

COMMA
uni002C

Open Sans Light
Open Sans Regular
Open Sans SemiBold
Open Sans Bold
Open Sans ExtraBold
Open Sans Light Italic
Open Sans Italic
Open Sans SemiBold Italic
Open Sans Bold Italic
Open Sans ExtraBold Italic

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LATIN CAPITAL
LETTER F
uni0046

F F F F F F F F F F F

LATIN CAPITAL
LETTER G
uni0047

G G G G G G G G G G G

LATIN CAPITAL
LETTER H
uni0048

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LATIN CAPITAL
LETTER I
uni0049

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LATIN CAPITAL
LETTER J
uni004A

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LATIN CAPITAL
LETTER K
uni004B

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LATIN CAPITAL
LETTER L
uni004C

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LATIN CAPITAL
LETTER M
uni004D

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LATIN CAPITAL
LETTER N
uni004E

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LATIN CAPITAL
LETTER O
uni004F

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LATIN CAPITAL
LETTER P
uni0050

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LATIN CAPITAL
LETTER Q
uni0051

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LATIN CAPITAL
LETTER R
uni0052

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LATIN CAPITAL
LETTER S
uni0053

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LATIN CAPITAL
LETTER T
uni0054

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LATIN CAPITAL
LETTER U
uni0055

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LATIN CAPITAL
LETTER V
uni0056

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LATIN CAPITAL
LETTER W
uni0057

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LATIN CAPITAL
LETTER X
uni0058

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LATIN CAPITAL
LETTER Y
uni0059

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LATIN CAPITAL
LETTER Z
uni005A

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LEFT SQUARE
BRACKET
uni005B

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REVERSE
SOLIDUS
uni005C

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RIGHT SQUARE
BRACKET
uni005D

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CIRCUMFLEX
ACCENT
uni005E

^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^

LOW LINE
uni005F

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GRAVE ACCENT
uni0060

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LATIN SMALL
LETTER A
uni0061

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LATIN SMALL
LETTER B
uni0062

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LATIN SMALL
LETTER C
uni0063

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LATIN SMALL
LETTER D
uni0064

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LATIN SMALL
LETTER E
uni0065

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LATIN SMALL
LETTER F
uni0066

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LATIN SMALL
LETTER G
uni0067

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LATIN SMALL
LETTER H
uni0068

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LATIN SMALL
LETTER I
uni0069

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LATIN SMALL
LETTER J
uni006A

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LATIN SMALL
LETTER K
uni006B

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LATIN SMALL
LETTER L
uni006C

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LATIN SMALL
LETTER M
uni006D

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LATIN SMALL
LETTER N
uni006E

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LATIN SMALL
LETTER O
uni006F

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[illegible]

uni00BD

VULGAR
FRACTION ONE
HALF
uni00BD

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VULGAR
FRACTION THREE
QUARTERS
uni00BE

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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
uni00C1

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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

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LATIN CAPITAL
LETTER I WITH
CIRCUMFLEX
uni00CE

LATIN CAPITAL
LETTER I WITH
DIAERESIS
uni00CF

LATIN CAPITAL
LETTER ETH
uni00D0

LATIN CAPITAL
LETTER N WITH
TILDE
uni00D1

LATIN CAPITAL
LETTER O WITH
GRAVE
uni00D2

LATIN CAPITAL
LETTER O WITH
ACUTE
uni00D3

LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
uni00D4

LATIN CAPITAL
LETTER O WITH
TILDE
uni00D5

LATIN CAPITAL
LETTER O WITH
DIAERESIS
uni00D6

MULTIPLICATION
SIGN
uni00D7

LATIN CAPITAL
LETTER O WITH
STROKE
uni00D8

LATIN CAPITAL
LETTER U WITH
GRAVE
uni00D9

LATIN CAPITAL
LETTER U WITH
ACUTE
uni00DA

LATIN CAPITAL
LETTER U WITH
CIRCUMFLEX
uni00DB

LATIN CAPITAL
LETTER U WITH
DIAERESIS
uni00DC

LATIN CAPITAL
LETTER Y WITH
ACUTE
uni00DD

LATIN CAPITAL
LETTER THORN
uni00DE

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
uni00E4

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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

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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

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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
TILDE
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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
CIRCUMFLEX
uni0108

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LATIN SMALL
LETTER C WITH
CIRCUMFLEX
uni0109

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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

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LATIN CAPITAL
LETTER E WITH
MACRON
uni0112

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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
CIRCUMFLEX
uni0124

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LATIN SMALL
LETTER H WITH
CIRCUMFLEX
uni0125

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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
TILDE
uni0128

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LATIN SMALL
LETTER I WITH
TILDE
uni0129

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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
BREVE
uni012C

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LATIN SMALL
LETTER I WITH
BREVE
uni012D

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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
LIGATURE IJ

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LATIN SMALL
LIGATURE IJ
uni0133

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ASCII
uni0143

LATIN SMALL
LETTER N WITH
ACUTE
uni0144

LATIN CAPITAL
LETTER N WITH
CEDILLA
uni0145

LATIN SMALL
LETTER N WITH
CEDILLA
uni0146

LATIN CAPITAL
LETTER N WITH
CARON
uni0147

LATIN SMALL
LETTER N WITH
CARON
uni0148

LATIN SMALL
LETTER N
PRECEDED BY
APOSTROPHE
uni0149

LATIN CAPITAL
LETTER ENG
uni014A

LATIN SMALL
LETTER ENG
uni014B

LATIN CAPITAL
LETTER O WITH
MACRON
uni014C

LATIN SMALL
LETTER O WITH
MACRON
uni014D

LATIN CAPITAL
LETTER O WITH
BREVE
uni014E

LATIN SMALL
LETTER O WITH
BREVE
uni014F

LATIN CAPITAL
LETTER O WITH
DOUBLE ACUTE
uni0150

LATIN SMALL
LETTER O WITH
DOUBLE ACUTE
uni0151

LATIN CAPITAL
LIGATURE OE
uni0152

LATIN SMALL
LIGATURE OE
uni0153

LATIN CAPITAL
LETTER R WITH
ACUTE

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uni0154

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
CIRCUMFLEX
uni015C

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LATIN SMALL
LETTER S WITH
CIRCUMFLEX
uni015D

