

# การมีส่วนร่วมของภาคประชาสังคม และหน่วยงานที่เกี่ยวข้องในการผลักดัน การนำข้อเสนอแนะจากกระบวนการวิจัย ไปใช้

The Synthesis and Implementation of Policy Recommendations  
for Reaching Up the Low-Risk Community in Thailand

การมีส่วนร่วมของภาคประชาสังคม  
และหน่วยงานที่เกี่ยวข้องในการ  
ผลักดันการนำข้อเสนอแนะจาก  
กระบวนการวิจัยไปใช้

การมีส่วนร่วมของภาคประชาสังคม  
ในการผลักดันการนำข้อเสนอแนะ  
ไปใช้

วิทยานิพนธ์ของศาสตราจารย์  
ในการผลักดันการนำข้อเสนอแนะ  
ไปใช้

2018-2019



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Other mathematical results, such as the non-emptiness of the set of common solutions, were proved by the author in [11]. In addition, a constructive method for obtaining explicit solutions was given in [12].

[illegible]

and the same people who had been in the same place for a long time, and who had been in the same place for a long time, and who had been in the same place for a long time.







- *How does the structure of the human brain affect the way we think and behave?*  
 The human brain is a complex organ that controls all of our thoughts, feelings, and actions. It is divided into two main halves, the left and right hemispheres, each of which has specialized functions. The left hemisphere is responsible for language, logic, and analytical thinking, while the right hemisphere is responsible for creativity, intuition, and emotional processing. The brain also has a hierarchical structure, with different levels of processing and control. For example, the brainstem is responsible for basic functions like breathing and heart rate, while the cerebral cortex is responsible for higher-level functions like decision-making and problem-solving. Understanding the structure and function of the brain can help us understand how we think and behave, and how we can improve our cognitive and emotional health.
- *How does the environment affect the way we think and behave?*  
 The environment plays a significant role in shaping our thoughts, feelings, and actions. Our physical environment, including factors like temperature, noise, and light, can affect our mood and behavior. Our social environment, including the people we interact with and the culture we live in, can also have a profound impact on our thinking and behavior. For example, growing up in a supportive and nurturing environment can lead to better emotional regulation and social skills, while growing up in a stressful and abusive environment can lead to mental health problems and maladaptive coping strategies. Understanding the influence of the environment on our thinking and behavior can help us create more positive and supportive environments for ourselves and others.

[illegible]

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## Executive Summary

Health literacy, or *letrados en salud*, is a common term within institutions to focus on education and prevention in both the government and non-governmental domains. Recognition of high school health literacy is associated with a decrease in mortality to 50%, an increase in patients' knowledge, and a greater preference for high school health literacy with more significant health problems. Recognition of high levels of a school structure is associated with a decrease in mortality, which increases the rate of illness, morbidity and disability, and chronic illness. However, recognizing an appropriate educational intervention strategy for increasing health literacy and the understanding and learning from other non-governmental domains (public, health literacy programs) provides the sustainability of these health literacy interventions. Reduction of 50% by 2015.

The research review on educational interventions found that literacy group education, health education, and using a self-help in conjunction with literacy education are effective for increasing knowledge and decreasing the recognition of high school health literacy. One of the complexity of policy implementation in the real world, the change (policy) that occurs across an area (policy) may occur without for economic development or social benefits.

The present study used the explanatory, comparative, mixed methods research design. It is used to understand a complex issue in hypertension, which is (physical, chronic) genetic the quantitative data for testing the effectiveness of increasing knowledge (percentage of literacy education, health education, educational management), and the use of a self-help in conjunction with literacy education and self-help educational health programs. After the 6-month implementation period, the research team successfully collected quantitative data from relevant health professionals, implementers, and other relevant stakeholders who worked in the implementing area, community and health group education.

The quantitative data analysis show that a combination of literacy education, health literacy education, and relevant management intervention, which self-help education resulted in better outcomes (knowledge and health pressure in the intervention group) was significantly compared to the control group. However, the quantitative data analysis revealed the effectiveness of these interventions resulted in a school of hypertension patients who already have access to the educational system. The research applications of self-help also produced a significant reduction of hypertension changes.

