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Kulim Park ExtraLight

Kulim Park Light

Kulim Park Regular

Kulim Park SemiBold

**Kulim Park Bold**

Kulim Park ExtraLight Italic

Kulim Park Light Italic

Kulim Park Italic

Kulim Park SemiBold Italic

**Kulim Park Bold Italic**

[illegible]

HYPHEN-MINUS uni002D	-	–	—	‐	‑	‒	⎯	⁀	⁁	⁂	⁃
FULL STOP uni002E	.	•	◦	◌	◐	◑	◓	◔	◕	◖	◗
SOLIDUS uni002F	/	/	/	/	/	/	/	/	/	/	/
DIGIT ZERO uni0030	0	O	᠐	୦	໐	௦	೦	០	०	۰	০
DIGIT ONE uni0031	1	١	᠑	୧	໑	௧	೧	១	१	۱	১
DIGIT TWO uni0032	2	٢	᠒	୨	໒	௨	೨	២	२	۲	২
DIGIT THREE uni0033	3	٣	᠓	୩	໓	௩	೩	៣	३	۳	৩
DIGIT FOUR uni0034	4	٤	᠔	୪	໔	௪	෫	៤	४	۴	৪
DIGIT FIVE uni0035	5	٥	᠕	୬	໕	௵	൶	៥	॥	۵	৵
DIGIT SIX uni0036	6	٦	᠖	୭	໖	௷	൸	៦	๖	۶	৶
DIGIT SEVEN uni0037	7	٧	᠗	୮	໗	௹	ൺ	៧	๗	۷	৷
DIGIT EIGHT uni0038	8	٨	᠘	୯	໘	௻	ൽ	៨	๘	۸	৸
DIGIT NINE uni0039	9	٩	᠙	୰	໙	௼	ൾ	៩	๙	۹	৹
COLON uni003A	:	:̇	᠈	᠊	Ⴄ	ᆞ	፡	ᜅ	ᝌ	ᚋ	᛿
SEMICOLON uni003B	;̇	;	᠉	᠏	Ⴌ	ᆟ	።	ᜆ	ᝍ	ᚍ	ᛄ
LESS-THAN SIGN uni003C	<̇	<	<̄	<̂	<̃	<̆	<̇	<̈	<̉	<̊	<̋
EQUALS SIGN uni003D	=̇	=	=̄	=̂	=̃	=̆	=̇	=̈	=̉	=̊	=̋
GREATER-THAN SIGN uni003E	>̇	>	>̄	>̂	>̃	>̆	>̇	>̈	>̉	>̊	>̋
QUESTION MARK uni003F	?̇	?	?̄	?̂	?̃	?̆	?̇	?̈	?̉	?̊	?̋
COMMERCIAL AT uni0040	@̇	@	@̄	@̂	@̃	@̆	@̇	@̈	@̉	@̊	@̋
LATIN CAPITAL LETTER A uni0041	Ȧ	A	Ā	Â	Ã	Ă	Ȧ	Ä	Ả	Å	A̋
LATIN CAPITAL LETTER B uni0042	Ḃ	B	B̄	B̂	B̃	B̆	Ḃ	B̈	B̉	B̊	B̋
LATIN CAPITAL LETTER C uni0043	Ċ	C	C̄	Ĉ	C̃	C̆	Ċ	C̈	C̉	C̊	C̋
LATIN CAPITAL LETTER D uni0044	Ḋ	D	D̄	D̂	D̃	D̆	Ḋ	D̈	D̉	D̊	D̋
LATIN CAPITAL LETTER E uni0045	Ė	E	Ē	Ê	Ẽ	Ĕ	Ė	Ë	Ẻ	E̊	E̋
LATIN CAPITAL LETTER F 	Ḟ	F	F̄	F̂	F̃	F̆	Ḟ	F̈	F̉	F̊	F̋

uni0046

LATIN CAPITAL  
LETTER G  
uni0047

G	G	G	G	<b>G</b>	<b>G</b>	G	G	G	<b>G</b>	<b>G</b>
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LATIN CAPITAL  
LETTER H  
uni0048

H	H	H	H	<b>H</b>	<b>H</b>	H	H	H	<b>H</b>	<b>H</b>
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LATIN CAPITAL  
LETTER I  
uni0049

I	I	I	I	<b>I</b>	<b>I</b>	I	I	I	<b>I</b>	<b>I</b>
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LATIN CAPITAL  
LETTER J  
uni004A

J	J	J	J	<b>J</b>	<b>J</b>	J	J	J	<b>J</b>	<b>J</b>
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LATIN CAPITAL  
LETTER K  
uni004B

K	K	K	K	<b>K</b>	<b>K</b>	K	K	K	<b>K</b>	<b>K</b>
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LATIN CAPITAL  
LETTER L  
uni004C

L	L	L	L	<b>L</b>	<b>L</b>	L	L	L	<b>L</b>	<b>L</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER M  
uni004D

M	M	M	M	<b>M</b>	<b>M</b>	M	M	M	<b>M</b>	<b>M</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER N  
uni004E

N	N	N	N	<b>N</b>	<b>N</b>	N	N	N	<b>N</b>	<b>N</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER O  
uni004F

O	O	O	O	<b>O</b>	<b>O</b>	O	O	O	<b>O</b>	<b>O</b>
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LATIN CAPITAL  
LETTER P  
uni0050

P	P	P	P	<b>P</b>	<b>P</b>	P	P	P	<b>P</b>	<b>P</b>
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LATIN CAPITAL  
LETTER Q  
uni0051

Q	Q	Q	Q	<b>Q</b>	<b>Q</b>	Q	Q	Q	<b>Q</b>	<b>Q</b>
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LATIN CAPITAL  
LETTER R  
uni0052

R	R	R	R	<b>R</b>	<b>R</b>	R	R	R	<b>R</b>	<b>R</b>
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LATIN CAPITAL  
LETTER S  
uni0053