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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

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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
CARON
uni0164

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LATIN SMALL

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LATIN SMALL
LETTER T WITH
CARON
uni0165

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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
TILDE
uni0168

Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ

LATIN SMALL
LETTER U WITH
TILDE
uni0169

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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
BREVE
uni016C

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LATIN SMALL
LETTER U WITH
BREVE
uni016D

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LATIN CAPITAL
LETTER U WITH
RING ABOVE
uni016E

Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů

LATIN SMALL
LETTER U WITH
RING ABOVE
uni016F

ů ů ů ů ů ů ů ů ů ů ů ů

LATIN CAPITAL
LETTER U WITH
DOUBLE ACUTE
uni0170

Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú

LATIN SMALL
LETTER U WITH
DOUBLE ACUTE
uni0171

ú ú ú ú ú ú ú ú ú ú ú

LATIN CAPITAL
LETTER U WITH
OGONEK
uni0172

Ų Ų Ų Ų Ų Ų Ų Ų Ų Ų Ų

LATIN SMALL
LETTER U WITH
OGONEK
uni0173

ų ų ų ų ų ų ų ų ų ų ų ų

LATIN CAPITAL
LETTER W WITH
CIRCUMFLEX
uni0174

Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ

LATIN SMALL
LETTER W WITH
CIRCUMFLEX
uni0175

ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ

uni0175

LATIN CAPITAL
LETTER Y WITH
CIRCUMFLEX
uni0176

Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

LATIN SMALL
LETTER Y WITH
CIRCUMFLEX
uni0177

ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ

LATIN CAPITAL
LETTER Y WITH
DIAERESIS
uni0178

Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

LATIN CAPITAL
LETTER Z WITH
ACUTE
uni0179

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL
LETTER Z WITH
ACUTE
uni017A

ž ž ž ž ž ž ž ž ž ž ž

LATIN CAPITAL
LETTER Z WITH
DOT ABOVE
uni017B

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL
LETTER Z WITH
DOT ABOVE
uni017C

ž ž ž ž ž ž ž ž ž ž ž

LATIN CAPITAL
LETTER Z WITH
CARON
uni017D

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL
LETTER Z WITH
CARON
uni017E

ž ž ž ž ž ž ž ž ž ž ž

LATIN SMALL
LETTER LONG S
uni017F

ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ

LATIN SMALL
LETTER F WITH
HOOK
uni0192

f f f f f f f f f f f

LATIN CAPITAL
LETTER O WITH
HORN
uni01A0

Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ

LATIN SMALL
LETTER O WITH
HORN
uni01A1

Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ

LATIN CAPITAL
LETTER U WITH
HORN
uni01AF

Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ

LATIN SMALL
LETTER U WITH
HORN
uni01B0

Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ

LATIN SMALL
LETTER J WITH
CARON
uni01F0

Ĵ Ĵ Ĵ Ĵ Ĵ Ĵ Ĵ Ĵ Ĵ Ĵ Ĵ

LATIN CAPITAL
LETTER A WITH

Á Á Á Á Á Á Á Á Á Á Á

ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ

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[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

[illegible]

