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SYNCOPE BOLD
SYNCOPE REGULAR

SPACE uni0020			
EXCLAMATION MARK uni0021	!	!	!
QUOTATION MARK uni0022	"	"	"
NUMBER SIGN uni0023	#	#	#
DOLLAR SIGN uni0024	\$	\$	\$
PERCENT SIGN uni0025	%	%	%
AMPERSAND uni0026	&	&	&
APOSTROPHE uni0027	'	'	'
LEFT PARENTHESIS uni0028	(((
RIGHT PARENTHESIS uni0029)))
ASTERISK uni002A	*	*	*
PLUS SIGN uni002B	+	+	+
COMMA uni002C	,	,	,
HYPHEN-MINUS uni002D	-	-	-
FULL STOP uni002E	.	.	.

SOLIDUS uni002F	/	/	/
DIGIT ZERO uni0030	0	0	0
DIGIT ONE uni0031	1	1	1
DIGIT TWO uni0032	2	2	2
DIGIT THREE uni0033	3	3	3
DIGIT FOUR uni0034	4	4	4
DIGIT FIVE uni0035	5	5	5
DIGIT SIX uni0036	6	6	6
DIGIT SEVEN uni0037	7	7	7
DIGIT EIGHT uni0038	8	8	8
DIGIT NINE uni0039	9	9	9
COLON uni003A	:	:	:
SEMICOLON uni003B	;	;	;
LESS-THAN SIGN uni003C	<	<	<
EQUALS SIGN uni003D	=	=	=
GREATER-THAN SIGN uni003E	>	>	>
QUESTION MARK uni003F	?	?	?
COMMERCIAL AT uni0040	@	@	@
LATIN CAPITAL LETTER A uni0041	A	A	A
LATIN CAPITAL LETTER B uni0042	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J

LATIN CAPITAL LETTER J uni004A	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	Z	Z	Z
LEFT SQUARE BRACKET uni005B	[[[
REVERSE SOLIDUS uni005C	\	\	\
RIGHT SQUARE BRACKET uni005D]]]
CIRCUMFLEX ACCENT uni005E	^	^	^
LOW LINE uni005F	_	_	_
GRAVE ACCENT uni0060	`	`	`
LATIN SMALL LETTER A uni0061	a	a	a
LATIN SMALL LETTER B uni0062	b	B	B
LATIN SMALL LETTER C uni0063	c	C	C
LATIN SMALL LETTER D uni0064	d	D	D
LATIN SMALL LETTER E uni0065	e	e	e

uni0065	˘		
LATIN SMALL LETTER F uni0066	f	F	F
LATIN SMALL LETTER G uni0067	g	G	G
LATIN SMALL LETTER H uni0068	h	H	H
LATIN SMALL LETTER I uni0069	i	I	I
LATIN SMALL LETTER J uni006A	j	J	J
LATIN SMALL LETTER K uni006B	k	K	K
LATIN SMALL LETTER L uni006C	l	L	L
LATIN SMALL LETTER M uni006D	m	m	m
LATIN SMALL LETTER N uni006E	n	n	n
LATIN SMALL LETTER O uni006F	o	O	O
LATIN SMALL LETTER P uni0070	p	P	P
LATIN SMALL LETTER Q uni0071	q	Q	Q
LATIN SMALL LETTER R uni0072	r	r	r
LATIN SMALL LETTER S uni0073	s	S	S
LATIN SMALL LETTER T uni0074	t	T	T
LATIN SMALL LETTER U uni0075	u	U	U
LATIN SMALL LETTER V uni0076	v	V	V
LATIN SMALL LETTER W uni0077	w	W	W
LATIN SMALL LETTER X uni0078	x	X	X
LATIN SMALL LETTER Y uni0079	y	Y	Y
LATIN SMALL LETTER Z uni007A	z	Z	Z
LEFT CURLY BRACKET uni007B	{	{	{
VERTICAL LINE uni007C			
RIGHT CURLY BRACKET uni007D	}	}	}
TILDE uni007E	~	~	~
NO-BREAK SPACE uni00A0			
INVERTED EXCLAMATION MARK uni00A1	¡	¡	¡

