



THE PRESIDENT  
OF THE  
GENERAL ASSEMBLY

8 March 2019

Excellency,

I have the honour to inform you that I will convene an Interactive Dialogue of the General Assembly on Harmony with Nature on Monday, 22 April 2019, in the Trusteeship Council Chamber, on the occasion of the tenth anniversary of International Mother Earth Day.

Pursuant to General Assembly resolution A/RES/73/235, which invited Member States to promote a balanced integration of the economic, social and environmental dimensions of sustainable development through harmony with nature, the Interactive Dialogue will be convened under the theme “Mother Earth in the implementation of Education and Climate Change”. It will provide the platform to discuss the contributions of harmony with nature in ensuring inclusive, equitable and quality education on taking urgent action to combat climate change and its impacts, and to inspire citizens and societies to reconsider how they interact with the natural world in the context of sustainable development.

A draft concept note is attached herewith, and the provisional programme will be provided in due course.

Please accept, Excellency, assurances of my highest consideration.

A handwritten signature in blue ink, reading "M. F. Espinosa Garcés".

María Fernanda Espinosa Garcés

All Permanent Representatives and Permanent  
Observers to the United Nations  
New York

**INTERACTIVE DIALOGUE OF THE GENERAL ASSEMBLY ON HARMONY WITH NATURE IN  
COMMEMORATION OF INTERNATIONAL MOTHER EARTH DAY**

**Theme: Mother Earth in the implementation of Education and Climate Change**

**Monday 22 April 2019, Trusteeship Council Chamber**

**CONCEPT NOTE**

The President of the General Assembly will convene an Interactive Dialogue on Harmony with Nature, commemorating the 10<sup>th</sup> International Mother Earth Day at the United Nations in New York, under the theme “Mother Earth approach in the implementation of Education and Climate Change”. This historic dialogue will be convened pursuant to General Assembly resolution A/RES/73/235, which in its operative paragraph 3 invites Member States to promote a balance integration of the economic, social and environmental dimensions of sustainable development through Harmony with Nature. The resolution further calls for discussing the contributions of Harmony with Nature in ensuring inclusive, equitable and quality education through taking urgent action to combat climate change and its impacts and to inspire citizens and societies to reconsider how they interact with the natural world in the context of sustainable development, poverty eradication and climate justice.

Climate change is one of the largest threats to sustainable development globally and is just one of many imbalances caused by the unsustainable actions of humankind, with direct implications for future generations. Article 6 of the United Nations Framework Convention on Climate Change and Article 12 of the Paris Agreement encourage international cooperation among parties on climate change education, training, public awareness, public participation and public access to information.

The Special 1.5 Degree Report by the Intergovernmental Panel on Climate Change (October 2018) confirms that historically accumulated emissions, mainly from developed countries, are estimated to cause an increase in the global temperature above pre-industrial levels of 1.5 degrees Celsius between 2030-2052, with implications for centuries to come. Many land and ocean ecosystems have already been altered due to climate change in a long-lasting and irreversible way, impacting millions of people, especially those that directly rely on them for their livelihoods. Yet, there is an opportunity to halt and perhaps reverse this trend by empowering people through education on how to tackle the structural causes of climate change, the transition to sustainable consumption and production patterns, and support political decisions for climate action, taking into account common but shared responsibilities, equity and respective capabilities, in light of national circumstances.

Sustainable Development Goal (SDG) 4 on quality education plays a key role in promoting a new paradigm for living in harmony with nature, and securing the conditions needed to transition to low-emission and climate resilient development according to SDG 13, and facilitate the realization of other SDGs. In order to strengthen the global response, in the context of sustainable development, effective climate change education, capacity-building, inter-disciplinary dialogue and community approaches will increase the number of informed and engaged stakeholders.

An integrated approach to education and capacity-building are essential to better understand the intricate connectedness of the systems of life in our planet. Engaging in conversations and learning from cultures which have diverse connections with nature can certainly contribute to the transfer of knowledge among

the peoples of the world and between present and future generations. Strengthening the capacities for climate action through education, national and sub-national authorities, Indigenous Peoples and communities, civil society, and the private sector can further support the implementation of the 2030 Agenda.

The 2019 Interactive Dialogue of the General Assembly on Harmony with Nature will encourage all countries and relevant stakeholders to further promote the integration of collective climate action in education taking into account innovative paradigms, present and future challenges in the design and implementation of nationally determined contributions, adaptation planning, long-term low greenhouse gas emissions and climate resilient development strategies, and climate policies. The interactive dialogue will include the participation of Member States, United Nations entities, independent experts and other relevant stakeholders.

### Questions

1. How can Education on Climate Change help us tackle the structural causes of climate change and give us insights to build an equitable and sustainable future in Harmony with Nature?
2. What promising approaches and actions should be implemented, replicated or scaled-up to advance climate change education to achieve a transformational effect of humankind as a whole?
3. How can citizens, communities and societies improve the ethical basis for the relationship between humankind and the rest of Mother Earth in the context of sustainable development?