



The ORF SDGs Young Influencers Programme: Insights from the Pilot

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Image is representational. Getty Images/Deepak Sethi.

Introduction

The historic United Nations summit of September 2015 in New York saw the adoption of 17 Sustainable Development Goals (SDGs), as part of the 2030 Agenda for Sustainable Development. This became formally operational on 1 January 2016. By ratifying them, nations committed to step up their efforts to battle inequality, poverty, and climate change over the next 15 years.

The SDGs, also referred to as Global Goals, transcend merely eradicating poverty. They comprise a comprehensive framework for a balanced approach towards economic growth, social inclusion, and environmental sustainability. This concept is encapsulated in the “Irreconcilable Trinity”, which highlights the intricate interplay and balance between equity, efficiency, and sustainability.¹ The SDGs acknowledge the interconnected nature of global challenges and stress the importance of integrated solutions that address economic, social, and environmental aspects simultaneously. This multifaceted perspective is central to the SDGs, which aim to navigate the complex interdependencies and trade-offs among different goals to achieve inclusive and sustainable progress.

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Governments are expected to take charge and provide national frameworks to accomplish these 17 goals (Fig. 1), even though the SDGs are not legally obligatory. Following up and evaluating the progress made in implementing them is mostly the responsibility of the individual countries which have ratified them, and this will call for timely, high-quality data collection. The regional evaluation and follow-up will draw from analyses at the national level and support global evaluation and follow-up. There are 17 goals, 169 targets, and 231 unique indicators in the SDG framework, 92 of which are connected to the environment.

Fig. 1: The UN Sustainable Development Goals



Source: United Nations-The 17 Goals²

Youth and the SDGs

There are 1.8 billion young people in the world between 10-24 years old, 90 percent of them living in developing nations.³ This number is expected to rise further, with an estimated 1.9 billion young people reaching the age of 15 between 2015 and 2030.⁴ This demographic dividend, especially in countries like India, is projected to last until around 2055-56 and could play a crucial role in driving the 2030 Agenda. The potential of India's human-capital-induced development is rooted in its young people, who could actively contribute to their communities by advancing social justice, spurring political change, and finding innovative solutions to enhance community resilience. Their role as change agents is pivotal in promoting the SDGs.

To translate the 2030 Agenda into regional, national, and municipal policy, youth-led groups must be supported and given more authority. Young people aspire to make contributions and should be provided avenues to involve themselves in SDG-related programmes. They should be encouraged to look for solutions to SDG challenges during extracurricular activities, such as study tours, hackathons, learning and teaching programmes, and student leadership programmes. Events, campaigns and projects should be used to mobilise them to tackle SDGs.

Roles for Youth in the SDG 2030 Agenda

1. **Critical thinkers:** Asking questions about the world and trying to make sense of one's own experiences are part of growing up. Young people have the capacity to recognise and confront prevailing power hierarchies and impediments to transformation, as well as to point out inconsistencies and prejudices.

2. **Change-makers:** Young people can inspire their peers through their actions. Increased connectivity and access to social media have contributed to a global surge in youth activism.
3. **Pioneers:** Young people frequently have first-hand knowledge of, or insights into, subjects of import. They can provide fresh perspectives in thinking about issues that confront their communities, countries, and the world.
4. **Communicators:** The SDG goals are a historic and comprehensive agreement to improve human well-being and the environment by 2030. Young people can work to share the SDG development agenda with their communities and peers, locally, nationally, and internationally.
5. **Leaders:** Young people in India, who constitute more than half the population, can bring about change when they are empowered with knowledge of their rights and taught leadership skills. Youth-led networks and organisations should be encouraged as they help young people—especially those from marginalised communities—develop civic leadership abilities.

Rationale and Objectives

The SDGs are a blueprint for a better and more sustainable future for all. However, they can only be achieved if all sections of society, including the youth, are actively engaged in pursuing them. In this context, ORF began an SDG outreach programme to engage with private as well as public school students in Delhi to elicit their views on specific policy questions around SDGs and also to show them how a think tank functions.