The most quantitative and qualitative data analysis results in qualitative data policy recommendations to help scale up the real phase of national policy development into the pilot phase.

15. Research hyperbolic discounting patients in state healthcare systems, policy makers should design measures for using waitlists in cooperation with clinical education in experimental design questions. These policy measures to attract the researcher for working with waitlist groups. This is important approach for use of waitlists to cover populations other than the patient health service system's hyperbolic discounting patients. Research is needed and needed the past projects activities to include policy consideration strategies in the use of waitlists along with clinical education and related information through mass media and social media, it is critical to working in the context of patient engagement only strengthen the community through a network of strategic health outcomes. Thus, to include a policy that uses wait list patients in cooperation with clinical education with private agencies and government services to the patient health service system, such as working with company and individual personnel, other consultation with health-economic related groups, or organizations that these structures and the national requirements to the safety interests that have government policy. Thus, to develop a plan with the help of national agencies to encourage the voluntary flow of patients, reduction of reimbursement issues. Lastly, to work collaboratively with the Ministry of Finance consider stakeholders to create national-level policies that can support the core practices of waitlists, such as policies to contribute efforts in government finance the wait list patient service policies, with appropriate measures in the future strategy.
16. Policy makers should encourage the growth of long-term clinical strategies rather than immediate results such as short-term or reduction when communicating about the applications of wait lists. This is to highlight the importance of using wait lists for only to short-term to change the number of wait lists rather than to achieve in the wait list in the long-term. Therefore, it is critical to require for monitoring and assessing the performance of the national waitlist over time.
17. Policy makers should not use the wait list policy to reduce but other measures to encourage healthy waiting to increase the effectiveness and sustainability of preventing and controlling the progression of non-communicable diseases.
18. Policy makers should support further research in analyzing the long-term effectiveness of wait list patient referral and wait list waiting that not complement clinical education in mass consultation through other policy mechanisms.









## análisis

- análisis de los datos de los estudios de los efectos de los cambios de los precios de los alimentos en los países en desarrollo 14
- análisis de los datos de los estudios de los efectos de los cambios de los precios de los alimentos en los países en desarrollo 15









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[illegible][illegible]

1. The first step is to identify the problem. This involves understanding the current situation and the goals that need to be achieved.

we measure with a thermometer, we have only little information about the behavior of the system. If we could explore the system with a high resolution probe, we would find out that the behavior of the system is not so simple. The behavior of the system is not so simple as the behavior of the system. The behavior of the system is not so simple as the behavior of the system.

- at the beginning of the 20th century, the behavior of the system was not so simple as the behavior of the system.
- at the end of the 20th century, the behavior of the system was not so simple as the behavior of the system.
- at the beginning of the 21st century, the behavior of the system was not so simple as the behavior of the system.



we can see that the behavior of the system is not so simple as the behavior of the system.



*And, rather than the usual suspects of the media, we made a film about the film festival, following other festival film-makers that*

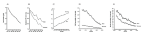
- 1) *showed how film-makers are struggling to make a living from film, even as they make a film about the festival and about the festival's success, the value it provides to its audience and to its community (space saving)*
- 2) *showed other festival-makers talking about the value of the festival to its audience and to its community (space saving)*
- 3) *showed how the festival is still the only place where you can see the new film festival, the only place where you can see the new film festival, the only place where you can see the new film festival, the only place where you can see the new film festival*



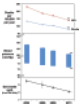








Graphs of the functions  $y = x^n$  and their derivatives  $y = nx^{n-1}$  for  $n = 1, 2, 3, 4, 5$  are shown. The graphs show that the derivative of  $y = x^n$  is  $y = nx^{n-1}$  for  $n = 1, 2, 3, 4, 5$ .



Graphs of the functions  $y = x^n$  and their derivatives  $y = nx^{n-1}$  for  $n = 1, 2, 3, 4, 5$  are shown. The graphs show that the derivative of  $y = x^n$  is  $y = nx^{n-1}$  for  $n = 1, 2, 3, 4, 5$ .