CENT SIGN uni00A2	¢	₣	₵
POUND SIGN uni00A3	£	₧	₨
CURRENCY SIGN uni00A4	¤	₪	₹
YEN SIGN uni00A5	¥	₺	₻
BROKEN BAR uni00A6	¦	‡	‡
SECTION SIGN uni00A7	§	§	§
DIAERESIS uni00A8	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	ª	ª	ª
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«
NOT SIGN uni00AC	¬	¬	¬
SOFT HYPHEN uni00AD			
REGISTERED SIGN uni00AE	®	®	®
MACRON uni00AF	—	-	-
DEGREE SIGN uni00B0	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±
SUPERSCRIFT TWO uni00B2	²	²	²
SUPERSCRIFT THREE uni00B3	³	³	³
ACUTE ACCENT uni00B4	´	´	´
MICRO SIGN uni00B5	μ	μ	μ
PILCROW SIGN uni00B6	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·
CEDILLA uni00B8	¸	¸	¸
SUPERSCRIFT ONE uni00B9	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼

VULGAR FRACTION ONE HALF uni00BD	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø

LATIN CAPITAL LETTER U WITH GRAVE	Ù	Ù	Ù
uni00D8			
LATIN CAPITAL LETTER U WITH ACUTE	Ú	Ú	Ú
uni00DA			
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	Û	Û	Û
uni00DB			
LATIN CAPITAL LETTER U WITH DIAERESIS	Ü	Ü	Ü
uni00DC			
LATIN CAPITAL LETTER Y WITH ACUTE	Ý	Ý	Ý
uni00DD			
LATIN CAPITAL LETTER THORN	Þ	Þ	Þ
uni00DE			
LATIN SMALL LETTER SHARP S	ß	ß	ß
uni00DF			
LATIN SMALL LETTER A WITH GRAVE	à	à	à
uni00E0			
LATIN SMALL LETTER A WITH ACUTE	á	á	á
uni00E1			
LATIN SMALL LETTER A WITH CIRCUMFLEX	â	â	â
uni00E2			
LATIN SMALL LETTER A WITH TILDE	ã	ã	ã
uni00E3			
LATIN SMALL LETTER A WITH DIAERESIS	ä	ä	ä
uni00E4			
LATIN SMALL LETTER A WITH RING ABOVE	å	å	å
uni00E5			
LATIN SMALL LETTER AE	æ	æ	æ
uni00E6			
LATIN SMALL LETTER C WITH CEDILLA	ç	ç	ç
uni00E7			
LATIN SMALL LETTER E WITH GRAVE	è	è	è
uni00E8			
LATIN SMALL LETTER E WITH ACUTE	é	é	é
uni00E9			
LATIN SMALL LETTER E WITH CIRCUMFLEX	ê	ê	ê
uni00EA			
LATIN SMALL LETTER E WITH DIAERESIS	ë	ë	ë
uni00EB			
LATIN SMALL LETTER I WITH GRAVE	ì	ì	ì
uni00EC			
LATIN SMALL LETTER I WITH ACUTE	í	í	í
uni00ED			
LATIN SMALL LETTER I WITH CIRCUMFLEX	î	î	î
uni00EE			
LATIN SMALL LETTER I WITH DIAERESIS	ï	ï	ï
uni00EF			
LATIN SMALL LETTER ETH	ð	ð	ð
uni00F0			
LATIN SMALL LETTER N WITH TILDE	ñ	ñ	ñ
uni00F1			
LATIN SMALL LETTER O WITH GRAVE	ò	ò	ò
uni00F2			
LATIN SMALL LETTER O WITH ACUTE	ó	ó	ó
uni00F3			

LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	Ô	Ô
LATIN SMALL LETTER O WITH TILDE uni00F5	õ	Õ	Õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	Ö	Ö
DIVISION SIGN uni00F7	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	Ø	Ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	Ù	Ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	Ú	Ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	Û	Û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	Ü	Ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	Ý	Ý
LATIN SMALL LETTER THORN uni00FE	þ	Þ	Þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER A WITH MACRON uni0100	Ā	Ā	Ā
LATIN SMALL LETTER A WITH MACRON uni0101	ā	ā	ā
LATIN CAPITAL LETTER A WITH BREVE uni0102	Ă	Ă	Ă
LATIN SMALL LETTER A WITH BREVE uni0103	ă	ă	ă
LATIN CAPITAL LETTER A WITH OGONEK uni0104	Ą	Ą	Ą
LATIN SMALL LETTER A WITH OGONEK uni0105	ą	ą	ą
LATIN CAPITAL LETTER C WITH ACUTE uni0106	Ć	Ć	Ć
LATIN SMALL LETTER C WITH ACUTE uni0107	ć	ć	ć
LATIN CAPITAL LETTER C WITH CIRCUMFLEX uni0108	Ĉ	Ĉ	Ĉ
LATIN SMALL LETTER C WITH CIRCUMFLEX uni0109	ĉ	ĉ	ĉ
LATIN CAPITAL LETTER C WITH DOT ABOVE uni010A	Č	Č	Č
LATIN SMALL LETTER C WITH DOT ABOVE uni010B	č	č	č
LATIN CAPITAL LETTER C WITH CARON uni010C	Č	Č	Č
LATIN SMALL LETTER C WITH CARON uni010D	č	č	č
LATIN CAPITAL LETTER D WITH CARON uni010E	Ď	Ď	Ď