The objective was to stimulate student interest in the SDGs and show how they can play an active role in achieving them. It was customised to explain SDGs to students, discuss their implementation within the community, and also provide exposure to ORF's research work. A great takeaway for the students participating in the programme was the opportunity to observe and participate in policy-related work within a think tank.

Design of the Workshops

This report will discuss two pilot workshops, held in the ORF offices in New Delhi, the first with students of the private institution, Summer Fields School, and the second with those from the government-run Delhi Police Public School on 21 November and 8 December 2023, respectively. An average of 35-40 students between the ages of 13-17 attended each of the four-hour long workshops (Fig. 2), accompanied by two senior teachers. A short presentation by ORF on the 17 SDGs and their indicators in the context of the G20 Delhi Summit^a set the stage. Students were then divided into four groups, representing four SDGs selected based on their direct alignment with the curriculum, with each group focusing on a separate SDG:^b

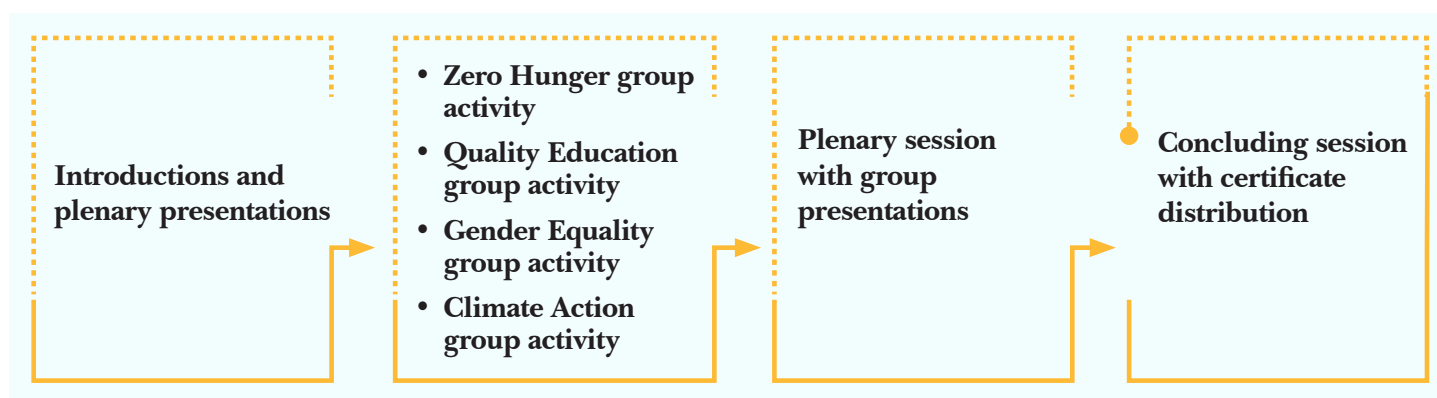
- The first group took up SDG 2 – Zero Hunger
- The second group took up SDG 4 – Quality Education
- The third group focused on SDG 5 – Gender Equality
- The fourth group focused on SDG 13 – Climate Action

Each group was given 90 minutes to brainstorm and design their own roadmap towards achieving its SDG, using whatever form of expression it preferred—e.g., poetry, artwork such as cartography, or simply writing down their ideas on white boards or chart paper. Actionable points and key recommendations were presented by a representative from each team, which was followed by a short discussion with the ORF faculty.

a The G20 summit was held in Delhi on 9-10 September 2023.

b The set of SDGs will be broadened as we progress further in this project.

Figure 2: Workshop Design



Highlights from the Workshops

Summer Fields School, 21 November 2023

The workshop with Summer Fields School students proved how concerned and knowledgeable today's youth are about the Development Agenda. The gathering, which included students from different academic streams and had balanced gender representation, offered nuanced insights into how young minds want to address global challenges.