S	S	S	S	<b>S</b>	<b>S</b>	S	S	S	<b>S</b>	<b>S</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER T  
uni0054

T	T	T	T	<b>T</b>	<b>T</b>	T	T	T	<b>T</b>	<b>T</b>
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LATIN CAPITAL  
LETTER U  
uni0055

U	U	U	U	<b>U</b>	<b>U</b>	U	U	U	<b>U</b>	<b>U</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER V  
uni0056

V	V	V	V	<b>V</b>	<b>V</b>	V	V	V	<b>V</b>	<b>V</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER W  
uni0057

W	W	W	W	<b>W</b>	<b>W</b>	W	W	W	<b>W</b>	<b>W</b>
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LATIN CAPITAL  
LETTER X  
uni0058

X	X	X	X	<b>X</b>	<b>X</b>	X	X	X	<b>X</b>	<b>X</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER Y  
uni0059

Y	Y	Y	Y	<b>Y</b>	<b>Y</b>	Y	Y	Y	<b>Y</b>	<b>Y</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LATIN CAPITAL  
LETTER Z  
uni005A

Z	Z	Z	Z	<b>Z</b>	<b>Z</b>	Z	Z	Z	<b>Z</b>	<b>Z</b>
---	---	---	---	----------	----------	---	---	---	----------	----------

LEFT SQUARE  
BRACKET  
uni005B

[	[	[	[	<b>[</b>	<b>[</b>	[	[	[	<b>[</b>	<b>[</b>
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REVERSE SOLIDUS  
uni005C

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RIGHT SQUARE  
BRACKET  
uni005D

] ] ] ] ] ] ] ] ] ] ]

CIRCUMFLEX  
ACCENT  
uni005E

^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^

LOW LINE  
uni005F

\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

GRAVE ACCENT  
uni0060

` ` ` ` ` ` ` ` ` ` `

LATIN SMALL  
LETTER A  
uni0061

a a a a **a** **a** a a a **a** **a**

LATIN SMALL  
LETTER B  
uni0062

b b b b **b** **b** b b b **b** **b**

LATIN SMALL  
LETTER C  
uni0063

c c c c **c** **c** c c c **c** **c**

LATIN SMALL  
LETTER D  
uni0064

d d d d **d** **d** d d d **d** **d**

LATIN SMALL  
LETTER E  
uni0065

e e e e **e** **e** e e e **e** **e**

LATIN SMALL  
LETTER F  
uni0066

f f f f **f** **f** f f f **f** **f**

LATIN SMALL  
LETTER G  
uni0067

g g g g **g** **g** g g g **g** **g**

LATIN SMALL  
LETTER H  
uni0068

h h h h **h** **h** h h h **h** **h**

LATIN SMALL  
LETTER I  
uni0069

i i i i **i** **i** i i i **i** **i**

LATIN SMALL  
LETTER J  
uni006A

j j j j **j** **j** j j j **j** **j**

LATIN SMALL  
LETTER K  
uni006B

k k k k **k** **k** k k k **k** **k**

LATIN SMALL  
LETTER L  
uni006C

l l l l **l** **l** l l l **l** **l**

LATIN SMALL  
LETTER M  
uni006D

m m m m **m** **m** m m m **m** **m**

LATIN SMALL  
LETTER N  
uni006E

n n n n **n** **n** n n n **n** **n**

LATIN SMALL  
LETTER O  
uni006F

o o o o **o** **o** o o o **o** **o**

LATIN SMALL  
LETTER P  
uni0070

p p p p **p** **p** p p p **p** **p**

LATIN SMALL  
LETTER Q  
uni0071

q q q q **q** **q** q q q **q** **q**

LATIN SMALL

LETTER R uni0072	<b>r</b>	r	r	r	<b>r</b>	<b>r</b>	r	r	r	<b>r</b>	<b>r</b>
LATIN SMALL LETTER S uni0073	<b>S</b>	S	S	S	<b>S</b>	<b>S</b>	S	S	S	<b>S</b>	<b>S</b>
LATIN SMALL LETTER T uni0074	<b>t</b>	t	t	t	<b>t</b>	<b>t</b>	t	t	t	<b>t</b>	<b>t</b>
LATIN SMALL LETTER U uni0075	<b>U</b>	U	U	U	<b>U</b>	<b>U</b>	U	U	U	<b>U</b>	<b>U</b>
LATIN SMALL LETTER V uni0076	<b>V</b>	V	V	V	<b>V</b>	<b>V</b>	V	V	V	<b>V</b>	<b>V</b>
LATIN SMALL LETTER W uni0077	<b>W</b>	W	W	W	<b>W</b>	<b>W</b>	W	W	W	<b>W</b>	<b>W</b>
LATIN SMALL LETTER X uni0078	<b>X</b>	X	X	X	<b>X</b>	<b>X</b>	X	X	X	<b>X</b>	<b>X</b>
LATIN SMALL LETTER Y uni0079	<b>y</b>	y	y	y	<b>y</b>	<b>y</b>	y	y	y	<b>y</b>	<b>y</b>
LATIN SMALL LETTER Z uni007A	<b>Z</b>	Z	Z	Z	<b>Z</b>	<b>Z</b>	Z	Z	Z	<b>Z</b>	<b>Z</b>
LEFT CURLY BRACKET uni007B	<b>{</b>	{	{	{	<b>{</b>	<b>{</b>	{	{	{	<b>{</b>	<b>{</b>
VERTICAL LINE uni007C	<b> </b>				<b> </b>	<b> </b>				<b> </b>	<b> </b>
RIGHT CURLY BRACKET uni007D	<b>}</b>	}	}	}	<b>}</b>	<b>}</b>	}	}	}	<b>}</b>	<b>}</b>
TILDE uni007E	<b>~</b>	~	~	~	<b>~</b>	<b>~</b>	~	~	~	<b>~</b>	<b>~</b>
NO-BREAK SPACE uni00A0											
INVERTED EXCLAMATION MARK uni00A1	<b>¡</b>	¡	¡	¡	<b>¡</b>	<b>¡</b>	¡	¡	¡	<b>¡</b>	<b>¡</b>
CENT SIGN uni00A2	<b>¢</b>	¢	¢	¢	<b>¢</b>	<b>¢</b>	¢	¢	¢	<b>¢</b>	<b>¢</b>
POUND SIGN uni00A3	<b>£</b>	£	£	£	<b>£</b>	<b>£</b>	£	£	£	<b>£</b>	<b>£</b>
CURRENCY SIGN uni00A4	<b>¤</b>	¤	¤	¤	<b>¤</b>	<b>¤</b>	¤	¤	¤	<b>¤</b>	<b>¤</b>
YEN SIGN uni00A5	<b>¥</b>	¥	¥	¥	<b>¥</b>	<b>¥</b>	¥	¥	¥	<b>¥</b>	<b>¥</b>
BROKEN BAR uni00A6	<b> </b>				<b> </b>	<b> </b>				<b> </b>	<b> </b>
SECTION SIGN uni00A7	<b>§</b>	§	§	§	<b>§</b>	<b>§</b>	§	§	§	<b>§</b>	<b>§</b>
DIAERESIS uni00A8	<b>¨</b>	¨	¨	¨	<b>¨</b>	<b>¨</b>	¨	¨	¨	<b>¨</b>	<b>¨</b>
COPYRIGHT SIGN uni00A9	<b>©</b>	©	©	©	<b>©</b>	<b>©</b>	©	©	©	<b>©</b>	<b>©</b>
FEMININE ORDINAL INDICATOR uni00AA	<b>a</b>	a	a	a	<b>a</b>	<b>a</b>	a	a	a	<b>a</b>	<b>a</b>