LATIN SMALL LETTER D WITH CARON uni010F	d'	Ď	Ǿ
LATIN CAPITAL LETTER D WITH STROKE uni0110	Ɖ	Ð	Ɗ
LATIN SMALL LETTER D WITH STROKE uni0111	đ	Ɗ	Ɗ
LATIN CAPITAL LETTER E WITH MACRON uni0112	Ē	Ĕ	Ė
LATIN SMALL LETTER E WITH MACRON uni0113	ē	ĕ	ė
LATIN CAPITAL LETTER E WITH BREVE uni0114	Ė	Ė	Ė
LATIN SMALL LETTER E WITH BREVE uni0115	ě	Ě	Ě
LATIN CAPITAL LETTER E WITH DOT ABOVE uni0116	Ě	Ě	Ě
LATIN SMALL LETTER E WITH DOT ABOVE uni0117	è	è	è
LATIN CAPITAL LETTER E WITH OGONEK uni0118	Ę	Ę	Ę
LATIN SMALL LETTER E WITH OGONEK uni0119	ę	ę	ę
LATIN CAPITAL LETTER E WITH CARON uni011A	Ě	Ě	Ě
LATIN SMALL LETTER E WITH CARON uni011B	ě	Ě	Ě
LATIN CAPITAL LETTER G WITH CIRCUMFLEX uni011C	Ĝ	Ĝ	Ĝ
LATIN SMALL LETTER G WITH CIRCUMFLEX uni011D	ĝ	Ĝ	Ĝ
LATIN CAPITAL LETTER G WITH BREVE uni011E	Ğ	Ğ	Ğ
LATIN SMALL LETTER G WITH BREVE uni011F	ğ	Ğ	Ğ
LATIN CAPITAL LETTER G WITH DOT ABOVE uni0120	Ġ	Ġ	Ġ
LATIN SMALL LETTER G WITH DOT ABOVE uni0121	ġ	Ġ	Ġ
LATIN CAPITAL LETTER G WITH CEDILLA uni0122	Ģ	Ģ	Ģ
LATIN SMALL LETTER G WITH CEDILLA uni0123	ģ	Ģ	Ģ
LATIN CAPITAL LETTER H WITH CIRCUMFLEX uni0124	Ĥ	Ĥ	Ĥ
LATIN SMALL LETTER H WITH CIRCUMFLEX uni0125	ĥ	Ĥ	Ĥ
LATIN CAPITAL LETTER H WITH STROKE uni0126	Ħ	Ħ	Ħ
LATIN SMALL LETTER H WITH STROKE uni0127	ħ	Ħ	Ħ
LATIN CAPITAL LETTER I WITH TILDE uni0128	İ	İ	İ
LATIN SMALL LETTER I WITH TILDE uni0129	ĩ	İ	İ
LATIN CAPITAL LETTER I WITH MACRON uni0130	Ĭ	Ĭ	Ĭ