1. SDG 2 (Zero Hunger)

Most students attending this session, both boys and girls—mainly from Humanities and Commerce backgrounds—displayed a medium level of interest in the subject. They showed a keen understanding of the complexities surrounding global poverty and hunger. They sought universal access to food, recognising the dire consequences of food insecurity, notably on child health and growth. The discussion also touched upon broader economic aspects, with students suggesting measures to curb inflation and stabilise food prices. Transitioning towards sustainable agriculture and food production was a recurrent theme, highlighting the students' grasp of the close relationship between economic policies and food security.

2. SDG 4 (Quality Education)

This discussion attracted a wide array of students across disciplines and gender. It included a critical examination of the National Education Policy 2020, with students voicing concerns about the lack of student involvement in policymaking. They underscored the importance of

integrating vocational training in school curriculums and advocated an education system that balances theoretical knowledge with practical skills that will prepare them for challenges in the real world.

3. SDG 5 (Gender Equality)

It was predominantly female students from the Humanities stream who came for this session. The discussion centred around issues such as combating violence against women and bridging the gender gap in higher education and the economy. Innovative and actionable ideas, such as the introduction of ‘pink taxis’ exclusively for women’s transportation, were brought up. It showed that those attending were forward-thinking as they combined immediate, practical solutions with broader policy advocacy.

4. SDG 13 (Climate Action)

This SDG drew the highest interest, particularly from Science students. Participants discussed its various aspects, from promoting green transportation methods—such as Norway’s electric vehicle policies which have made it the country with the highest number of electric vehicles per capita—to watershed development and river system management, where the Namami Gange project was cited as a successful model. Effective waste management and community cleanliness initiatives—like India’s Swachh Bharat and Rwanda’s Umuganda—were also highlighted. The discussions demonstrated the students’ ability to connect global examples to local contexts, and indicated their deep understanding of environmental sustainability.

The workshop did not just provide a platform for students to express their concerns and ideas; it was a demonstration of their capacity to think critically, propose innovative solutions, and engage actively with global issues. The interactions showed the vital role of such forums in nurturing informed, proactive future leaders.

Delhi Police Public School, 8 December 2023

The workshop with students from the Delhi Police Public School (DPPS), New Police Lines, provided deep insights into how students from the Commerce and Humanities streams perceive and propose to address key SDGs.^c

1. SDG 2 (Zero Hunger)

This topic evoked a medium level of interest among both boys and girls, most of them from the Commerce stream. They identified food insecurity as a critical issue in India, exacerbated by increasing population and poverty. They emphasised the need for availability, accessibility, and affordability of food. They suggested improving mid-day meals with more nutritious options and encouraging cultivation of kitchen and backyard gardens for domestic consumption. They advocated increased awareness of healthy consumption lifestyles, which showed their understanding of the broader societal implications of food security.

2. SDG 4 (Quality Education)

This goal garnered very high interest from students of both the Commerce and Humanities streams. They recognised quality education as vital for life success, and called for increased investment in educational infrastructure. They advocated innovative approaches to learning, which would increase student creativity. They highlighted the need to end all kinds of discrimination and foster diverse career options. Suggestions included reframing the curriculum to align more closely with student interests, and offering assistance and support to students in need, such as free uniforms and books. The role of parents was also emphasised, and regular workshops to enhance their involvement in school activities suggested.

^c DPPS offers only commerce and humanities courses.

3. SDG 5 (Gender Equality)

This session attracted a large number of students from the Humanities section, both girls and boys. Participants critically examined structural gender inequalities in society and in educational settings. They discussed gender-based segregation in schools and the social stigma associated with cross-gender friendships. The need for counselling facilities in schools was highlighted, both for career guidance and personal well-being. The portrayal of women in the media, specifically the romanticised 'male gaze', was critically analysed. Students also strongly supported LGBTQ rights and emphasised that fostering gender equality required a change in mindset starting from the formative years.