LEFT-POINTING  
DOUBLE ANGLE  
QUOTATION MARK  
uni00AB

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NOT SIGN  
uni00AC

¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬

SOFT HYPHEN  
uni00AD

REGISTERED SIGN  
uni00AE

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MACRON  
uni00AF

- - - - - - - - - - -

DEGREE SIGN  
uni00B0

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PLUS-MINUS SIGN  
uni00B1

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SUPERSCRPT TWO  
uni00B2

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SUPERSCRPT  
THREE  
uni00B3

³ ³ ³ ³ ³ ³ ³ ³ ³ ³ ³

ACUTE ACCENT  
uni00B4

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MICRO SIGN  
uni00B5

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PILCROW SIGN  
uni00B6

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MIDDLE DOT  
uni00B7

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CEDILLA  
uni00B8

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SUPERSCRPT ONE  
uni00B9

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MASCULINE  
ORDINAL  
INDICATOR  
uni00BA

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RIGHT-POINTING  
DOUBLE ANGLE  
QUOTATION MARK  
uni00BB

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VULGAR FRACTION  
ONE QUARTER  
uni00BC

¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼

VULGAR FRACTION  
ONE HALF  
uni00BD

½ ½ ½ ½ ½ ½ ½ ½ ½ ½ ½

VULGAR FRACTION  
THREE QUARTERS  
uni00BE

¾ ¾ ¾ ¾ ¾ ¾ ¾ ¾ ¾ ¾ ¾

INVERTED  
QUESTION MARK  
uni00BF

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LATIN CAPITAL  
LETTER A WITH  
GRAVE  
uni00C0

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LATIN CAPITAL  
LETTER A WITH  
ACUTE

Á Á Á Á Á Á Á Á Á Á Á

uni00C1

LATIN CAPITAL  
LETTER A WITH  
CIRCUMFLEX  
uni00C2

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LATIN CAPITAL  
LETTER A WITH  
TILDE  
uni00C3

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LATIN CAPITAL  
LETTER A WITH  
DIAERESIS  
uni00C4

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LATIN CAPITAL  
LETTER A WITH  
RING ABOVE  
uni00C5

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LATIN CAPITAL  
LETTER AE  
uni00C6

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LATIN CAPITAL  
LETTER C WITH  
CEDILLA  
uni00C7

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LATIN CAPITAL  
LETTER E WITH  
GRAVE  
uni00C8

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LATIN CAPITAL  
LETTER E WITH  
ACUTE  
uni00C9

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LATIN CAPITAL  
LETTER E WITH  
CIRCUMFLEX  
uni00CA

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LATIN CAPITAL  
LETTER E WITH  
DIAERESIS  
uni00CB

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LATIN CAPITAL  
LETTER I WITH  
GRAVE  
uni00CC

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LATIN CAPITAL  
LETTER I WITH  
ACUTE  
uni00CD

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LATIN CAPITAL  
LETTER I WITH  
CIRCUMFLEX  
uni00CE

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LATIN CAPITAL  
LETTER I WITH  
DIAERESIS  
uni00CF

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LATIN CAPITAL  
LETTER ETH  
uni00D0

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LATIN CAPITAL  
LETTER N WITH  
TILDE  
uni00D1

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LATIN CAPITAL  
LETTER O WITH  
GRAVE  
uni00D2

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LATIN CAPITAL  
LETTER O WITH  
ACUTE  
uni00D3

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LATIN CAPITAL  
LETTER O WITH  
CIRCUMFLEX  
uni00D4

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LATIN CAPITAL  
LETTER O WITH  
TILDE  
uni00D5

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LATIN CAPITAL  
LETTER O WITH  
DIAERESIS  
uni00D6

Ö Ö Ö Ö Ö Ö Ö Ö Ö Ö

MULTIPLICATION  
SIGN  
uni00D7

× × × × × × × × × ×

LATIN CAPITAL  
LETTER O WITH  
STROKE  
uni00D8

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LATIN CAPITAL  
LETTER U WITH  
GRAVE  
uni00D9

Ù Ù Ù Ù Ù Ù Ù Ù Ù Ù

LATIN CAPITAL  
LETTER U WITH  
ACUTE  
uni00DA

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LATIN CAPITAL  
LETTER U WITH  
CIRCUMFLEX  
uni00DB

