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**OREGON DEPARTMENT OF ENVIRONMENTAL QUALITY
 OREGON TITLE V OPERATING PERMIT
 AND
 ACID RAIN PERMIT**

Eastern Region
 475 NE Jefferson Dr., Suite 110
 Bend, OR 97701
 Telephone: (541) 388-6140

Issued in accordance with the provisions of OREGON AREA 001
 and based on the land use compatibility findings included in the permit record.

| ISSUED TO: | INFORMATION RECEIVED: |
|---|---|
| Portland General Electric Company 121 SW Salmon Street Portland, OR 97204 | Application Number: 23714 Received: 12/09/10 |
| PLANT SITE LOCATION: | LAND USE COMPATIBILITY STATEMENT: |
| 7004 Tomast Road Boardman, OR 97818 | Issued by: Malcom Coates Date: 04/20/10 |

ISSUED BY THE DEPARTMENT OF ENVIRONMENTAL QUALITY

(Signature on File) _____ Date: 4 Apr 2010
 Mark W. Bailey, Eastern Region Air Quality Manager

Notes of Interest: Electric Power Generation - coal fired, 21 MW or more
SEARCH: 491 0221912
Acid Rain Program Identification: Plant Name: Boardman
 State: Oregon
 OREG code: 0306
 NADES: 190

| RESPONSIBLE OFFICIAL | | ACID RAIN DESIGNATED REPRESENTATIVE | | FACILITY CONTACT PERSON | |
|----------------------|---------------|-------------------------------------|---------------------------|-------------------------|--------------------------|
| Title: | Plant Manager | Name: | Ray Hendricks | Name: | Andrew Chapman |
| | | Title: | Designated Representative | Title: | Environmental Specialist |
| | | | | Phone: | (541) 481-1210 |

Attachment 1 (1 of 1)

Social Science Learning Education Journal 3: 09 September (2010).

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Critical Analysis of Education Policies in Pakistan: A Sustainable Development Perspective

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¹⁸ Constitutional amendment bill passed by National Assembly in April 2010

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Abstract: This article explores, from a sustainable development perspective, the vision and priority areas which have been focused on in all the major educational policy documents of Pakistan from 1947 to 2017. Firstly, the study presents some results from a literature review of the links between education and development. We analyse different Pakistan national education policy documents from 1947 to 2017, and discuss the post-2009 scenarios (after the 2010, 18th Constitutional Amendment), education became the responsibility of provinces). Secondly, the study focuses on the results of the Decade of Education for Sustainable Development (2005-14) in Pakistan. If education for sustainable development means allowing every human being to acquire the knowledge, skills, attitudes, and values necessary to shape their own sustainable future, it also means including key sustainable development issues (climate change, energy, food security, biodiversity, peace, tolerance, etc.) into the teaching and learning methods to change behaviours. Education for Sustainable Development could be a key driver for Higher education.

Key words: Education, Pakistan, Policies, UNESCO, Sustainable Development

INTRODUCTION

Investment in education is often seen as a key element of the economic development process (Strumlin, 1929; Walsh, 1935; Schultz, 1961; Psacharopoulos, Woodhall, 1985). Since the early 1960s, the World Bank has committed developing countries to building human capital in order to reduce poverty and improve health, gender equality, democracy, and political stability. Most of the time, the link between education and development is directly connected to the relationship between school and the labor market (Psacharopoulos, 1988). As education is promoted, the illiteracy rate and the unemployment rate reduce. In Pakistan, several studies have been undertaken to analyse the country's education policy documents, five-year plans, reforms, projects and programmes (Ali, 2017; Ashraf, Hafiza, 2016; Ahsan, 2003). Many policy aims and objectives were focused on 'character building' of the nation from an Islamic ideology perspective. However, an economically poor country like Pakistan needs to improve its human resources in order to develop a productive labour force and to identify sustainable solutions for its economy and environment.

Since the 1990s, education has been associated with the concept of *sustainable development*. The term sustainable development was first used in 1980 in the World Conservation Strategy (IUCN, 1980), and introduced in 1992 at the Rio Earth Summit. This was the result of the growing awareness of the global links between increasing environmental problems, socioeconomic issues to do with poverty and inequality, and concerns about a healthy future for humanity. It is now a prominent paradigm of development (Diemer, 2017). Sustainable development links environmental and socioeconomic issues (Hopwood, Mellor, O'Brien, 2005). Even if hundreds of definitions of sustainable development exist (Dale, 2001), the official

definition is in the Brundtland Commission report (1987). The definition suggested in this report is widely accepted: "Sustainable development is development which meets the needs of the present without compromising the ability of future generations to meet their own needs".

Education for sustainable development (ESD), promoted by UNESCO (2005-2014), supports the idea that there is a form of education dedicated to Sustainable Development. In its international plan for the implementation of the United Nations Decade of Education for Sustainable Development (2005), UNESCO took the view that education for sustainable development should "integrate into the teaching and learning process the key themes of sustainable development, such as climate change, prevention of natural risks, biodiversity, poverty reduction or sustainable consumption. It involves the adoption of participatory pedagogical methods aimed at motivating and empowering learners to change their behaviour and become actors of sustainable development. This is why education for Sustainable Development promotes the acquisition of skills that enable learners to develop their critical thinking skills, imagine prospective scenarios and make joint decisions". Education is not merely concerned with implementing knowledge, skills, attitudes, values, behaviour change, so on, it proposes also to transform individuals into responsible citizens. This role falls particularly into the realm of Primary and Higher education. Primary education lays vital foundations, and Higher education is the essential preparation to best ensure that human capital may contribute usefully to a nation.

In Pakistan, education occupies an important place in the constitution. In 2010, the Assembly of Pakistan (House of Representatives) passed the 18th amendment to rephrase article 37-B of the 1973 constitution. In the 1973 constitution: "State shall be responsible for eradication of

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