4. SDG 13 (Climate Action)

This too, attracted high interest, particularly from boys in the Commerce stream. Students recognised climate change as the planet's most significant existential threat, drawing attention to its impacts like rising sea levels and extreme weather events. They proposed a shift to green energy sources as a key strategy to combat global warming. They emphasised the importance of sustainable living with affordable access to rainwater harvesting and wind, solar, and other renewable energies. They discussed waste segregation and promoting of sustainable, affordable housing in urban areas.

Overall, the workshop with DPPS students demonstrated their keen awareness of, and commitment to, addressing global challenges through the SDGs. Their suggestions were marked by a blend of practicality, innovation, and a deep sense of social responsibility.

Key Takeaways

The programme is still in its early stages. The current matrix, primarily derived from an analysis of group activities, will be mainly a representational tool. It is valuable for guiding future comparative analyses on the differences in response between students from affluent private schools and those from public schools.

1. In private schools such as Summer Fields, which have Model United Nations (MUN) clubs, students have already acquired a substantial understanding of the SDGs. This contrasts with public school students, where themes related to the SDGs are less integrated into the curriculum. Our observations revealed noticeable gaps in the public school students' knowledge of global citizenship and sustainability related issues. There is need for uniform SDG education across different types of school to ensure that all students, regardless of where they are studying, have the same capacity to engage with these critical global issues.
2. The economic backgrounds of students from the two schools varied significantly. DPPS had a larger representation of students from the economically weaker sections (EWS). These students, in a bilingual educational environment, often face challenges in expressing themselves fluently in English. However, faculty encouragement to use both Hindi and English has enabled them to present their ideas confidently. This bilingual approach not only gives the students linguistic comfort, but also fosters a richer and more diverse exchange of ideas, underscoring the importance of language inclusivity in educational programmes.

3. The exposure provided by ORF's outreach enhanced the students' understanding of SDGs. More importantly, it sparked their curiosity about the broader work of ORF. Students have begun engaging with ORF's research materials, indicating the programme's success in not only educating them about SDGs but also in engaging them with ongoing research and discussions in the field. This outcome highlights the programme's potential as a bridge connecting young minds to the wider discourse on sustainable development and global policy.
4. The inclusion of more public schools in the programme could add substantial value, bringing in diverse perspectives and experiences. Adapting the resource materials for students not fluent in English would make the programme even more accessible. It would ensure that language barriers do not hinder students' ability to engage fully with the programme.

These insights from the pilot phase will shape the future course of the programme. They emphasise the need for a more inclusive, comprehensive approach that takes into account the varied backgrounds and capabilities of students, striving for a more equitable and effective educational experience. Taking learnings from the pilot phase, future workshops will strive to be even more inclusive, effective, and engaging, ensuring that all students, regardless of background, have the opportunity to learn about and contribute to the SDGs. At the end of the cycle, a Young Influencers' SDG Manifesto will be published, based on insights from the workshops.

ZERO HUNGER

POEM

We breach food security the whole day
 But do we really know about what we say?
 Every 3 in 10 stunted children are Indian
 lets join this rebellion
 To eradicate world hunger
 Ensuring universal access to food
 lets not be pride
 People slave to inflation
 The goal is to increase effective production
 Form on our needs and forget greed
 Make this world a better place through deed

Equality & Equity

Goal 5 Gender Equality

PINK TAXI

1. One in three women have experienced some form of sexual or physical violence in their lifetimes.
2. 48.5% population of women but only 24.4% are in workforce.
3. Enrolment of girls in primary education 100% but 76.8% women are not enrolled in higher education.