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LATIN CAPITAL  
LETTER U WITH  
DIAERESIS  
uni00DC

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LATIN CAPITAL  
LETTER Y WITH  
ACUTE  
uni00DD

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LATIN CAPITAL  
LETTER THORN  
uni00DE

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LATIN SMALL  
LETTER SHARP S  
uni00DF

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LATIN SMALL  
LETTER A WITH  
GRAVE  
uni00E0

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LATIN SMALL  
LETTER A WITH  
ACUTE  
uni00E1

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LATIN SMALL  
LETTER A WITH  
CIRCUMFLEX  
uni00E2

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LATIN SMALL  
LETTER A WITH  
TILDE  
uni00E3

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LATIN SMALL  
LETTER A WITH  
DIAERESIS

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uni00E4

LATIN SMALL  
LETTER A WITH  
RING ABOVE  
uni00E5

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LATIN SMALL  
LETTER AE  
uni00E6

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LATIN SMALL  
LETTER C WITH  
CEDILLA  
uni00E7

ç ç ç ç ç ç ç ç ç ç ç

LATIN SMALL  
LETTER E WITH  
GRAVE  
uni00E8

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LATIN SMALL  
LETTER E WITH  
ACUTE  
uni00E9

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LATIN SMALL  
LETTER E WITH  
CIRCUMFLEX  
uni00EA

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LATIN SMALL  
LETTER E WITH  
DIAERESIS  
uni00EB

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LATIN SMALL  
LETTER I WITH  
GRAVE  
uni00EC

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LATIN SMALL  
LETTER I WITH  
ACUTE  
uni00ED

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LATIN SMALL  
LETTER I WITH  
CIRCUMFLEX  
uni00EE

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LATIN SMALL  
LETTER I WITH  
DIAERESIS  
uni00EF

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LATIN SMALL  
LETTER ETH  
uni00F0

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LATIN SMALL  
LETTER N WITH  
TILDE  
uni00F1

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LATIN SMALL  
LETTER O WITH  
GRAVE  
uni00F2

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LATIN SMALL  
LETTER O WITH  
ACUTE  
uni00F3

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LATIN SMALL  
LETTER O WITH  
CIRCUMFLEX  
uni00F4

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LATIN SMALL  
LETTER O WITH

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TILDE  
uni00F5

LATIN SMALL  
LETTER O WITH  
DIAERESIS  
uni00F6

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DIVISION SIGN  
uni00F7

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LATIN SMALL  
LETTER O WITH  
STROKE  
uni00F8

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LATIN SMALL  
LETTER U WITH  
GRAVE  
uni00F9

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LATIN SMALL  
LETTER U WITH  
ACUTE  
uni00FA

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LATIN SMALL  
LETTER U WITH  
CIRCUMFLEX  
uni00FB

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LATIN SMALL  
LETTER U WITH  
DIAERESIS  
uni00FC

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LATIN SMALL  
LETTER Y WITH  
ACUTE  
uni00FD

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LATIN SMALL  
LETTER THORN  
uni00FE

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LATIN SMALL  
LETTER Y WITH  
DIAERESIS  
uni00FF

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LATIN CAPITAL  
LETTER A WITH  
MACRON  
uni0100

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LATIN SMALL  
LETTER A WITH  
MACRON  
uni0101

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LATIN CAPITAL  
LETTER A WITH  
BREVE  
uni0102

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LATIN SMALL  
LETTER A WITH  
BREVE  
uni0103

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LATIN CAPITAL  
LETTER A WITH  
OGONEK  
uni0104

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LATIN SMALL  
LETTER A WITH  
OGONEK  
uni0105

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LATIN CAPITAL  
LETTER C WITH  
ACUTE  
uni0106

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LATIN SMALL  
LETTER C WITH  
ACUTE  
uni0107

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LATIN CAPITAL  
LETTER C WITH DOT  
ABOVE  
uni010A

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LATIN SMALL  
LETTER C WITH DOT  
ABOVE  
uni010B

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LATIN CAPITAL  
LETTER C WITH  
CARON  
uni010C

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LATIN SMALL  
LETTER C WITH  
CARON  
uni010D

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LATIN CAPITAL  
LETTER D WITH  
CARON  
uni010E

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LATIN SMALL  
LETTER D WITH  
CARON  
uni010F

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LATIN CAPITAL  
LETTER D WITH  
STROKE  
uni0110

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LATIN SMALL  
LETTER D WITH  
STROKE  
uni0111

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LATIN CAPITAL  
LETTER E WITH  
MACRON  
uni0112

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LATIN SMALL  
LETTER E WITH  
MACRON  
uni0113

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LATIN CAPITAL  
LETTER E WITH DOT  
ABOVE  
uni0116

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LATIN SMALL  
LETTER E WITH DOT  
ABOVE  
uni0117

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LATIN CAPITAL  
LETTER E WITH  
OGONEK  
uni0118

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LATIN SMALL  
LETTER E WITH  
OGONEK  
uni0119

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LATIN CAPITAL  
LETTER E WITH  
CARON  
uni011A

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LATIN SMALL  
LETTER E WITH  
CARON  
uni011B

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LATIN CAPITAL

LETTER G WITH  
BREVE  
uni011E

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LATIN SMALL  
LETTER G WITH  
BREVE  
uni011F

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LATIN CAPITAL  
LETTER G WITH DOT  
ABOVE  
uni0120

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LATIN SMALL  
LETTER G WITH DOT  
ABOVE  
uni0121

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LATIN CAPITAL  
LETTER G WITH  
CEDILLA  
uni0122

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LATIN SMALL  
LETTER G WITH  
CEDILLA  
uni0123

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LATIN CAPITAL  
LETTER H WITH  
STROKE  
uni0126

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LATIN SMALL  
LETTER H WITH  
STROKE  
uni0127

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LATIN CAPITAL  
LETTER I WITH  
MACRON  
uni012A

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LATIN SMALL  
LETTER I WITH  
MACRON  
uni012B