LATIN CAPITAL LETTER I WITH MACRON uni012A	Ī	Ī	Ī
LATIN SMALL LETTER I WITH MACRON uni012B	ī	ī	ī
LATIN CAPITAL LETTER I WITH BREVE uni012C	İ	İ	İ
LATIN SMALL LETTER I WITH BREVE uni012D	ı	ı	ı
LATIN CAPITAL LETTER I WITH OGONEK uni012E	Į	Į	Į
LATIN SMALL LETTER I WITH OGONEK uni012F	į	į	į
LATIN CAPITAL LETTER I WITH DOT ABOVE uni0130	İ	İ	İ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı
LATIN CAPITAL LIGATURE IJ uni0132	Ĳ	Ĳ	Ĳ
LATIN SMALL LIGATURE IJ uni0133	ij	Ĳ	Ĳ
LATIN CAPITAL LETTER J WITH CIRCUMFLEX uni0134	Ĵ	Ĵ	Ĵ
LATIN SMALL LETTER J WITH CIRCUMFLEX uni0135	ĵ	Ĵ	Ĵ
LATIN CAPITAL LETTER K WITH CEDILLA uni0136	Ƙ	Ƙ	Ƙ
LATIN SMALL LETTER K WITH CEDILLA uni0137	ƙ	Ƙ	Ƙ
LATIN SMALL LETTER KRA uni0138	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER L WITH ACUTE uni0139	Ĺ	Ĺ	Ĺ
LATIN SMALL LETTER L WITH ACUTE uni013A	ĺ	Ĺ	Ĺ
LATIN CAPITAL LETTER L WITH CEDILLA uni013B	ƚ	ƚ	ƚ
LATIN SMALL LETTER L WITH CEDILLA uni013C	ƚ	ƚ	ƚ
LATIN CAPITAL LETTER L WITH CARON uni013D	Ľ	Ľ	Ľ
LATIN SMALL LETTER L WITH CARON uni013E	ľ	Ľ	Ľ
LATIN CAPITAL LETTER L WITH MIDDLE DOT uni013F	Ł	Ł	Ł
LATIN SMALL LETTER L WITH MIDDLE DOT uni0140	ł	Ł	Ł
LATIN CAPITAL LETTER L WITH STROKE uni0141	Ł	Ł	Ł
LATIN SMALL LETTER L WITH STROKE uni0142	ł	Ł	Ł
LATIN CAPITAL LETTER N WITH ACUTE uni0143	Ń	Ń	Ń
LATIN SMALL LETTER N WITH ACUTE uni0144	ń	Ń	Ń
LATIN CAPITAL LETTER N WITH CEDILLA uni0145	Ñ	Ñ	Ñ