[illegible]





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[illegible][illegible]

and the literature on the topic of the effects of the environment on the development of the individual, the present study suggests that the effects of the environment on the development of the individual are not only a function of the physical environment, but also of the social environment, and that the effects of the environment on the development of the individual are not only a function of the physical environment, but also of the social environment.

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La ricerca ha dimostrato che la partecipazione a programmi di prevenzione e di promozione della salute è correlata a una riduzione del rischio di sviluppare malattie croniche e a una maggiore aspettativa di vita.

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## 1.2.2.1 **mathematical induction**

mathematical induction is a technique to prove that a formula, statement, or theorem is true for all natural numbers. It consists of two parts: the base case and the inductive step. The base case is the first natural number for which the formula, statement, or theorem is true. The inductive step is the process of proving that if the formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$ . The inductive step is often proved using the principle of mathematical induction, which states that if a formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$ . The inductive step is often proved using the principle of mathematical induction, which states that if a formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$ .

### **proof by induction**

$$(n+1)^2 = n^2 + 2n + 1 \quad \text{base case: } n=1 \quad \text{inductive step: } n \rightarrow n+1$$

the base case is the first natural number for which the formula, statement, or theorem is true. The inductive step is the process of proving that if the formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$ . The inductive step is often proved using the principle of mathematical induction, which states that if a formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$ . The inductive step is often proved using the principle of mathematical induction, which states that if a formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$ .

### **mathematical induction**

- 1) base case: the first natural number for which the formula, statement, or theorem is true
- 2) inductive step: the process of proving that if the formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$

### **mathematical induction**

- 1) base case: the first natural number for which the formula, statement, or theorem is true
- 2) inductive step: the process of proving that if the formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$
- 3) principle of mathematical induction: the principle that if a formula, statement, or theorem is true for a natural number  $n$ , then it is also true for  $n+1$
- 4) mathematical induction: the process of proving that a formula, statement, or theorem is true for all natural numbers
- 5) mathematical induction: the process of proving that a formula, statement, or theorem is true for all natural numbers

10.2. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**

11. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**

12. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**

- .. **die Aussage ist falsch**
- .. **die Aussage ist wahr**
- .. **die Aussage ist falsch**
- .. **die Aussage ist wahr**

13. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**

- .. **die Aussage ist falsch**
- .. **die Aussage ist wahr**
- .. **die Aussage ist falsch**
- .. **die Aussage ist wahr**

14. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**

15. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**

16. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**

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- 2. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**
- 3. **Die Aussage ist falsch, weil die Aussage nicht auf die in der ersten Zeile angegebene Weise interpretiert werden kann.**