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LATIN CAPITAL  
LETTER I WITH  
OGONEK  
uni012E

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LATIN SMALL  
LETTER I WITH  
OGONEK  
uni012F

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LATIN CAPITAL  
LETTER I WITH DOT  
ABOVE  
uni0130

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LATIN SMALL  
LETTER DOTLESS I  
uni0131

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LATIN CAPITAL  
LETTER K WITH  
CEDILLA  
uni0136

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LATIN SMALL  
LETTER K WITH  
CEDILLA  
uni0137

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LATIN CAPITAL  
LETTER L WITH  
ACUTE  
uni0139

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LATIN SMALL  
LETTER L WITH

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ACUTE  
uni013A

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LATIN CAPITAL  
LETTER L WITH  
CEDILLA  
uni013B

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LATIN SMALL  
LETTER L WITH  
CEDILLA  
uni013C

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LATIN CAPITAL  
LETTER L WITH  
CARON  
uni013D

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LATIN SMALL  
LETTER L WITH  
CARON  
uni013E

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LATIN CAPITAL  
LETTER L WITH  
STROKE  
uni0141

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LATIN SMALL  
LETTER L WITH  
STROKE  
uni0142

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LATIN CAPITAL  
LETTER N WITH  
ACUTE  
uni0143

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LATIN SMALL  
LETTER N WITH  
ACUTE  
uni0144

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LATIN CAPITAL  
LETTER N WITH  
CEDILLA  
uni0145

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LATIN SMALL  
LETTER N WITH  
CEDILLA  
uni0146

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LATIN CAPITAL  
LETTER N WITH  
CARON  
uni0147

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LATIN SMALL  
LETTER N WITH  
CARON  
uni0148

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LATIN CAPITAL  
LETTER ENG  
uni014A

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LATIN SMALL  
LETTER ENG  
uni014B

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LATIN CAPITAL  
LETTER O WITH  
MACRON  
uni014C

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LATIN SMALL  
LETTER O WITH  
MACRON  
uni014D

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LATIN CAPITAL  
LETTER O WITH  
DOUBLE ACUTE  
uni0150

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LATIN SMALL

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LETTER O WITH  
DOUBLE ACUTE  
uni0151

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LATIN CAPITAL  
LIGATURE OE  
uni0152

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LATIN SMALL  
LIGATURE OE  
uni0153

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LATIN CAPITAL  
LETTER R WITH  
ACUTE  
uni0154

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LATIN SMALL  
LETTER R WITH  
ACUTE  
uni0155

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LATIN CAPITAL  
LETTER R WITH  
CEDILLA  
uni0156

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LATIN SMALL  
LETTER R WITH  
CEDILLA  
uni0157

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LATIN CAPITAL  
LETTER R WITH  
CARON  
uni0158

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LATIN SMALL  
LETTER R WITH  
CARON  
uni0159

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LATIN CAPITAL  
LETTER S WITH  
ACUTE  
uni015A

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LATIN SMALL  
LETTER S WITH  
ACUTE  
uni015B

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LATIN CAPITAL  
LETTER S WITH  
CEDILLA  
uni015E

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LATIN SMALL  
LETTER S WITH  
CEDILLA  
uni015F

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LATIN CAPITAL  
LETTER S WITH  
CARON  
uni0160

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LATIN SMALL  
LETTER S WITH  
CARON  
uni0161

š š š š š š š š š š š

LATIN CAPITAL  
LETTER T WITH  
CEDILLA  
uni0162

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LATIN SMALL  
LETTER T WITH  
CEDILLA  
uni0163

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LATIN CAPITAL  
LETTER T WITH

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CARON  
uni0164

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LATIN SMALL  
LETTER T WITH  
CARON  
uni0165

LATIN CAPITAL  
LETTER T WITH  
STROKE  
uni0166

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LATIN SMALL  
LETTER T WITH  
STROKE  
uni0167

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LATIN CAPITAL  
LETTER U WITH  
MACRON  
uni016A

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LATIN SMALL  
LETTER U WITH  
MACRON  
uni016B

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LATIN CAPITAL  
LETTER U WITH  
RING ABOVE  
uni016E

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LATIN SMALL  
LETTER U WITH  
RING ABOVE  
uni016F

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LATIN CAPITAL  
LETTER U WITH  
DOUBLE ACUTE  
uni0170

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LATIN SMALL  
LETTER U WITH  
DOUBLE ACUTE  
uni0171

ú	ú	ú	ú	ú	ú	ú	ú	ú	ú	ú
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LATIN CAPITAL  
LETTER U WITH  
OGONEK  
uni0172

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LATIN SMALL  
LETTER U WITH  
OGONEK  
uni0173

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LATIN CAPITAL  
LETTER W WITH  
CIRCUMFLEX  
uni0174

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LATIN SMALL  
LETTER W WITH  
CIRCUMFLEX  
uni0175

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LATIN CAPITAL  
LETTER Y WITH  
CIRCUMFLEX  
uni0176

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LATIN SMALL  
LETTER Y WITH  
CIRCUMFLEX  
uni0177

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LATIN CAPITAL  
LETTER Y WITH  
DIAERESIS  
uni0178

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LATIN CAPITAL

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[illegible]

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[illegible]

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[illegible]

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uni0300										
COMBINING ACUTE ACCENT uni0301										
COMBINING CIRCUMFLEX ACCENT uni0302										
COMBINING TILDE uni0303										
COMBINING MACRON uni0304										
COMBINING BREVE uni0306										
COMBINING DOT ABOVE uni0307										
COMBINING DIAERESIS uni0308										
COMBINING RING ABOVE uni030A										
COMBINING DOUBLE ACUTE ACCENT uni030B										
COMBINING CARON uni030C										
COMBINING TURNED COMMA ABOVE uni0312										
COMBINING COMMA BELOW uni0326										
COMBINING CEDILLA uni0327										
COMBINING OGONEK uni0328										
COMBINING SHORT STROKE OVERLAY uni0335										
COMBINING LONG STROKE OVERLAY uni0336										
COMBINING SHORT SOLIDUS OVERLAY uni0337										
COMBINING LONG SOLIDUS OVERLAY uni0338										
LATIN CAPITAL LETTER W WITH GRAVE uni1E80	Ŵ	ŵ	Ŷ	ŷ	Ÿ	Ź	Ẁ	ẁ	Ẃ	ẃ
LATIN SMALL LETTER W WITH GRAVE	Ẁ	ẁ	Ẃ	ẃ	Ẅ	ẅ	Ẇ	ẇ	Ẉ	ẉ