WITH TONOS
uni038E

GREEK CAPITAL
LETTER OMEGA
WITH TONOS
uni038F

GREEK SMALL
LETTER IOTA
WITH DIALYTIKA
AND TONOS
uni0390

GREEK CAPITAL
LETTER ALPHA
uni0391

GREEK CAPITAL
LETTER BETA
uni0392

GREEK CAPITAL
LETTER GAMMA
uni0393

GREEK CAPITAL
LETTER DELTA
uni0394

GREEK CAPITAL
LETTER EPSILON
uni0395

GREEK CAPITAL
LETTER ZETA
uni0396

GREEK CAPITAL
LETTER ETA
uni0397

GREEK CAPITAL
LETTER THETA
uni0398

GREEK CAPITAL
LETTER IOTA
uni0399

GREEK CAPITAL
LETTER KAPPA
uni039A

GREEK CAPITAL
LETTER LAMDA
uni039B

GREEK CAPITAL
LETTER MU
uni039C

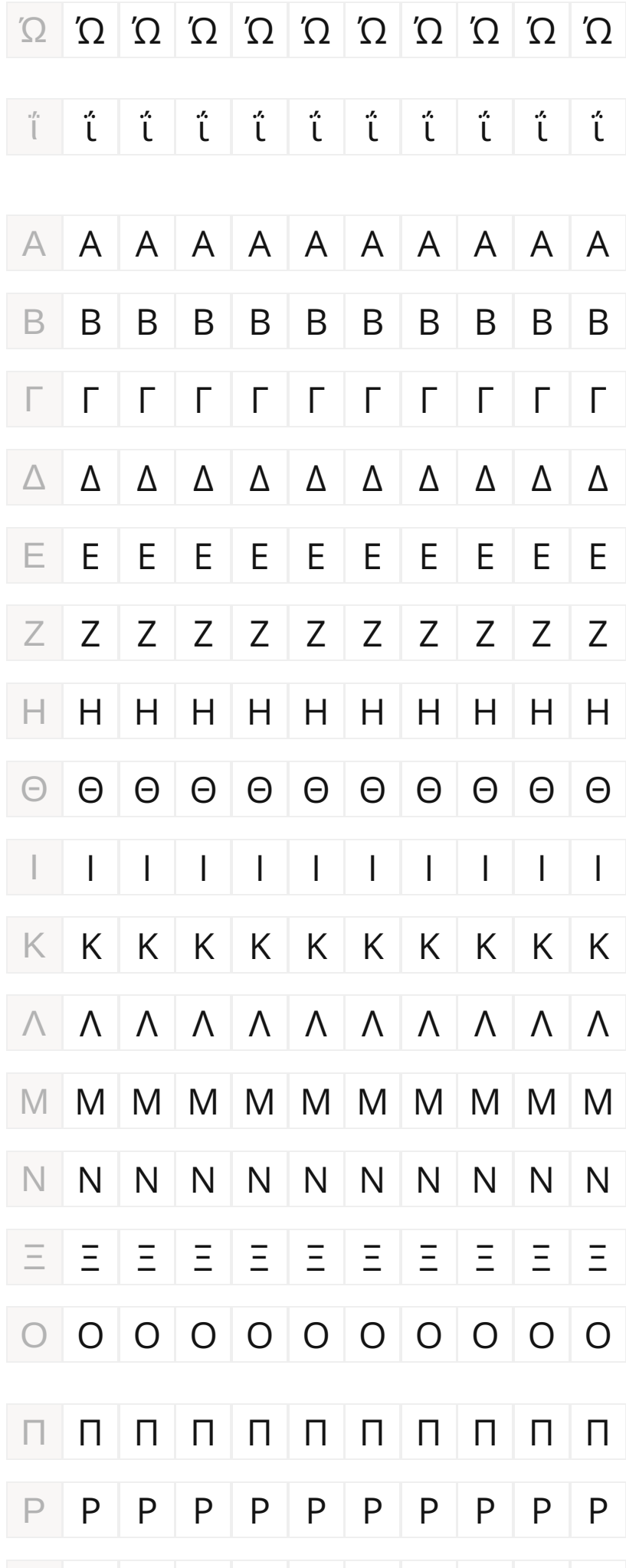
GREEK CAPITAL
LETTER NU
uni039D

GREEK CAPITAL
LETTER XI
uni039E

GREEK CAPITAL
LETTER
OMICRON
uni039F

GREEK CAPITAL
LETTER PI
uni03A0

GREEK CAPITAL
LETTER RHO
uni03A1



[illegible][illegible][illegible][illegible]

Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ

Ω Ω Ω Ω Ω Ω Ω Ω Ω Ω

ī ī ī ī ī ī ī ī ī ī

Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

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[illegible]

β β β β β β β β β β

[illegible]

δ δ δ δ δ δ δ δ δ δ

[illegible]