4 QUALITY EDUCATION ORF

ABC = MC2
 $\frac{EF}{N} = \frac{123}{123}$

- Education has emerged as a business
- Complete Education for boys and girls
- Safe Environment
- Time Management
- Proper Management and
- Focus High Education [MC2]
- Proper Scholarships

Equality & Equity

Annexure

Agenda of the Workshops

Venue: ORF Conference Hall, New Delhi

Timing: 09:00 am to 12:45 pm

09:00	Arrival of Students
09:30–10:00	Introduction/Welcome Address
10:00–10:15	Presentation on the SDGs/Brief introduction to ORF's research footprint
10:15–10:25	Group Work Guidelines
10:25–11:15	Group Work Begins
11:15–11:45	Presentation by Group Rapporteur
11:45–12:00	Closing Group Photo & Distribution of Certificates
12:00–12:30	Refreshments/High Tea

PowerPoint Presentation from the ORF Team

ORF's Future Influencers SDG's Program
12 October 2023

2015 Millennium Development Goals

The United Nations Millennium Declaration from 2000 set eight goals to be achieved by 2015. The United Nations Millennium Declaration report in 2005 set the 2015 deadline. The 2015 Sustainable Development Goals replaced the Millennium Development Goals. The SDGs have been updated by the Sustainable Development Goals.

Goal 2: Zero Hunger

- SDG 2 aims to end all forms of hunger and food insecurity by 2030, including malnutrition and undernutrition.
- This includes promoting sustainable agriculture, supporting small-scale farmers and agribusinesses, and ensuring food security and nutrition.
- It also requires international cooperation to meet the growing demand for food and agricultural products.

Goal 5: Achieve gender equality and empower all women and girls

- Ending all discrimination against women and girls is not only a basic human right, it's crucial for sustainable future. It's crucial for the engineering sector and gets huge economic growth and development.
- SDG 5 aims to grant women and girls equal rights and opportunities to live free of violence and discrimination, including in the workplace.

G20 Delhi Declaration

At the G20 Summit 2023, acknowledging the need to resolve climate change, the G20 Leaders adopted the Sustainable Development Goals (SDG) Declaration.

All the G20 leaders agreed to 2030, the global program to end poverty and promote prosperity, sustainable development, and climate action. The G20 Leaders will leverage the SDG framework and its implementation to address the most pressing challenges of the world, with a focus on the SDG's, with a focus on the SDG's, with a focus on the SDG's.

2030 Sustainable Development Goals

The 2030 Sustainable Development Goals (SDGs) are a set of 17 global goals that were adopted by the United Nations in 2015. They are intended to be a blueprint for achieving a better and more equitable world by 2030. The SDGs cover a wide range of issues, including poverty, inequality, climate change, and sustainable development.

Goal 3: Ensure healthy lives and promote well-being for all at all ages

- SDG 3 addresses all major health priorities: reproductive health, maternal, newborn, child and adolescent health, communicable and non-communicable diseases, universal health coverage, and access for all to safe, effective, quality and affordable medicines and vaccines.

Goal 6: Ensure access to water and sanitation for all

- Access to clean water and sanitation is essential for human health, dignity, and well-being. It is also a key driver of economic growth and sustainable development.
- SDG 6 aims to ensure universal and equitable access to clean water and sanitation for all by 2030.

T20 India Recommendations to G20

The T20 India Recommendations to G20 are a set of 17 recommendations that were adopted by the G20 Leaders at the T20 Summit in 2023. They cover a wide range of issues, including climate change, sustainable development, and global health.

Goal 1: End poverty in all its forms everywhere

- SDG 1 aims to eradicate every form of extreme poverty, including the lack of food, clean drinking water, and sanitation. Achieving this goal includes finding solutions to the root causes of poverty, such as climate change and conflict.
- SDG 1 focuses not just on people living in poverty, but also on the workless people who are not in the workforce, who are often the most vulnerable to poverty.

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- SDG 4 aims at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.
- This goal demands that all girls and boys complete five primary and secondary schooling by 2030.

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy

- SDG 7 is about ensuring access to clean and affordable energy, which is key to the development of agriculture, business, healthcare and transportation. Ensuring universal access to affordable electricity by 2030 means investing in clean energy sources such as solar, wind and thermal.

Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all

- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

Goal 11: Make cities inclusive, safe, resilient and sustainable

- SDG 11 is about making cities and human settlements inclusive, safe, resilient and sustainable.
- It addresses urban, human settlement management and planning, climate change mitigation and adaptation, and urban economies.

Goal 14: Conserve and sustainably use the oceans, seas and marine resources

- SDG 14 is to conserve and sustainably use the oceans, seas and marine resources.
- This includes reducing marine pollution and ocean acidification, and overfishing and conserve marine and coastal ecosystems.

Goal 17: Revitalize the global partnership for sustainable development

- SDG 17 is about revitalizing the global partnership for sustainable development. The 2030 Agenda is universal and calls for action by all countries – developed and developing – to ensure no one is left behind.

Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation

- SDG 9 calls for building resilient and sustainable infrastructure and promoting inclusive and sustainable industrialization.
- It also recognizes the importance of research and innovation for finding solutions to social, economic, and environmental challenges.

Goal 12: Ensure sustainable consumption and production patterns

- SDG 12 is about ensuring sustainable consumption and production patterns, which is key to ending the wastefulness of our current economic system.
- It ensures good use of resources, improve energy efficiency and sustainable infrastructure, provide access to basic services, create green and decent jobs, and ensure a better quality of life for all.

Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

- SDG 15 is about conserving life on land.
- It is to protect and restore terrestrial ecosystems, promote sustainable agriculture, forestry, aquaculture, and halt and reverse land degradation and desertification.
- It also recognizes the need for sustainable forest management, protect and restore freshwater ecosystems, and promote sustainable use of marine and coastal ecosystems.

Thank You

Goal 10: Reduce inequality within and among countries

- SDG 10 aims at reducing inequality within and among countries.
- This SDG calls for reducing inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country.

Goal 13: Take urgent action to combat climate change and its impacts

- SDG 13 is to limit and adapt to climate change.
- Every person in every country in every continent will be impacted in some shape or form by climate change.

Goal 16: Promote just, peaceful and inclusive societies

- SDG 16 addresses the need to promote open and inclusive societies, providing access to justice for all and building effective, accountable and inclusive institutions at all levels.

Guidelines for Team Activity

SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Introduction

Objective: Understand and strategise to eliminate hunger, achieve food security, improve nutrition, and promote sustainable agriculture.

Activity: Volunteers share insights from recent news items, research papers, reports, or documentaries that highlight issues or innovations related to the respective SDG.

Deep Dive & Brainstorming (30 minutes)

Objective: Analyse and ideate solutions to challenges in achieving this particular SDG.

Activity: Discuss a case study about a region or community facing challenges or innovating in areas related to this SDG.

Discussion Points:

- Identify key challenges and strategies related to the SDG.
- Explore innovative solutions and practices observed globally. Developing

Recommendations (15 minutes)

Objective: Formulate actionable recommendations.

Activity: Utilise brainstorming outputs to develop concrete recommendations.

Preparing for Presentation (5 minutes)

Objective: Synthesise information for plenary presentation.

Activity: Identify key points and recommendations to share in the plenary session.

Feedback and Finalisation (5 minutes)

Objective: Refine presentation content.

Activity: Peer review of the presentation content within the group.

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Introduction

Objective: Investigate and strategise to ensure inclusive and equitable quality education.

Activity: Volunteers share insights from recent news items, research papers, reports, or documentaries that highlight issues or innovations related to the respective SDG.

Deep Dive and Brainstorming (30 minutes)

Objective: Analyse and ideate solutions to challenges in achieving this particular SDG.

Activity: Discuss a case study about a region or community facing challenges or innovating in areas related to this SDG.

Discussion Points:

- Identify key challenges and strategies related to the SDG.
- Explore innovative solutions and practices observed globally.

Developing Recommendations (15 minutes)

Objective: Formulate actionable recommendations.

Activity: Utilise brainstorming outputs to develop concrete recommendations.