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[illegible][illegible]

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VULGAR FRACTION THREE EIGHTHS uni215C	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$	$\frac{3}{8}$
VULGAR FRACTION FIVE EIGHTHS uni215D	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$
VULGAR FRACTION SEVEN EIGHTHS uni215E	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$
FRACTION NUMERATOR ONE uni215F	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$	$\frac{1}{}$
VULGAR FRACTION ZERO THIRDS uni2189	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$	$\frac{0}{3}$
PARTIAL DIFFERENTIAL uni2202	$\partial$	$\partial$	$\partial$	$\partial$	$\partial$	$\partial$	$\partial$	$\partial$	$\partial$	$\partial$	$\partial$
EMPTY SET uni2205	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$	$\emptyset$
N-ARY PRODUCT uni220F	$\prod$	$\prod$	$\prod$	$\prod$	$\prod$	$\prod$	$\prod$	$\prod$	$\prod$	$\prod$	$\prod$
N-ARY SUMMATION uni2211	$\sum$	$\sum$	$\sum$	$\sum$	$\sum$	$\sum$	$\sum$	$\sum$	$\sum$	$\sum$	$\sum$
MINUS SIGN uni2212	$-$	$-$	$-$	$-$	$-$	$-$	$-$	$-$	$-$	$-$	$-$
DIVISION SLASH uni2215	$/$	$/$	$/$	$/$	$/$	$/$	$/$	$/$	$/$	$/$	$/$
SQUARE ROOT uni221A	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$	$\sqrt{\phantom{x}}$
INFINITY uni221E	$\infty$	$\infty$	$\infty$	$\infty$	$\infty$	$\infty$	$\infty$	$\infty$	$\infty$	$\infty$	$\infty$
INTEGRAL uni222B	$\int$	$\int$	$\int$	$\int$	$\int$	$\int$	$\int$	$\int$	$\int$	$\int$	$\int$
ALMOST EQUAL TO uni2248	$\approx$	$\approx$	$\approx$	$\approx$	$\approx$	$\approx$	$\approx$	$\approx$	$\approx$	$\approx$	$\approx$
NOT EQUAL TO uni2260	$\neq$	$\neq$	$\neq$	$\neq$	$\neq$	$\neq$	$\neq$	$\neq$	$\neq$	$\neq$	$\neq$
LESS-THAN OR EQUAL TO uni2264	$\leq$	$\leq$	$\leq$	$\leq$	$\leq$	$\leq$	$\leq$	$\leq$	$\leq$	$\leq$	$\leq$
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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million (1990–2000) and is projected to increase by a further 1.5 million by 2020 (Office for National Statistics 2001). The number of people aged 65 and over in the UK is projected to increase from 10.5 million in 1990 to 12.5 million in 2020, with the number of people aged 75 and over increasing from 4.5 million to 6.5 million in the same period (Office for National Statistics 2001).

There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The Department of Health (2000) has identified the need to develop a 'new paradigm' for health care, which is based on the principles of 'person-centred care'. This paradigm is based on the idea that health care should be tailored to the needs of the individual patient, rather than being based on a standard model of care. The Department of Health (2000) has identified a number of key principles of person-centred care, including: 'the patient is the centre of the health care system', 'the patient's views and preferences are taken into account', and 'the patient is given the opportunity to participate in decisions about their care'.

The Department of Health (2000) has also identified a number of key areas for action, including: 'improving the quality of care', 'improving the efficiency of the health care system', and 'improving the experience of patients and carers'. The Department of Health (2000) has identified a number of key strategies for achieving these aims, including: 'developing a culture of continuous improvement', 'improving the quality of care through the use of clinical guidelines', and 'improving the efficiency of the health care system through the use of information technology'.

The Department of Health (2000) has also identified a number of key challenges for the health care system, including: 'the need to develop a new paradigm for health care', 'the need to improve the quality of care', 'the need to improve the efficiency of the health care system', and 'the need to improve the experience of patients and carers'. The Department of Health (2000) has identified a number of key strategies for addressing these challenges, including: 'developing a culture of continuous improvement', 'improving the quality of care through the use of clinical guidelines', and 'improving the efficiency of the health care system through the use of information technology'.

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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 1995). The public sector has become a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which the public sector is financed.

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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 1995). The public sector has also become an important employer of women, with 50% of public sector employees being women in 1995 (compared with 40% in 1980). The public sector has also become an important employer of young people, with 15% of public sector employees being under 25 in 1995 (compared with 10% in 1980).

The public sector has also become an important employer of people with disabilities, with 10% of public sector employees being disabled in 1995 (compared with 5% in 1980). The public sector has also become an important employer of people from ethnic minorities, with 10% of public sector employees being from ethnic minorities in 1995 (compared with 5% in 1980).

The public sector has also become an important employer of people who are over 50, with 15% of public sector employees being over 50 in 1995 (compared with 10% in 1980). The public sector has also become an important employer of people who are over 60, with 10% of public sector employees being over 60 in 1995 (compared with 5% in 1980).

The public sector has also become an important employer of people who are over 65, with 10% of public sector employees being over 65 in 1995 (compared with 5% in 1980). The public sector has also become an important employer of people who are over 70, with 5% of public sector employees being over 70 in 1995 (compared with 2% in 1980).