uni03B5

GREEK SMALL
LETTER ZETA
uni03B6

ζ ζ ζ ζ ζ ζ ζ ζ ζ ζ

GREEK SMALL
LETTER ETA
uni03B7

η η η η η η η η η η

GREEK SMALL
LETTER THETA
uni03B8

θ θ θ θ θ θ θ θ θ θ

GREEK SMALL
LETTER IOTA
uni03B9

ι ι ι ι ι ι ι ι ι ι

GREEK SMALL
LETTER KAPPA
uni03BA

κ κ κ κ κ κ κ κ κ κ

GREEK SMALL
LETTER LAMDA
uni03BB

λ λ λ λ λ λ λ λ λ λ

GREEK SMALL
LETTER MU
uni03BC

μ μ μ μ μ μ μ μ μ μ

GREEK SMALL
LETTER NU
uni03BD

ν ν ν ν ν ν ν ν ν ν

GREEK SMALL
LETTER XI
uni03BE

ξ ξ ξ ξ ξ ξ ξ ξ ξ ξ

GREEK SMALL
LETTER
OMICRON
uni03BF

ο ο ο ο ο ο ο ο ο ο

GREEK SMALL
LETTER PI
uni03C0

π π π π π π π π π π

GREEK SMALL
LETTER RHO
uni03C1

ρ ρ ρ ρ ρ ρ ρ ρ ρ ρ

GREEK SMALL
LETTER FINAL
SIGMA
uni03C2

ς ς ς ς ς ς ς ς ς ς

GREEK SMALL
LETTER SIGMA
uni03C3

σ σ σ σ σ σ σ σ σ σ

GREEK SMALL
LETTER TAU
uni03C4

τ τ τ τ τ τ τ τ τ τ

GREEK SMALL
LETTER UPSILON
uni03C5

υ υ υ υ υ υ υ υ υ υ

GREEK SMALL
LETTER PHI
uni03C6

φ φ φ φ φ φ φ φ φ φ

GREEK SMALL
LETTER CHI
uni03C7

χ χ χ χ χ χ χ χ χ χ

GREEK SMALL
LETTER PSI
uni03C8

ψ ψ ψ ψ ψ ψ ψ ψ ψ ψ

GREEK SMALL
LETTER OMEGA
uni03C9

ω ω ω ω ω ω ω ω ω ω

uni03C9

GREEK SMALL
LETTER IOTA
WITH DIALYTIKA
uni03CA

ï ï ï ï ï ï ï ï ï ï ï

GREEK SMALL
LETTER UPSILON
WITH DIALYTIKA
uni03CB

ü ü ü ü ü ü ü ü ü ü ü

GREEK SMALL
LETTER
OMICRON WITH
TONOS
uni03CC

ó ó ó ó ó ó ó ó ó ó ó

GREEK SMALL
LETTER UPSILON
WITH TONOS
uni03CD

ú ú ú ú ú ú ú ú ú ú ú

GREEK SMALL
LETTER OMEGA
WITH TONOS
uni03CE

ώ ώ ώ ώ ώ ώ ώ ώ ώ ώ ώ

GREEK THETA
SYMBOL
uni03D1

ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ

GREEK UPSILON
WITH HOOK
SYMBOL
uni03D2

ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ

GREEK PI
SYMBOL
uni03D6

ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ

CYRILLIC
CAPITAL LETTER
IE WITH GRAVE
uni0400

È È È È È È È È È È È

CYRILLIC
CAPITAL LETTER
IO
uni0401

Ë Ë Ë Ë Ë Ë Ë Ë Ë Ë Ë

CYRILLIC
CAPITAL LETTER
DJE
uni0402

Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ

CYRILLIC
CAPITAL LETTER
GJE
uni0403

Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ

CYRILLIC
CAPITAL LETTER
UKRAINIAN IE
uni0404

Є Є Є Є Є Є Є Є Є Є Є

CYRILLIC
CAPITAL LETTER
DZE
uni0405

Є Є Є Є Є Є Є Є Є Є Є

CYRILLIC
CAPITAL LETTER
BYELORUSSIAN-
UKRAINIAN I
uni0406

І І І І І І І І І І І

CYRILLIC
CAPITAL LETTER
YI
uni0407

Й Й Й Й Й Й Й Й Й Й Й

CYRILLIC

Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ

CAPITAL LETTER
JE
uni0408

Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ

CYRILLIC
CAPITAL LETTER
LJE
uni0409

Љ Љ Љ Љ Љ Љ Љ Љ Љ Љ Љ

CYRILLIC
CAPITAL LETTER
NJE
uni040A

Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ

CYRILLIC
CAPITAL LETTER
TSHE
uni040B

Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ

CYRILLIC
CAPITAL LETTER
KJE
uni040C

Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ

CYRILLIC
CAPITAL LETTER
I WITH GRAVE
uni040D

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC
CAPITAL LETTER
SHORT U
uni040E

Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ

CYRILLIC
CAPITAL LETTER
DZHE
uni040F

Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ

CYRILLIC
CAPITAL LETTER
A
uni0410

А А А А А А А А А А А

CYRILLIC
CAPITAL LETTER
BE
uni0411

Б Б Б Б Б Б Б Б Б Б Б

CYRILLIC
CAPITAL LETTER
VE
uni0412

В В В В В В В В В В В

CYRILLIC
CAPITAL LETTER
GHE
uni0413

Г Г Г Г Г Г Г Г Г Г Г

CYRILLIC
CAPITAL LETTER
DE
uni0414

Д Д Д Д Д Д Д Д Д Д Д

CYRILLIC
CAPITAL LETTER
IE
uni0415

Е Е Е Е Е Е Е Е Е Е Е

CYRILLIC
CAPITAL LETTER
ZHE
uni0416

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC
CAPITAL LETTER
ZE
uni0417

З З З З З З З З З З З

CYRILLIC
CAPITAL LETTER
I
uni0418

И И И И И И И И И И И

uni0418
CYRILLIC
CAPITAL LETTER
SHORT I
uni0419

CYRILLIC
CAPITAL LETTER
KA
uni041A

CYRILLIC
CAPITAL LETTER
EL
uni041B

CYRILLIC
CAPITAL LETTER
EM
uni041C

CYRILLIC
CAPITAL LETTER
EN
uni041D

CYRILLIC
CAPITAL LETTER
O
uni041E

CYRILLIC
CAPITAL LETTER
PE
uni041F

CYRILLIC
CAPITAL LETTER
ER
uni0420

CYRILLIC
CAPITAL LETTER
ES
uni0421

CYRILLIC
CAPITAL LETTER
TE
uni0422

CYRILLIC
CAPITAL LETTER
U
uni0423

CYRILLIC
CAPITAL LETTER
EF
uni0424

CYRILLIC
CAPITAL LETTER
HA
uni0425

CYRILLIC
CAPITAL LETTER
TSE
uni0426

CYRILLIC
CAPITAL LETTER
CHE
uni0427

CYRILLIC
CAPITAL LETTER
SHA
uni0428

CYRILLIC

Й Й Й Й Й Й Й Й Й Й Й
К К К К К К К К К К К
Л Л Л Л Л Л Л Л Л Л Л
М М М М М М М М М М М
Н Н Н Н Н Н Н Н Н Н Н
О О О О О О О О О О О
П П П П П П П П П П П
Р Р Р Р Р Р Р Р Р Р Р
С С С С С С С С С С С
Т Т Т Т Т Т Т Т Т Т Т
У У У У У У У У У У У
Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф
Х Х Х Х Х Х Х Х Х Х Х
Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц
Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч
Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш
III III III III III III III III III III

CAPITAL LETTER
SHCHA
uni0429

Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш

CYRILLIC
CAPITAL LETTER
HARD SIGN
uni042A

Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC
CAPITAL LETTER
YERU
uni042B

Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы

CYRILLIC
CAPITAL LETTER
SOFT SIGN
uni042C

Ь Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC
CAPITAL LETTER
E
uni042D

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC
CAPITAL LETTER
YU
uni042E

Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю

CYRILLIC
CAPITAL LETTER
YA
uni042F

Я Я Я Я Я Я Я Я Я Я Я Я

CYRILLIC SMALL
LETTER A
uni0430

а а а а а а а а а а а

CYRILLIC SMALL
LETTER BE
uni0431

б б б б б б б б б б б

CYRILLIC SMALL
LETTER VE
uni0432

в в в в в в в в в в в

CYRILLIC SMALL
LETTER GHE
uni0433

г г г г г г г г г г г

CYRILLIC SMALL
LETTER DE
uni0434

д д д д д д д д д д д

CYRILLIC SMALL
LETTER IE
uni0435

е е е е е е е е е е е

CYRILLIC SMALL
LETTER ZHE
uni0436

ж ж ж ж ж ж ж ж ж ж ж

CYRILLIC SMALL
LETTER ZE
uni0437

з з з з з з з з з з з

CYRILLIC SMALL
LETTER I
uni0438

и и и и и и и и и и и

CYRILLIC SMALL
LETTER SHORT I
uni0439

й й й й й й й й й й й

CYRILLIC SMALL
LETTER KA
uni043A

к к к к к к к к к к к

CYRILLIC SMALL
LETTER EL
uni043B

л л л л л л л л л л л

CYRILLIC SMALL

..

