

# **BIODIVERSITY EDUCATION REVISITED: TOWARDS OUTDOOR EDUCATION PEDAGOGY**

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Since the first international conference on human environment and the series of conferences thereafter, the number of biodiversity education projects across the globe has increased. Biodiversity educators are challenged by the multidisciplinary of biodiversity education, particularly as it relates to Education for Sustainable Development the central theme of “interdependence.”

Interdependence links the social, cultural, economic and political aspects of human behaviour with the way we treat the environment and each other.” This idea has stamped its mark on environmental education efforts of governments including those in the ASEAN. In 2008, in Paris and in Bonn, discussions centered on mainstreaming biodiversity into education in the context of the Convention on Biological Diversity.

The multidisciplinary nature of biodiversity education particularly in the context of education for sustainable development has spawned several labels in curricula such as conservation management, sustainable natural resources management, nature study, By itself, biodiversity could be viewed from any one or all of these scientific perspectives: genetic diversity, species diversity, ecosystem diversity. The dilemma that face academe is which aspects of biodiversity and in what context -- political, social, economic cultural -- should be stressed at every level of schooling and what are effective pedagogies for biodiversity education at every stage of the continuum.

This paper reviews Environmental Education, particularly that labelled as biodiversity education and offers a pedagogy on outdoor education that is theory based, principle driven and holistic.

Key words: environmental education, biodiversity education, outdoor education pedagogy, experiential and interactive process