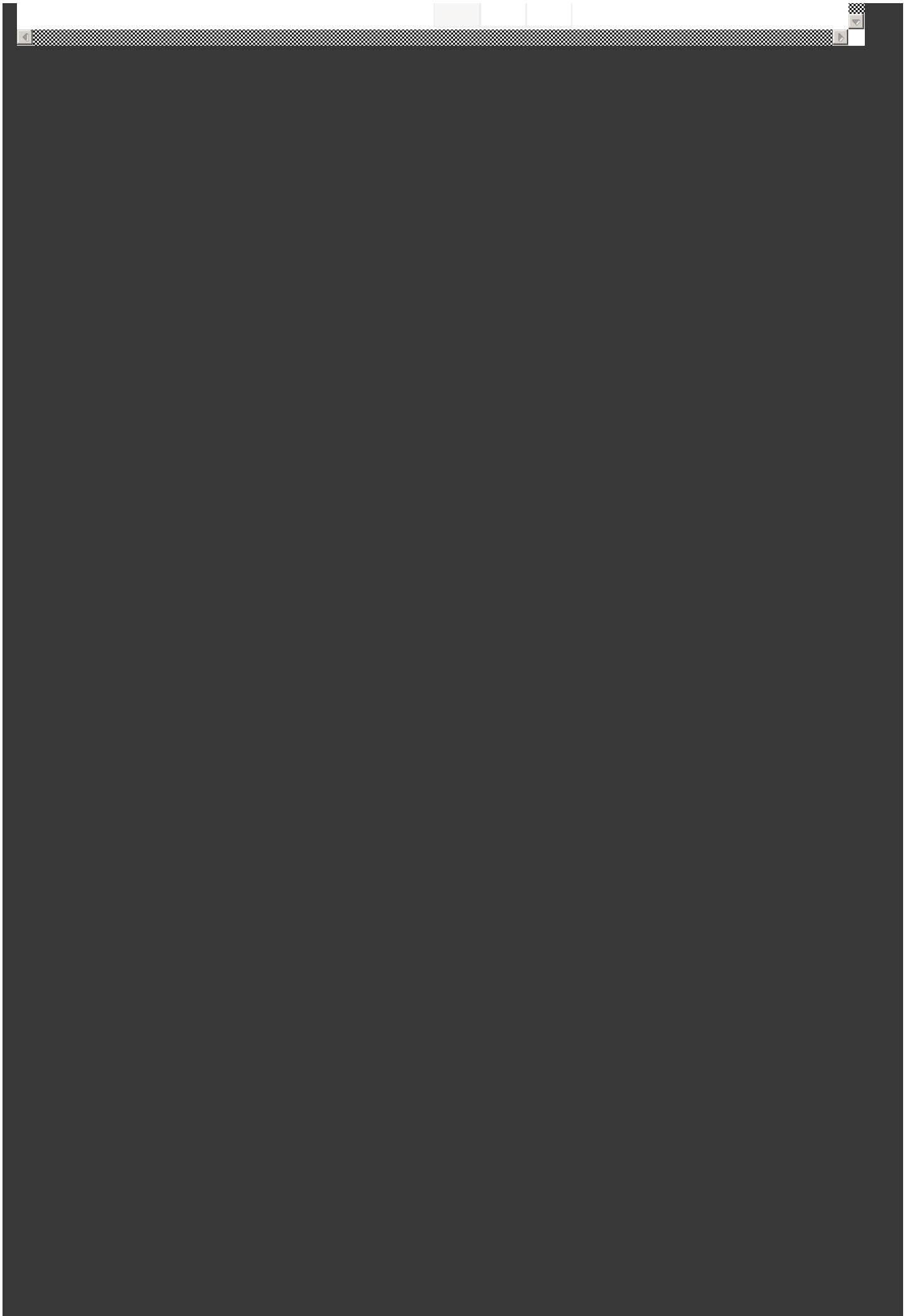
	uni0145	ŋ	ŋ	ŋ
LATIN SMALL LETTER N WITH CEDILLA	uni0146	ñ	ñ	ñ
LATIN CAPITAL LETTER N WITH CARON	uni0147	Ň	Ň	Ň
LATIN SMALL LETTER N WITH CARON	uni0148	ň	ň	ň
LATIN SMALL LETTER N PRECEDED BY APOSTROPHE	uni0149	’n	’n	’n
LATIN CAPITAL LETTER ENG	uni014A	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER ENG	uni014B	ɔ	ɔ	ɔ
LATIN CAPITAL LETTER O WITH MACRON	uni014C	Ō	Ō	Ō
LATIN SMALL LETTER O WITH MACRON	uni014D	ō	ō	ō
LATIN CAPITAL LETTER O WITH BREVE	uni014E	Ö	Ö	Ö
LATIN SMALL LETTER O WITH BREVE	uni014F	ö	ö	ö
LATIN CAPITAL LETTER O WITH DOUBLE ACUTE	uni0150	Ő	Ő	Ő
LATIN SMALL LETTER O WITH DOUBLE ACUTE	uni0151	ő	ő	ő
LATIN CAPITAL LIGATURE OE	uni0152	Œ	Œ	Œ
LATIN SMALL LIGATURE OE	uni0153	œ	œ	œ
LATIN CAPITAL LETTER R WITH ACUTE	uni0154	Ŕ	Ŕ	Ŕ
LATIN SMALL LETTER R WITH ACUTE	uni0155	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER R WITH CEDILLA	uni0156	Ŗ	Ŗ	Ŗ
LATIN SMALL LETTER R WITH CEDILLA	uni0157	ŗ	ŗ	ŗ
LATIN CAPITAL LETTER R WITH CARON	uni0158	Ř	Ř	Ř
LATIN SMALL LETTER R WITH CARON	uni0159	ř	ř	ř
LATIN CAPITAL LETTER S WITH ACUTE	uni015A	Ś	Ś	Ś
LATIN SMALL LETTER S WITH ACUTE	uni015B	ś	ś	ś
LATIN CAPITAL LETTER S WITH CIRCUMFLEX	uni015C	Ŝ	Ŝ	Ŝ
LATIN SMALL LETTER S WITH CIRCUMFLEX	uni015D	ŝ	ŝ	ŝ
LATIN CAPITAL LETTER S WITH CEDILLA	uni015E	Ş	Ş	Ş
LATIN SMALL LETTER S WITH CEDILLA	uni015F	ş	ş	ş
LATIN CAPITAL LETTER S WITH CARON	uni0160	Š	Š	Š