CYRILLIC SMALL
LETTER EM
uni043C

М М М М М М М М М М М

CYRILLIC SMALL
LETTER EN
uni043D

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL
LETTER O
uni043E

О О О О О О О О О О О

CYRILLIC SMALL
LETTER PE
uni043F

П П П П П П П П П П П

CYRILLIC SMALL
LETTER ER
uni0440

Р Р Р Р Р Р Р Р Р Р Р

CYRILLIC SMALL
LETTER ES
uni0441

С С С С С С С С С С С

CYRILLIC SMALL
LETTER TE
uni0442

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC SMALL
LETTER U
uni0443

У У У У У У У У У У У

CYRILLIC SMALL
LETTER EF
uni0444

Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф

CYRILLIC SMALL
LETTER HA
uni0445

Х Х Х Х Х Х Х Х Х Х Х

CYRILLIC SMALL
LETTER TSE
uni0446

Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц

CYRILLIC SMALL
LETTER CHE
uni0447

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC SMALL
LETTER SHA
uni0448

Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш

CYRILLIC SMALL
LETTER SHCHA
uni0449

Щ Щ Щ Щ Щ Щ Щ Щ Щ Щ Щ

CYRILLIC SMALL
LETTER HARD
SIGN
uni044A

Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC SMALL
LETTER YERU
uni044B

Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы

CYRILLIC SMALL
LETTER SOFT
SIGN
uni044C

Ь Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC SMALL
LETTER E
uni044D

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC SMALL
LETTER YU
uni044E

Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю

CYRILLIC SMALL
LETTER YA
uni044F

Я Я Я Я Я Я Я Я Я Я Я

CYRILLIC SMALL

ѐ ё ѐ ё ѐ ё ѐ ё ѐ ё ѐ ё ѐ

LETTER IE WITH
GRAVE
uni0450

é é é é é é é é é é é

CYRILLIC SMALL
LETTER IO
uni0451

ë ë ë ë ë ë ë ë ë ë ë

CYRILLIC SMALL
LETTER DJE
uni0452

ђ ђ ђ ђ ђ ђ ђ ђ ђ ђ ђ

CYRILLIC SMALL
LETTER GJE
uni0453

ѓ ђ ђ ђ ђ ђ ђ ђ ђ ђ ђ

CYRILLIC SMALL
LETTER
UKRAINIAN IE
uni0454

є є є є є є є є є є є

CYRILLIC SMALL
LETTER DZE
uni0455

ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ

CYRILLIC SMALL
LETTER
BYELORUSSIAN-
UKRAINIAN I
uni0456

і і і і і і і і і і і

CYRILLIC SMALL
LETTER YI
uni0457

ї ї ї ї ї ї ї ї ї ї ї

CYRILLIC SMALL
LETTER JE
uni0458

ј ј ј ј ј ј ј ј ј ј ј

CYRILLIC SMALL
LETTER LJE
uni0459

љ љ љ љ љ љ љ љ љ љ љ

CYRILLIC SMALL
LETTER NJE
uni045A

њ њ њ њ њ њ њ њ њ њ њ

CYRILLIC SMALL
LETTER TSHE
uni045B

ћ ћ ћ ћ ћ ћ ћ ћ ћ ћ ћ

CYRILLIC SMALL
LETTER KJE
uni045C

ќ ќ ќ ќ ќ ќ ќ ќ ќ ќ ќ

CYRILLIC SMALL
LETTER I WITH
GRAVE
uni045D

ì ì ì ì ì ì ì ì ì ì ì

CYRILLIC SMALL
LETTER SHORT U
uni045E

ў ў ў ў ў ў ў ў ў ў ў

CYRILLIC SMALL
LETTER DZHE
uni045F

џ џ џ џ џ џ џ џ џ џ џ

CYRILLIC
CAPITAL LETTER
OMEGA
uni0460

Ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ

CYRILLIC SMALL
LETTER OMEGA
uni0461

Ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ

CYRILLIC
CAPITAL LETTER
YAT
uni0462

Ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ

Ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ

CYRILLIC SMALL
LETTER YAT
uni0463

Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ

CYRILLIC
CAPITAL LETTER
IOTIFIED E
uni0464

Ь Ь Ь Ь Ь Ь Ь Ь Ь Ь Ь

CYRILLIC SMALL
LETTER IOTIFIED
E
uni0465

Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ

CYRILLIC
CAPITAL LETTER
LITTLE YUS
uni0466

Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ

CYRILLIC SMALL
LETTER LITTLE
YUS
uni0467

Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ

CYRILLIC
CAPITAL LETTER
IOTIFIED LITTLE
YUS
uni0468

Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ

CYRILLIC SMALL
LETTER IOTIFIED
LITTLE YUS
uni0469

Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ

CYRILLIC
CAPITAL LETTER
BIG YUS
uni046A

Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ

CYRILLIC SMALL
LETTER BIG YUS
uni046B

Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ

CYRILLIC
CAPITAL LETTER
IOTIFIED BIG YUS
uni046C

Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ

CYRILLIC SMALL
LETTER IOTIFIED
BIG YUS
uni046D

Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ

CYRILLIC
CAPITAL LETTER
KSI
uni046E

Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ

CYRILLIC SMALL
LETTER KSI
uni046F

Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ

CYRILLIC
CAPITAL LETTER
PSI
uni0470

Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ

CYRILLIC SMALL
LETTER PSI
uni0471

ψ ψ ψ ψ ψ ψ ψ ψ ψ ψ ψ

CYRILLIC
CAPITAL LETTER
FITA
uni0472

Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ

CYRILLIC SMALL
LETTER FITA
uni0473

Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ

CYRILLIC
CAPITAL LETTER

V V V V V V V V V V V

COMBINING
CYRILLIC
PALATALIZATION
uni0484

[illegible]