Preparing for Presentation (5 minutes)

Objective: Synthesise information for plenary presentation.

Activity: Identify key points and recommendations to share in the plenary session.

Feedback and Finalisation (5 minutes)

Objective: Refine presentation content.

Activity: Peer review of the presentation content within the group.

SDG 5: Achieve gender equality and empower all women and girls

Introduction

Objective: Understand and strategise to achieve gender equality and empower all women and girls.

Activity: Volunteers share insights from recent news items, research papers, reports, or documentaries that highlight issues or innovations related to the respective SDG.

Deep Dive and Brainstorming (30 minutes)

Objective: Analyse and ideate solutions to challenges in achieving this particular SDG.

Activity: Discuss a case study about a region or community facing challenges or innovating in areas related to the SDG.

Discussion Points:

- Identify key challenges and strategies related to the SDG
- Explore innovative solutions and practices observed globally.

Developing Recommendations (15 minutes)

Objective: Formulate actionable recommendations.

Activity: Utilise brainstorming outputs to develop concrete recommendations.

Preparing for Presentation (5 minutes)

Objective: Synthesise information for plenary presentation.

Activity: Identify key points and recommendations to share in the plenary session.

Feedback and Finalisation (5 minutes)

Objective: Refine presentation content.

Activity: Peer review of the presentation content within the group.

SDG 13: Take urgent action to combat climate change and its impacts

Introduction

Objective: Explore the significance of taking urgent action to combat climate change and its impacts.

Activity: Volunteers share insights from recent news items, research papers, reports, or documentaries that highlights issues or innovations related to the respective SDG.

Deep Dive & Brainstorming (30 minutes)

Objective: Analyse and ideate solutions to challenges in achieving this particular SDG.

Activity: Discuss a case study about a region or community facing challenges or innovating in areas related to the SDG.

Discussion Points:

- Identify key challenges and strategies related to the SDG.
- Explore innovative solutions and practices observed globally.

Developing Recommendations (15 minutes)

Objective: Formulate actionable recommendations.

Activity: Utilise brainstorming outputs to develop concrete recommendations.

Preparing for Presentation (5 minutes)

Objective: Synthesise information for plenary presentation.

Activity: Identify key points and recommendations to share in the plenary session.

Feedback and Finalisation (5 minutes)

Objective: Refine presentation content.

Activity: Peer review of the presentation content within the group.

Feedback from School Teachers and Students

<p>Summer Fields School</p> <p>“The students felt accomplished when they returned to school, with many showing off their certificate to their other teachers and friends”.</p> <p>Delhi Police Public School</p> <p>“Our students were very thankful for this opportunity and greatly appreciated the humble and informal way in which it was conducted”.</p>	<p>Student Grade X - Summer Fields School</p> <p>“Getting to understand the SDG indicators to track progress was an eye-opener. I will be incorporating this knowledge in my next MUN speech”.</p> <p>Student Grade XI - Delhi Police Public School</p> <p>“Your organisation has provoked my interest in policy research, I was unaware that this can be a promising career option.”</p>
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Sample Certificate



Endnotes

- 1 Nilanjan Ghosh, “Ecological Economics: Sustainability, Markets, and Global Change” (Modified version of the presidential address delivered at the Seventh Biennial Conference of the Indian Society for Ecological Economics, Tezpur University, Tezpur, Assam, December 5–8, 2013).
- 2 United Nations-The 17 Goals, <https://sdgs.un.org/goals>.
- 3 United Nations, “Youth-Young People,” <https://www.un.org/ldc5/youth#:~:text=Today%2C%20the%20world%20counts%201.8,large%20proportion%20of%20the%20population>.
- 4 UNDP at the ECOSOC Youth Forum, April 20, 2023, <https://www.undp.org/press-releases/undp-un-ecosoc-youth-forum#:~:text=April%2020%2C%202023&text=New%20York%2C%2020%20March%20%2D%20The,population%20will%20reach%201.9%20billion>.

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