LATIN SMALL LETTER S WITH CARON	Š	Š	Š
uni0161			
LATIN CAPITAL LETTER T WITH CEDILLA	Ṭ	Ṭ	Ṭ
uni0162			
LATIN SMALL LETTER T WITH CEDILLA	ṭ	ṭ	ṭ
uni0163			
LATIN CAPITAL LETTER T WITH CARON	Ṛ	Ṛ	Ṛ
uni0164			
LATIN SMALL LETTER T WITH CARON	ṛ	ṛ	ṛ
uni0165			
LATIN CAPITAL LETTER T WITH STROKE	Ƨ	Ƨ	Ƨ
uni0166			
LATIN SMALL LETTER T WITH STROKE	Ƨ	Ƨ	Ƨ
uni0167			
LATIN CAPITAL LETTER U WITH TILDE	Ũ	Ũ	Ũ
uni0168			
LATIN SMALL LETTER U WITH TILDE	ũ	ũ	ũ
uni0169			
LATIN CAPITAL LETTER U WITH MACRON	Ū	Ū	Ū
uni016A			
LATIN SMALL LETTER U WITH MACRON	ū	ū	ū
uni016B			
LATIN CAPITAL LETTER U WITH BREVE	Ů	Ů	Ů
uni016C			
LATIN SMALL LETTER U WITH BREVE	ů	ů	ů
uni016D			
LATIN CAPITAL LETTER U WITH RING ABOVE	Ů	Ů	Ů
uni016E			
LATIN SMALL LETTER U WITH RING ABOVE	ů	ů	ů
uni016F			
LATIN CAPITAL LETTER U WITH DOUBLE ACUTE	Ű	Ű	Ű
uni0170			
LATIN SMALL LETTER U WITH DOUBLE ACUTE	ű	ű	ű
uni0171			
LATIN CAPITAL LETTER U WITH OGONEK	Ų	Ų	Ų
uni0172			
LATIN SMALL LETTER U WITH OGONEK	ų	ų	ų
uni0173			
LATIN CAPITAL LETTER W WITH CIRCUMFLEX	Ŵ	Ŵ	Ŵ
uni0174			
LATIN SMALL LETTER W WITH CIRCUMFLEX	ŵ	ŵ	ŵ
uni0175			
LATIN CAPITAL LETTER Y WITH CIRCUMFLEX	Ŷ	Ŷ	Ŷ
uni0176			
LATIN SMALL LETTER Y WITH CIRCUMFLEX	ŷ	ŷ	ŷ
uni0177			
LATIN CAPITAL LETTER Y WITH DIAERESIS	ÿ	ÿ	ÿ
uni0178			
LATIN CAPITAL LETTER Z WITH ACUTE	Ẑ	Ẑ	Ẑ
uni0179			
LATIN SMALL LETTER Z WITH ACUTE	ẑ	ẑ	ẑ
uni017A			
LATIN CAPITAL LETTER Z WITH DOT ABOVE	Ẓ	Ẓ	Ẓ
uni017B			

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ẑ	ẑ	ẑ
Ẓ	Ẓ	Ẓ
Ẓ	Ẓ	Ẓ

LATIN SMALL LETTER Z WITH DOT ABOVE uni017C	Ž	Z	Z
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	Ž	Ž
LATIN SMALL LETTER F WITH HOOK uni0192	f	f	f
LATIN CAPITAL LETTER AE WITH ACUTE uni01FC	Æ	Æ	Æ
LATIN SMALL LETTER AE WITH ACUTE uni01FD	æ	æ	æ
LATIN CAPITAL LETTER O WITH STROKE AND ACUTE uni01FE	Ø	Ø	Ø
LATIN SMALL LETTER O WITH STROKE AND ACUTE uni01FF	ø	Ø	Ø
LATIN SMALL LETTER DOTLESS J uni0237	J	J	J
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	^	^	^
CARON uni02C7	ˇ	ˇ	ˇ
BREVE uni02D8	˘	˘	˘
DOT ABOVE uni02D9	˙	˙	˙
RING ABOVE uni02DA	◌̊	◌̊	◌̊
OGONEK uni02DB	◌̇	◌̇	◌̇
SMALL TILDE uni02DC	~	~	~
DOUBLE ACUTE ACCENT uni02DD	˝	˝	˝
COMBINING COMMA BELOW uni0326	◌̸	◌̸	◌̸
GREEK SMALL LETTER MU uni03BC	μ	μ	μ
LATIN CAPITAL LETTER W WITH GRAVE uni1E80	Ẁ	Ẁ	Ẁ
LATIN SMALL LETTER W WITH GRAVE uni1E81	ẁ	Ẁ	Ẁ
LATIN CAPITAL LETTER W WITH ACUTE uni1E82	Ẃ	Ẃ	Ẃ
LATIN SMALL LETTER W WITH ACUTE uni1E83	ẃ	Ẃ	Ẃ
LATIN CAPITAL LETTER W WITH DIAERESIS uni1E84	Ẅ	Ẅ	Ẅ
LATIN SMALL LETTER W WITH DIAERESIS uni1E85	ẅ	Ẅ	Ẅ
LATIN CAPITAL LETTER Y WITH GRAVE uni1EF2	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER Y WITH GRAVE uni1EF3	ỳ	Ỳ	Ỳ
EN DASH	—	—	—

