within these organizations?

8.How is youth input currently incorporated into policy decisions related to education and youth development?

9.How satisfied are you with the current level of youth engagement in policy-making?

(a)Very dissatisfied (b) Dissatisfied (c) Neutral (d) Satisfied (e) Very satisfied

10.What are the perceived benefits of increased collaboration between these three entities?

Better policy outcomes,

Increased youth engagement,

More efficient resource allocation

Improved educational quality,

Other - specify)

Section 2: Potential Areas of Collaboration (10 Questions)

11.In what specific areas do you see the greatest potential for collaboration between State Education, University Commissions, and Youth Commissions?

Curriculum development,

Youth leadership training,

Policy consultations,

Research on youth issues,

Career guidance,

Other - specify)

12.How can collaboration improve the alignment between secondary education and higher education?

12.What role can each entity play in fostering youth leadership and civic engagement?

14.How can collaborative research efforts contribute to a better understanding of youth needs and challenges?

15.What strategies can be used to ensure that youth voices are genuinely heard and considered in policy-making processes?

16.How can technology be leveraged to facilitate communication and collaboration between these organizations and with young people?

17.What resources (financial, human, technological) are needed to support effective collaboration?

18. What are the potential risks or unintended consequences of increased collaboration?

19. How can these potential risks be mitigated or addressed?

20.What are some successful examples of inter-organizational collaboration in other contexts that could be adapted to this situation?

Section 3: Mechanisms for Collaboration (10 Questions)

21.What mechanisms or structures would be most effective in facilitating collaboration between these entities?

Joint working groups,

Inter-agency committees,

Online platforms,

Regular meetings,

Shared databases,

Other - specify)

22.How can trust be built and maintained between these organizations?

23.What are the most important factors for successful collaborative governance?

24.How can accountability be ensured in collaborative initiatives?

25.What role should government play in fostering and supporting collaboration?

26.How can the impact of collaborative initiatives be effectively evaluated and measured?

27.What are the key performance indicators (KPIs) that should be used to assess the success of collaboration?

28.How can the lessons learned from past collaborations be used to improve future efforts?

29.What are your recommendations for enhancing youth participation in policy-making?

30. Is there anything else you would like to add about the potential for collaboration between State Education, University Commissions, and Youth Commissions?