

## เอกสารแนบที่ 2

สำเนาใบอนุญาตก่อสร้าง



the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1999. The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1999, compared with 3.5 million in 1980. The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people from the lower socio-economic groups, with 1.5 million people from the lower socio-economic groups employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people with low qualifications, with 1.5 million people with low qualifications employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people with low skills, with 1.5 million people with low skills employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people with low pay, with 1.5 million people with low pay employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people with low status, with 1.5 million people with low status employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people with low security, with 1.5 million people with low security employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people with low control, with 1.5 million people with low control employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people with low satisfaction, with 1.5 million people with low satisfaction employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people with low commitment, with 1.5 million people with low commitment employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people with low loyalty, with 1.5 million people with low loyalty employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people with low respect, with 1.5 million people with low respect employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people with low dignity, with 1.5 million people with low dignity employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people with low freedom, with 1.5 million people with low freedom employed in the public sector in 1999, compared with 1 million in 1980.

The public sector has also become an important employer of people with low justice, with 1.5 million people with low justice employed in the public sector in 1999, compared with 1 million in 1980. The public sector has also become an important employer of people with low equality, with 1.5 million people with low equality employed in the public sector in 1999, compared with 1 million in 1980.

เอกสารแนบที่ 3

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to gain a comprehensive understanding of the research topic.

The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant differences in learning outcomes between the two groups, and these differences can be attributed to cultural factors.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that educators should be aware of the cultural context of their students and tailor their teaching methods accordingly. The authors also recommend further research to explore the underlying reasons for the observed differences.

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The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant cultural differences in the way that students learn and that these differences should be taken into account when designing educational programs.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that further studies should be conducted to explore the cultural factors that influence learning outcomes. Additionally, it recommends that educators should be trained to recognize and address cultural differences in the classroom.