The public sector has also become an important employer of people who are over 75, with 5% of public sector employees being over 75 in 1995 (compared with 2% in 1980). The public sector has also become an important employer of people who are over 80, with 2% of public sector employees being over 80 in 1995 (compared with 1% in 1980).

The public sector has also become an important employer of people who are over 85, with 1% of public sector employees being over 85 in 1995 (compared with 0.5% in 1980). The public sector has also become an important employer of people who are over 90, with 0.5% of public sector employees being over 90 in 1995 (compared with 0.2% in 1980).

The public sector has also become an important employer of people who are over 95, with 0.2% of public sector employees being over 95 in 1995 (compared with 0.1% in 1980). The public sector has also become an important employer of people who are over 100, with 0.1% of public sector employees being over 100 in 1995 (compared with 0.05% in 1980).

The public sector has also become an important employer of people who are over 105, with 0.05% of public sector employees being over 105 in 1995 (compared with 0.02% in 1980). The public sector has also become an important employer of people who are over 110, with 0.02% of public sector employees being over 110 in 1995 (compared with 0.01% in 1980).

The public sector has also become an important employer of people who are over 115, with 0.01% of public sector employees being over 115 in 1995 (compared with 0.005% in 1980). The public sector has also become an important employer of people who are over 120, with 0.005% of public sector employees being over 120 in 1995 (compared with 0.002% in 1980).



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There is a growing emphasis on the need to improve the quality of care in the public sector. The Department of Health (1996) has set out a number of key objectives for the public sector, including the need to improve the quality of care, to reduce waiting times, to improve the efficiency of the system, and to improve the financial performance of the system. The Department of Health (1996) has also set out a number of key principles for the public sector, including the need to be patient-centred, to be transparent, to be accountable, and to be efficient.

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There is a growing emphasis on the need to improve the efficiency of the public sector, and to ensure that the public sector is able to deliver the services that are required by the public. This has led to a number of initiatives, including the introduction of competition, the restructuring of public sector organisations, and the introduction of performance measures. The aim of these initiatives is to ensure that the public sector is able to deliver the services that are required by the public, in a cost-effective and efficient manner.

The aim of this paper is to review the literature on the impact of the public sector on the health of the population. The paper will focus on the impact of the public sector on the health of the population in the UK, and will consider the impact of the public sector on the health of the population in the context of the initiatives mentioned above.

The paper will first consider the impact of the public sector on the health of the population in the UK, and will then consider the impact of the public sector on the health of the population in the context of the initiatives mentioned above. The paper will conclude by discussing the implications of the findings for the future of the public sector.

## 2. Methods

The literature was searched using the following keywords: 'public sector', 'health', 'population', 'UK', 'efficiency', 'competition', 'restructuring', 'performance measures'. The search was conducted using the following databases: Medline, Psycinfo, and Sociofile.

The search was limited to the English language, and to the period 1980-1995. The search was conducted using the following criteria: the title of the article, the abstract, and the keywords.

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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 1996). The number of people who are malnourished has increased from 1.2 billion to 1.5 billion (FAO 1996).

There are a number of reasons why the number of people who are undernourished has increased. One of the main reasons is that the world population has increased from 5 billion in 1980 to 6 billion in 1996 (FAO 1996).

Another reason is that the world population is growing faster than the world's food supply. The world population is growing at a rate of 1.2% per year, while the world's food supply is growing at a rate of 0.8% per year (FAO 1996).

A third reason is that the world's food supply is becoming more expensive. The price of food has increased by 50% in the last 10 years (FAO 1996).

There are a number of ways in which the world's food supply can be increased. One way is to increase the amount of land that is used for agriculture. Another way is to increase the amount of water that is used for agriculture.

A third way is to increase the amount of fertilizer that is used for agriculture. A fourth way is to increase the amount of irrigation that is used for agriculture.

There are a number of ways in which the world's food supply can be made more efficient. One way is to reduce the amount of food that is wasted. Another way is to reduce the amount of food that is lost during transport.

A third way is to reduce the amount of food that is lost during storage. A fourth way is to reduce the amount of food that is lost during distribution.

There are a number of ways in which the world's food supply can be made more sustainable. One way is to reduce the amount of land that is used for agriculture. Another way is to reduce the amount of water that is used for agriculture.

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There are a number of ways in which the world's food supply can be made more equitable. One way is to reduce the amount of land that is used for agriculture. Another way is to reduce the amount of water that is used for agriculture.

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There are a number of ways in which the world's food supply can be made more accessible. One way is to reduce the amount of land that is used for agriculture. Another way is to reduce the amount of water that is used for agriculture.

A third way is to reduce the amount of fertilizer that is used for agriculture. A fourth way is to reduce the amount of irrigation that is used for agriculture.

There are a number of ways in which the world's food supply can be made more affordable. One way is to reduce the amount of land that is used for agriculture. Another way is to reduce the amount of water that is used for agriculture.

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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 1996). The number of people who are malnourished has increased from 1.2 billion to 1.5 billion (FAO 1996).

There are a number of reasons why the number of people who are undernourished has increased. One of the main reasons is that the world population has increased from 5 billion in 1980 to 6 billion in 1996 (FAO 1996).

Another reason is that the world population is growing faster than the world's food supply. The world population is growing at a rate of 1.2% per year, while the world's food supply is growing at a rate of 0.8% per year (FAO 1996).

A third reason is that the world's food supply is becoming more expensive. The price of food has increased by 50% in the last 10 years (FAO 1996).

There are a number of ways in which the world's food supply can be increased. One way is to increase the amount of land that is used for agriculture. Another way is to increase the amount of water that is used for agriculture.

A third way is to increase the amount of fertilizer that is used for agriculture. A fourth way is to increase the amount of irrigation that is used for agriculture.

There are a number of ways in which the world's food supply can be made more efficient. One way is to reduce the amount of food that is wasted. Another way is to reduce the amount of food that is lost during transport.

A third way is to reduce the amount of food that is lost during storage. A fourth way is to reduce the amount of food that is lost during distribution.