EM DASH uni2013	—		
EM DASH uni2014	—	—	—
LEFT SINGLE QUOTATION MARK uni2018	‘	’	’
RIGHT SINGLE QUOTATION MARK uni2019	’	’	’
SINGLE LOW-9 QUOTATION MARK uni201A	’	’	’
LEFT DOUBLE QUOTATION MARK uni201C	“	”	”
RIGHT DOUBLE QUOTATION MARK uni201D	”	”	”
DOUBLE LOW-9 QUOTATION MARK uni201E	”	”	”
DAGGER uni2020	†	†	†
DOUBLE DAGGER uni2021	‡	‡	‡
BULLET uni2022	•	•	•
HORIZONTAL ELLIPSIS uni2026
PER MILLE SIGN uni2030	‰	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>
FRACTION SLASH uni2044	/	/	/
EURO SIGN uni20AC	€	€	€
TRADE MARK SIGN uni2122	™	™	™
PARTIAL DIFFERENTIAL uni2202	∂	∂	∂
MINUS SIGN uni2212	−	−	−
DIVISION SLASH uni2215	/	/	/
ALMOST EQUAL TO uni2248	≈	≈	≈
NOT EQUAL TO uni2260	≠	≠	≠
LESS-THAN OR EQUAL TO uni2264	≤	≤	≤
GREATER-THAN OR EQUAL TO uni2265	≥	≥	≥
LATIN SMALL LIGATURE FI uniFB01	fi	FI	FI
LATIN SMALL LIGATURE FL uniFB02	fl	FL	FL



the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a series of reports on the state of the world's children (UNICEF 1990, 1991, 1992, 1993, 1994). These reports have highlighted the need for a new approach to children's rights, one that is based on the principle of the best interests of the child.

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been signed by all 193 member states of the United Nations. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and survival, to the right to education and participation. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a number of reports and guidelines for the development of children's services (UNICEF 1990, 1992, 1993, 1994).

The purpose of this paper is to review the current state of knowledge about children's services, and to discuss the implications for policy and practice.

1. Introduction

The first part of the paper discusses the current state of knowledge about children's services, and the second part discusses the implications for policy and practice.

2. Current state of knowledge

The current state of knowledge about children's services is based on a number of sources, including research, practice, and policy. The research base is growing, but there is still a need for more research in many areas, particularly in the area of early childhood development.

Practice is also evolving, and there is a need for more training and support for practitioners. Policy is also evolving, and there is a need for more research to inform policy development.

3. Implications for policy and practice

The implications for policy and practice are discussed in the second part of the paper. The main implications are that there is a need for more research, more training and support for practitioners, and more research to inform policy development.

4. Conclusion

The conclusion of the paper is that there is a need for more research, more training and support for practitioners, and more research to inform policy development.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to develop a new generation of young people who are able to deal with the challenges of the 21st century. This has led to a number of initiatives aimed at promoting the development of young people's skills and attitudes. One of the most well-known of these is the United Nations' *World Education Report* (1994), which identifies the need for young people to be able to 'learn to learn'.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to live together'. This is a concept that is closely related to the concept of 'global citizenship'. Global citizenship is the idea that all people are members of a single global community and should therefore be able to work together to solve the world's problems.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to work'. This is a concept that is closely related to the concept of 'employability'. Employability is the ability of a young person to find and keep a job. It is a skill that is in high demand in the 21st century.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to be'. This is a concept that is closely related to the concept of 'personal development'. Personal development is the process of developing one's own skills, attitudes, and values. It is a process that is essential for young people to be able to lead a successful life.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to change'. This is a concept that is closely related to the concept of 'adaptability'. Adaptability is the ability of a young person to adapt to change. It is a skill that is essential for young people to be able to succeed in the 21st century.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to lead'. This is a concept that is closely related to the concept of 'leadership'. Leadership is the ability of a young person to lead others. It is a skill that is essential for young people to be able to make a positive impact on the world.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to create'. This is a concept that is closely related to the concept of 'creativity'. Creativity is the ability of a young person to create new things. It is a skill that is essential for young people to be able to make a positive impact on the world.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to communicate'. This is a concept that is closely related to the concept of 'communication skills'. Communication skills are the ability of a young person to communicate effectively. They are a skill that is essential for young people to be able to succeed in the 21st century.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to solve problems'. This is a concept that is closely related to the concept of 'problem-solving skills'. Problem-solving skills are the ability of a young person to solve problems. They are a skill that is essential for young people to be able to succeed in the 21st century.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to work in teams'. This is a concept that is closely related to the concept of 'teamwork'. Teamwork is the ability of a young person to work effectively with others. It is a skill that is essential for young people to be able to succeed in the 21st century.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to be responsible'. This is a concept that is closely related to the concept of 'responsibility'. Responsibility is the ability of a young person to be responsible for their actions. It is a skill that is essential for young people to be able to make a positive impact on the world.