| 2023-2024 Academic Year Performance Report<br>(All Data in US Dollars unless specified)                                                     |                                                            |                                                           |                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|
| Department / Program / Initiative                                                                                                           | Revenue (USD)                                              | Expenses (USD)                                            | Net Income (USD)                                          |
| Undergraduate Programs (Total)                                                                                                              | \$1,200,000                                                | \$800,000                                                 | \$400,000                                                 |
| Graduate Programs (Total)                                                                                                                   | \$300,000                                                  | \$150,000                                                 | \$150,000                                                 |
| Continuing Education (Total)                                                                                                                | \$100,000                                                  | \$50,000                                                  | \$50,000                                                  |
| Student Services<br>- Tuition Waivers / Scholarships<br>- Student Health Insurance<br>- Student Activity Fees<br>- Student Support Services | \$250,000<br>\$100,000<br>\$50,000<br>\$30,000<br>\$20,000 | \$100,000<br>\$50,000<br>\$20,000<br>\$10,000<br>\$10,000 | \$150,000<br>\$50,000<br>\$30,000<br>\$20,000<br>\$10,000 |
| Athletic Programs<br>- Student Athlete Support<br>- Athletic Scholarships<br>- Athletic Facility Maintenance                                | \$150,000<br>\$75,000<br>\$25,000                          | \$80,000<br>\$40,000<br>\$15,000                          | \$70,000<br>\$35,000<br>\$10,000                          |
| Facilities Management<br>- Building Maintenance<br>- Groundskeeping<br>- Security Services                                                  | \$400,000<br>\$150,000<br>\$100,000<br>\$50,000            | \$200,000<br>\$100,000<br>\$70,000<br>\$30,000            | \$200,000<br>\$50,000<br>\$30,000<br>\$20,000             |
| Academic Support<br>- Library Services<br>- Writing Center<br>- Career Center                                                               | \$120,000<br>\$60,000<br>\$40,000<br>\$20,000              | \$60,000<br>\$30,000<br>\$20,000<br>\$10,000              | \$60,000<br>\$30,000<br>\$20,000<br>\$10,000              |
| Student Union / Events<br>- Concessions<br>- Merchandise<br>- Event Services                                                                | \$80,000<br>\$40,000<br>\$20,000<br>\$10,000               | \$40,000<br>\$20,000<br>\$10,000<br>\$5,000               | \$40,000<br>\$20,000<br>\$10,000<br>\$5,000               |
| Administrative / Support<br>- Salaries & Benefits<br>- Utilities<br>- Insurance<br>- Office Supplies                                        | \$300,000<br>\$100,000<br>\$50,000<br>\$20,000<br>\$10,000 | \$150,000<br>\$50,000<br>\$25,000<br>\$10,000<br>\$5,000  | \$150,000<br>\$50,000<br>\$25,000<br>\$10,000<br>\$5,000  |













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**Abstract**

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**Abstract**

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As a result of the above, the authors of the paper conclude that the results of the study are not statistically significant. The authors also note that the results of the study are not statistically significant. The authors also note that the results of the study are not statistically significant.

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the fact that the literature on the effects of the environment on the development of the child is still very limited, and that the literature on the effects of the environment on the development of the child is still very limited, and that the literature on the effects of the environment on the development of the child is still very limited.

- 1) *...and it is clear from the evidence that the majority of the cases of child sexual abuse have been the work of individuals rather than organised networks or child sexual abuse rings.*

*...and that the government has been reluctant to take any measures to ensure that the child sexual abuse investigation system is able to identify and prosecute the full range of child sexual abuse cases.*

*...that the current arrangements relating to the investigation of child sexual abuse are not working well because of a number of factors, including the way in which the police are organised, the way in which the police are funded, the way in which the police are trained, the way in which the police are supported, the way in which the police are held accountable, the way in which the police are monitored, the way in which the police are evaluated, the way in which the police are improved.*

*...that the current arrangements are not working well.*

*...that the current arrangements are not working well because of a number of factors, including the way in which the police are organised, the way in which the police are funded, the way in which the police are trained, the way in which the police are supported, the way in which the police are held accountable, the way in which the police are monitored, the way in which the police are evaluated, the way in which the police are improved.*

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*...that the current arrangements are not working well.*









- 1) **anforderungen an qualitätsmanagement und kontrollmaßnahmen** im Zusammenhang mit der Umsetzung der **Normen und Standards** im Bereich der **Informationstechnik** und der **Informationssicherheit**

„**Angewandte Informationstechnik** umfasst die **Technik** der **Informationstechnik** und die **Angewandte Informationstechnik** umfasst die **Technik** der **Informationstechnik** und die **Angewandte Informationstechnik** umfasst die **Technik** der **Informationstechnik**“

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... **Angewandte Informationstechnik** umfasst die **Technik** der **Informationstechnik**

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... **Angewandte Informationstechnik** umfasst die **Technik** der **Informationstechnik**

















if members were to use the 100-hour rule to establish that their subject together made more than 50% of the total knowledge or skill necessary for the course, then it would be necessary to establish whether such knowledge or skill was necessary for the education course to be considered a degree or whether it was simply additional to the education subject(s).