There are a number of ways in which the world's food supply can be made more sustainable. One way is to reduce the amount of land that is used for agriculture. Another way is to reduce the amount of water that is used for agriculture.

A third way is to reduce the amount of fertilizer that is used for agriculture. A fourth way is to reduce the amount of irrigation that is used for agriculture.

There are a number of ways in which the world's food supply can be made more secure. One way is to reduce the amount of land that is used for agriculture. Another way is to reduce the amount of water that is used for agriculture.

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There are a number of ways in which the world's food supply can be made more healthy. One way is to reduce the amount of land that is used for agriculture. Another way is to reduce the amount of water that is used for agriculture.

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of children in the world who are under 5 years of age has increased by 0.6 billion in the same period. The number of children in the world who are under 15 years of age is projected to increase by 1.2 billion by the year 2020 (United Nations 1999).

There is a growing concern that the rapid increase in the number of children in the world is leading to a decline in the quality of life for children. This is because the rapid increase in the number of children is leading to a decline in the resources available for each child. This is particularly true in developing countries, where the resources available for each child are already limited. This is a major concern for the world's leaders, who are trying to find ways to improve the quality of life for children in the world.

One of the ways to improve the quality of life for children is to provide them with access to education. Education is a key factor in improving the quality of life for children. It helps them to learn about the world around them and to develop the skills they need to live a better life. Education also helps them to become responsible citizens and to contribute to the development of their communities.

Another way to improve the quality of life for children is to provide them with access to healthcare. Healthcare is a key factor in improving the quality of life for children. It helps them to stay healthy and to live longer. Healthcare also helps them to develop the skills they need to live a better life. Healthcare also helps them to become responsible citizens and to contribute to the development of their communities.

There are many other ways to improve the quality of life for children. These include providing them with access to clean water, providing them with access to electricity, and providing them with access to housing. All of these factors are important in improving the quality of life for children. They help them to live a better life and to become responsible citizens.

The world's leaders are trying to find ways to improve the quality of life for children in the world. They are trying to find ways to provide them with access to education, healthcare, clean water, electricity, and housing. They are trying to find ways to make the world a better place for children to live. They are trying to make the world a better place for all of us to live.

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the 1990s, the number of people with a diagnosis of schizophrenia has increased in the United Kingdom (Meltzer and Peck, 1998). The prevalence of schizophrenia in the United Kingdom is estimated to be 1.2% (Meltzer and Peck, 1998). The prevalence of schizophrenia in the United States is estimated to be 1.1% (Meltzer and Peck, 1998). The prevalence of schizophrenia in the United States is estimated to be 1.1% (Meltzer and Peck, 1998).

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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 1995). The public sector has become a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which it is funded.

The public sector is a complex organisation, and it is difficult to understand how it works. The public sector is made up of many different organisations, each of which has its own aims and objectives. The public sector is also funded by the government, and this has implications for the way in which it is managed and the way in which it is funded.

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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 (Department of Health 2000).

There is a growing emphasis on the importance of the public sector in the provision of health care, and the need to ensure that it is able to meet the needs of the population. This has led to a number of initiatives to improve the efficiency and effectiveness of the public sector.

One of the main initiatives is the introduction of the Health Service Act 1999, which has led to a number of changes in the way that the public sector is organised and managed. These changes include the introduction of the Health Service Commissioning Board, which is responsible for commissioning health services, and the introduction of the Health Service Improvement Act 2008, which has led to a number of changes in the way that health services are delivered.

Another main initiative is the introduction of the Health Service Research Act 2006, which has led to a number of changes in the way that health research is funded and conducted. These changes include the introduction of the Health Service Research Board, which is responsible for funding health research, and the introduction of the Health Service Research Act 2006, which has led to a number of changes in the way that health research is conducted.

There are a number of other initiatives that are aimed at improving the efficiency and effectiveness of the public sector. These include the introduction of the Health Service Improvement Act 2008, which has led to a number of changes in the way that health services are delivered, and the introduction of the Health Service Research Act 2006, which has led to a number of changes in the way that health research is funded and conducted.

These initiatives are all aimed at improving the efficiency and effectiveness of the public sector, and ensuring that it is able to meet the needs of the population. This is a major challenge for the public sector, and it is essential that it is able to meet this challenge in order to ensure that the population is able to access the health services that they need.

There are a number of factors that can affect the efficiency and effectiveness of the public sector. These include the size of the public sector, the quality of the services provided, and the way that the public sector is organised and managed. It is essential that these factors are taken into account when developing initiatives to improve the efficiency and effectiveness of the public sector.

One of the main factors that can affect the efficiency and effectiveness of the public sector is the size of the public sector. The larger the public sector, the more difficult it is to manage, and the more likely it is to be inefficient and ineffective.

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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 1996). The number of people who are malnourished has increased from 1.2 billion to 1.5 billion (FAO 1996).

There is a growing awareness of the need to improve the nutritional status of the world's population. The World Health Organization (WHO) has set a goal of reducing the number of undernourished people in the world by 50% by the year 2015 (WHO 1996).

One of the main causes of malnutrition is the lack of access to adequate food. This is often due to poverty, which prevents people from being able to afford to buy enough food. Another cause is the lack of access to land, which prevents people from being able to grow their own food.

There are a number of ways in which the nutritional status of the world's population can be improved. One way is to increase the production of food. This can be done by increasing the area of land that is used for agriculture, or by increasing the yield of crops.

Another way to improve the nutritional status of the world's population is to improve the distribution of food. This can be done by ensuring that food is available to all people, and that it is distributed in a way that is fair and equitable.

There are a number of other ways in which the nutritional status of the world's population can be improved. These include improving the quality of food, and ensuring that people have access to the nutrients that they need.

It is important to note that improving the nutritional status of the world's population is not just a matter of providing food. It is also a matter of ensuring that people have access to the nutrients that they need. This can be done by ensuring that people have access to a variety of foods, and that they are able to absorb the nutrients that they eat.

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