The *World Education Report* (1994) also identifies the need for young people to be able to 'learn to be healthy'. This is a concept that is closely related to the concept of 'health'. Health is the state of being well. It is a concept that is essential for young people to be able to lead a successful life.

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The first part of the paper discusses the importance of the research and the objectives of the study. It then moves on to a literature review, which provides a background on the topic and identifies the gaps in the existing research. The methodology section describes the research design, data collection, and analysis. The results section presents the findings of the study, and the conclusion summarizes the main points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data were collected from a representative sample of the population, and the analysis was carried out using appropriate statistical methods. The results of the study are presented in a clear and concise manner, and the conclusions are based on the evidence gathered.

The study has several strengths, including a large sample size, a well-defined research design, and the use of appropriate statistical methods. However, there are also some limitations, such as the cross-sectional nature of the data and the potential for self-report bias. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

The findings of the study have several implications for practice and policy. They suggest that there is a need for further research in this area, and that the results can be used to inform the development of interventions and policies aimed at addressing the issues identified. The study also highlights the importance of ongoing monitoring and evaluation of the effectiveness of such interventions and policies.

In conclusion, the study provides a comprehensive and detailed analysis of the topic, and its findings have important implications for practice and policy. The research was conducted in a systematic and rigorous manner, and the results are presented in a clear and concise manner. The study contributes to the existing knowledge in the field and provides valuable insights into the issues identified.

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In conclusion, the study has provided a comprehensive overview of the topic and has identified the gaps in the existing research. The methodology was sound, and the results are reliable. The conclusions are based on the evidence gathered, and the study has several strengths and limitations. The findings have important implications for practice and policy, and the study contributes to the existing knowledge in the field.

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The findings of the study have important implications for practice and policy. They suggest that there is a need for further research in this area, and that the results can be used to inform decision-making and the development of interventions. The study also highlights the importance of considering individual differences and the role of context in the research process.

In conclusion, the study provides a comprehensive overview of the topic and offers a range of insights into the research process. It is a valuable contribution to the field and provides a solid foundation for future research.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a number of reports and guidelines on the rights of the child (UNICEF 1989, 1990, 1991, 1992, 1993, 1994).

The purpose of this paper is to review the current state of knowledge on the rights of the child, and to discuss the implications for the future.

1. Introduction

The rights of the child are a topic of increasing importance in the 1990s. This is due to a number of factors, including the following:

- The increasing number of children in the world who are under 15 years of age (United Nations 1994).
- The growing awareness of the need to address the needs of children in the 1990s (UNICEF 1989, 1990, 1991, 1992, 1993, 1994).
- The increasing number of children who are living in poverty (United Nations 1994).

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to develop a new generation of young people who are able to deal with the challenges of the 21st century. This has led to a number of initiatives aimed at improving the quality of education and training for young people. One of the most important of these is the development of a new curriculum that is more relevant to the needs of the 21st century.

The new curriculum is based on a number of key principles. First, it is more relevant to the needs of the 21st century. This means that it focuses on the development of skills and knowledge that are essential for success in the 21st century. Second, it is more interactive. This means that it encourages students to participate in their learning and to work together to solve problems.

Third, it is more flexible. This means that it allows teachers to adapt the curriculum to the needs of their students. Fourth, it is more holistic. This means that it takes into account the whole person, not just the intellect. Finally, it is more challenging. This means that it encourages students to think critically and to solve complex problems.

The new curriculum is being implemented in a number of countries around the world. In the United States, it is being implemented in a number of states, including California, Texas, and Florida. In the United Kingdom, it is being implemented in a number of schools and colleges. In Australia, it is being implemented in a number of schools and colleges.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been signed by more than 100 countries. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues. It includes provisions on the right to life, the right to a name and nationality, the right to a family, the right to education, the right to health, and the right to protection from abuse and exploitation. It also includes provisions on the right to participate in decisions that affect them, and the right to be heard in legal proceedings.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

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