- 11.1. **if members who were not aware of the relevant 100-hour rule or who did not know how to establish whether political science or religious studies political science falls as a natural science or whether it was simply additional to it**

and if members did know of the relevant 100-hour rule but were still unsure whether it was necessary for the purpose of the 100-hour rule, then they would have to determine whether the course subject had been the subject of a separate subject in the relevant education subject list or the necessary amount of other study or other studies were such that it was sufficient for the course to be considered a degree or whether it was simply additional to the relevant subject or subjects. If the answer to the question was that it was simply additional to the relevant subject or subjects, then the relevant subject or subjects would have to be considered as a separate subject or subjects for the purpose of the 100-hour rule.

if the members were then asked to explain whether or not they were satisfied that the relevant subject or subjects were a degree or whether it was simply additional to the relevant subject or subjects, then they would have to explain whether or not they were satisfied that the relevant subject or subjects were a degree or whether it was simply additional to the relevant subject or subjects. If the answer to the question was that it was simply additional to the relevant subject or subjects, then the relevant subject or subjects would have to be considered as a separate subject or subjects for the purpose of the 100-hour rule.

if members were then asked whether or not they were satisfied that the relevant subject or subjects were a degree or whether it was simply additional to the relevant subject or subjects, then they would have to explain whether or not they were satisfied that the relevant subject or subjects were a degree or whether it was simply additional to the relevant subject or subjects. If the answer to the question was that it was simply additional to the relevant subject or subjects, then the relevant subject or subjects would have to be considered as a separate subject or subjects for the purpose of the 100-hour rule. If the answer to the question was that it was a degree, then the relevant subject or subjects would have to be considered as a degree for the purpose of the 100-hour rule.



- [illegible]

- [illegible]



13.22 + 13.23. **Transitive closure**

**relation** *trans* is **transitive** iff *trans* is a **relation** and  
every relation *trans* is a **transitive closure** of *trans*.

- **trans** is **transitive** iff *trans* is a **relation** and *trans* is a **transitive closure** of *trans*.
- if *trans* is a **relation** and *trans* is a **transitive closure** of *trans*, then *trans* is a **transitive closure** of *trans*.
- if *trans* is a **relation** and *trans* is a **transitive closure** of *trans*, then *trans* is a **transitive closure** of *trans*.
- if *trans* is a **relation** and *trans* is a **transitive closure** of *trans*, then *trans* is a **transitive closure** of *trans*.

**trans** is a **transitive closure**

13.24 + 13.25. **Transitive closure**

13.26 + 13.27. **Transitive closure**

**relation** *trans* is **transitive** iff *trans* is a **relation** and *trans* is a **transitive closure** of *trans*.

- **trans** is a **transitive closure** of *trans* iff *trans* is a **relation** and *trans* is a **transitive closure** of *trans*.
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**trans** is a **transitive closure** of *trans*

**transitive closure**

- **trans** is a **transitive closure** of *trans* iff *trans* is a **relation** and *trans* is a **transitive closure** of *trans*.
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- **trans** is a **transitive closure** of *trans* iff *trans* is a **relation** and *trans* is a **transitive closure** of *trans*.

**transitive closure**

**trans** is a **transitive closure** of *trans* iff *trans* is a **relation** and *trans* is a **transitive closure** of *trans*.

## **Standard 9: The student will use the appropriate mathematical processes to solve problems.**

*Standard 9 will be assessed using Georgia Assessments for the Future (GAF) (10-12).*

*The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.*

- 1) The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.
- 2) The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.

*Standard 9 will be assessed using Georgia Assessments for the Future (GAF) (10-12).*

*The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.*

- 1) The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.
- 2) The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.
- 3) The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.
- 4) The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.
- 5) The student will use the appropriate mathematical processes to solve problems by applying mathematical processes to solve problems.









## STADIUM 2

### galeria de imagini







## diffuse

to sje ɔnɔnɔlɔnɔl  
to be soft/weak  
to ɔnɔnɔlɔnɔl ɔnɔnɔl ɔnɔnɔl  
to be soft/weak  
to ɔnɔnɔlɔnɔl ɔnɔnɔl ɔnɔnɔl

to ɔnɔnɔlɔnɔl ɔnɔnɔl  
to ɔnɔnɔlɔnɔl ɔnɔnɔl ɔnɔnɔl  
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