COMBINING
CYRILLIC DASIA
PNEUMATA
uni0485



COMBINING
CYRILLIC PSILI
PNEUMATA
uni0486



COMBINING
CYRILLIC
HUNDRED
THOUSANDS
SIGN
uni0488



COMBINING
CYRILLIC
MILLIONS SIGN
uni0489



CYRILLIC
CAPITAL LETTER
SHORT I WITH
TAIL
uni048A



CYRILLIC SMALL
LETTER SHORT I
WITH TAIL
uni048B



CYRILLIC
CAPITAL LETTER
SEMISOFT SIGN
uni048C



CYRILLIC SMALL
LETTER
SEMISOFT SIGN
uni048D



CYRILLIC
CAPITAL LETTER
ER WITH TICK
uni048E



CYRILLIC SMALL
LETTER ER WITH
TICK
uni048F



CYRILLIC
CAPITAL LETTER
GHE WITH
UPTURN
uni0490



CYRILLIC SMALL
LETTER GHE
WITH UPTURN
uni0491



CYRILLIC
CAPITAL LETTER
GHE WITH
STROKE
uni0492



CYRILLIC SMALL
LETTER GHE
WITH STROKE
uni0493



CYRILLIC
CAPITAL LETTER
GHE WITH
MIDDLE HOOK
uni0494



CYRILLIC SMALL
LETTER GHE



WITH MIDDLE
HOOK
uni0495

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC
CAPITAL LETTER
ZHE WITH
DESCENDER
uni0496

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC SMALL
LETTER ZHE
WITH
DESCENDER
uni0497

З З З З З З З З З З З

CYRILLIC
CAPITAL LETTER
ZE WITH
DESCENDER
uni0498

З З З З З З З З З З З

CYRILLIC SMALL
LETTER ZE WITH
DESCENDER
uni0499

К К К К К К К К К К К

CYRILLIC
CAPITAL LETTER
KA WITH
DESCENDER
uni049A

К К К К К К К К К К К

CYRILLIC SMALL
LETTER KA WITH
DESCENDER
uni049B

К К К К К К К К К К К

CYRILLIC
CAPITAL LETTER
KA WITH
VERTICAL
STROKE
uni049C

К К К К К К К К К К К

CYRILLIC SMALL
LETTER KA WITH
VERTICAL
STROKE
uni049D

К К К К К К К К К К К

CYRILLIC
CAPITAL LETTER
KA WITH STROKE
uni049E

к к к к к к к к к к к

CYRILLIC SMALL
LETTER KA WITH
STROKE
uni049F

К К К К К К К К К К К

CYRILLIC
CAPITAL LETTER
BASHKIR KA
uni04A0

К К К К К К К К К К К

CYRILLIC SMALL
LETTER BASHKIR
KA
uni04A1

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC
CAPITAL LETTER
EN WITH
DESCENDER
uni04A2

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL
LETTER EN WITH
DESCENDER
uni04A3

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC

CYRILLIC
CAPITAL
LIGATURE EN
GHE
uni04A4

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL
LIGATURE EN
GHE
uni04A5

н н н н н н н н н н н

CYRILLIC
CAPITAL LETTER
PE WITH MIDDLE
HOOK
uni04A6

П П П П П П П П П П П

CYRILLIC SMALL
LETTER PE WITH
MIDDLE HOOK
uni04A7

п п п п п п п п п п п

CYRILLIC
CAPITAL LETTER
ABKHASIAN HA
uni04A8

Q Q Q Q Q Q Q Q Q Q Q

CYRILLIC SMALL
LETTER
ABKHASIAN HA
uni04A9

q q q q q q q q q q q

CYRILLIC
CAPITAL LETTER
ES WITH
DESCENDER
uni04AA

С С С С С С С С С С С

CYRILLIC SMALL
LETTER ES WITH
DESCENDER
uni04AB

с с с с с с с с с с с

CYRILLIC
CAPITAL LETTER
TE WITH
DESCENDER
uni04AC

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC SMALL
LETTER TE WITH
DESCENDER
uni04AD

т т т т т т т т т т т

CYRILLIC
CAPITAL LETTER
STRAIGHT U
uni04AE

У У У У У У У У У У У

CYRILLIC SMALL
LETTER
STRAIGHT U
uni04AF

у у у у у у у у у у у

CYRILLIC
CAPITAL LETTER
STRAIGHT U
WITH STROKE
uni04B0

У У У У У У У У У У У

CYRILLIC SMALL
LETTER
STRAIGHT U
WITH STROKE
uni04B1

у у у у у у у у у у у

CYRILLIC
CAPITAL LETTER
HA WITH
DESCENDER
uni04B2

Х Х Х Х Х Х Х Х Х Х Х

CYRILLIC SMALL

х х х х х х х х х х х

LETTER HA WITH
DESCENDER
uni04B3

Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ

CYRILLIC
CAPITAL
LIGATURE TE TSE
uni04B4

Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ

CYRILLIC SMALL
LIGATURE TE TSE
uni04B5

ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ

CYRILLIC
CAPITAL LETTER
CHE WITH
DESCENDER
uni04B6

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL
LETTER CHE
WITH
DESCENDER
uni04B7

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC
CAPITAL LETTER
CHE WITH
VERTICAL
STROKE
uni04B8

҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂

CYRILLIC SMALL
LETTER CHE
WITH VERTICAL
STROKE
uni04B9

҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃

CYRILLIC
CAPITAL LETTER
SHHA
uni04BA

Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ

CYRILLIC SMALL
LETTER SHHA
uni04BB

һ һ һ һ һ һ һ һ һ һ һ

CYRILLIC
CAPITAL LETTER
ABKHASIAN CHE
uni04BC

҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
uni04BD

҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅

CYRILLIC
CAPITAL LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BE

҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BF

҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇

CYRILLIC LETTER
PALOCHKA
uni04C0

҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈

CYRILLIC
CAPITAL LETTER
ZHE WITH BREVE
uni04C1

҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉

CYRILLIC SMALL
LETTER ZHE
WITH BREVE
uni04C2

Ҋ Ҋ Ҋ Ҋ Ҋ Ҋ Ҋ Ҋ Ҋ Ҋ Ҋ

..... Cyrillic
uni04C2

CYRILLIC
CAPITAL LETTER
KA WITH HOOK
uni04C3

CYRILLIC SMALL
LETTER KA WITH
HOOK
uni04C4

CYRILLIC
CAPITAL LETTER
EL WITH TAIL
uni04C5

CYRILLIC SMALL
LETTER EL WITH
TAIL
uni04C6

CYRILLIC
CAPITAL LETTER
EN WITH HOOK
uni04C7

CYRILLIC SMALL
LETTER EN WITH
HOOK
uni04C8

CYRILLIC
CAPITAL LETTER
EN WITH TAIL
uni04C9

CYRILLIC SMALL
LETTER EN WITH
TAIL
uni04CA

CYRILLIC
CAPITAL LETTER
KHAKASSIAN CHE
uni04CB

CYRILLIC SMALL
LETTER
KHAKASSIAN CHE
uni04CC

CYRILLIC
CAPITAL LETTER
EM WITH TAIL
uni04CD

CYRILLIC SMALL
LETTER EM WITH
TAIL
uni04CE

CYRILLIC SMALL
LETTER
PALOCHKA
uni04CF

CYRILLIC
CAPITAL LETTER
A WITH BREVE
uni04D0

CYRILLIC SMALL
LETTER A WITH
BREVE
uni04D1

CYRILLIC
CAPITAL LETTER
A WITH
DIAERESIS
uni04D2

Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ

њ њ њ њ њ њ њ њ њ њ њ

Л Л Л Л Л Л Л Л Л Л Л

л л л л л л л л л л л

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

ў ў ў ў ў ў ў ў ў ў ў

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

ң ң ң ң ң ң ң ң ң ң ң

Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү

ү ү ү ү ү ү ү ү ү ү ү

Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ

ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ

І І І І І І І І І І І

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL
LETTER A WITH
DIAERESIS
uni04D3

ä ä ä ä ä ä ä ä ä ä

CYRILLIC
CAPITAL
LIGATURE A IE
uni04D4

Æ Æ Æ Æ Æ Æ Æ Æ Æ Æ Æ

CYRILLIC SMALL
LIGATURE A IE
uni04D5

æ æ æ æ æ æ æ æ æ æ æ

CYRILLIC
CAPITAL LETTER
IE WITH BREVE
uni04D6

Ě Ě Ě Ě Ě Ě Ě Ě Ě Ě Ě

CYRILLIC SMALL
LETTER IE WITH
BREVE
uni04D7

ě ě ě ě ě ě ě ě ě ě ě

CYRILLIC
CAPITAL LETTER
SCHWA
uni04D8

Ә Ә Ә Ә Ә Ә Ә Ә Ә Ә Ә

CYRILLIC SMALL
LETTER SCHWA
uni04D9

ә ә ә ә ә ә ә ә ә ә ә

CYRILLIC
CAPITAL LETTER
SCHWA WITH
DIAERESIS
uni04DA

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL
LETTER SCHWA
WITH DIAERESIS
uni04DB

ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ

CYRILLIC
CAPITAL LETTER
ZHE WITH
DIAERESIS
uni04DC

Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ

CYRILLIC SMALL
LETTER ZHE
WITH DIAERESIS
uni04DD

ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ

CYRILLIC
CAPITAL LETTER
ZE WITH
DIAERESIS
uni04DE

Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ

CYRILLIC SMALL
LETTER ZE WITH
DIAERESIS
uni04DF

ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ

CYRILLIC
CAPITAL LETTER
ABKHASIAN DZE
uni04E0

Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ

CYRILLIC SMALL
LETTER
ABKHASIAN DZE
uni04E1

ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ

CYRILLIC
CAPITAL LETTER
I WITH MACRON
uni04E2

Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ

CYRILLIC SMALL

ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ

CYRILLIC CAPITAL LETTER I WITH MACRON
uni04E3

Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї

CYRILLIC CAPITAL LETTER I WITH DIAERESIS
uni04E4

Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ

CYRILLIC SMALL LETTER I WITH DIAERESIS
uni04E5

ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ

CYRILLIC CAPITAL LETTER O WITH DIAERESIS
uni04E6

Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ

CYRILLIC SMALL LETTER O WITH DIAERESIS
uni04E7

ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ

CYRILLIC CAPITAL LETTER BARRED O
uni04E8

Ө Ө Ө Ө Ө Ө Ө Ө Ө Ө Ө

CYRILLIC SMALL LETTER BARRED O
uni04E9

ө ө ө ө ө ө ө ө ө ө ө

CYRILLIC CAPITAL LETTER BARRED O WITH DIAERESIS
uni04EA

Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈

CYRILLIC SMALL LETTER BARRED O WITH DIAERESIS
uni04EB

ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈

CYRILLIC CAPITAL LETTER E WITH DIAERESIS
uni04EC

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL LETTER E WITH DIAERESIS
uni04ED

ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ

CYRILLIC CAPITAL LETTER U WITH MACRON
uni04EE

ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ

CYRILLIC SMALL LETTER U WITH MACRON
uni04EF

ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ

CYRILLIC CAPITAL LETTER U WITH DIAERESIS
uni04F0

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

CYRILLIC SMALL LETTER U WITH DIAERESIS
uni04F1

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE
uni04F2

Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ

ACUTE
uni04F2

CYRILLIC SMALL
LETTER U WITH
DOUBLE ACUTE
uni04F3

Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

CYRILLIC
CAPITAL LETTER
CHE WITH
DIAERESIS
uni04F4

Č Č Č Č Č Č Č Č Č Č Č

CYRILLIC SMALL
LETTER CHE
WITH DIAERESIS
uni04F5

č č č č č č č č č č č

CYRILLIC
CAPITAL LETTER
GHE WITH
DESCENDER
uni04F6

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL
LETTER GHE
WITH
DESCENDER
uni04F7

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC
CAPITAL LETTER
YERU WITH
DIAERESIS
uni04F8

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC SMALL
LETTER YERU
WITH DIAERESIS
uni04F9

Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ

CYRILLIC
CAPITAL LETTER
GHE WITH
STROKE AND
HOOK
uni04FA

Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ

CYRILLIC SMALL
LETTER GHE
WITH STROKE
AND HOOK
uni04FB

ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ

CYRILLIC
CAPITAL LETTER
HA WITH HOOK
uni04FC

Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү

CYRILLIC SMALL
LETTER HA WITH
HOOK
uni04FD

ү ү ү ү ү ү ү ү ү ү ү

CYRILLIC
CAPITAL LETTER
HA WITH STROKE
uni04FE

Ұ Ұ Ұ Ұ Ұ Ұ Ұ Ұ Ұ Ұ Ұ

CYRILLIC SMALL
LETTER HA WITH
STROKE
uni04FF

ұ ұ ұ ұ ұ ұ ұ ұ ұ ұ ұ

CYRILLIC
CAPITAL LETTER
KOMI DE
uni0500

Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ

CYRILLIC SMALL
LETTER KOMI DE
uni0501

ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ

CYRILLIC
CAPITAL LETTER
KOMI DJE
uni0502

Д Д Д Д Д Д Д Д Д Д Д

CYRILLIC SMALL
LETTER KOMI
DJE
uni0503

д д д д д д д д д д д

CYRILLIC
CAPITAL LETTER
KOMI ZJE
uni0504

З З З З З З З З З З З

CYRILLIC SMALL
LETTER KOMI ZJE
uni0505

з з з з з з з з з з з

CYRILLIC
CAPITAL LETTER
KOMI DZJE
uni0506

Дз Дз Дз Дз Дз Дз Дз Дз Дз Дз Дз

CYRILLIC SMALL
LETTER KOMI
DZJE
uni0507

дз дз дз дз дз дз дз дз дз дз дз

CYRILLIC
CAPITAL LETTER
KOMI LJE
uni0508

Л Л Л Л Л Л Л Л Л Л Л

CYRILLIC SMALL
LETTER KOMI LJE
uni0509

л л л л л л л л л л л

CYRILLIC
CAPITAL LETTER
KOMI NJE
uni050A

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL
LETTER KOMI
NJE
uni050B

н н н н н н н н н н н

CYRILLIC
CAPITAL LETTER
KOMI SJE
uni050C

Г Г Г Г Г Г Г Г Г Г Г

CYRILLIC SMALL
LETTER KOMI
SJE
uni050D

г г г г г г г г г г г

CYRILLIC
CAPITAL LETTER
KOMI TJE
uni050E

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC SMALL
LETTER KOMI TJE
uni050F

т т т т т т т т т т т

CYRILLIC
CAPITAL LETTER
REVERSED ZE
uni0510

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC SMALL
LETTER
REVERSED ZE
uni0511

э э э э э э э э э э э

CYRILLIC
CAPITAL LETTER
EL WITH HOOK
uni0512

Л Л Л Л Л Л Л Л Л Л Л

CYRILLIC SMALL
LETTER EL WITH
HOOK
uni0513

Л л Л л Л л Л л Л л Л

LATIN CAPITAL
LETTER A WITH
RING BELOW
uni1E00

À Á Â Ã Ä Å Æ Ç È É

LATIN SMALL
LETTER A WITH
RING BELOW
uni1E01

à á â ã ä å æ ç è é

LATIN CAPITAL
LETTER M WITH
ACUTE
uni1E3E

Í Î Ï Ñ Ò Ó

LATIN SMALL
LETTER M WITH
ACUTE
uni1E3F

í î ï ñ ò ó

LATIN CAPITAL
LETTER W WITH
GRAVE
uni1E80

Ẁ ẁ Ẃ ẃ Ẅ ẅ Ẇ ẇ Ẉ ẉ

LATIN SMALL
LETTER W WITH
GRAVE
uni1E81

ẁ Ẃ ẃ Ẅ ẅ Ẇ ẇ Ẉ ẉ

LATIN CAPITAL
LETTER W WITH
ACUTE
uni1E82

Ẃ ẃ Ẅ ẅ Ẇ ẇ Ẉ ẉ

LATIN SMALL
LETTER W WITH
ACUTE
uni1E83

ẃ Ẅ ẅ Ẇ ẇ Ẉ ẉ

LATIN CAPITAL
LETTER W WITH
DIAERESIS
uni1E84

Ẅ ẅ Ẇ ẇ Ẉ ẉ

LATIN SMALL
LETTER W WITH
DIAERESIS
uni1E85

ẅ Ẇ ẇ Ẉ ẉ

LATIN CAPITAL
LETTER A WITH
DOT BELOW
uni1EA0

Ạ Ẳ Ẵ Ặ Ẹ Ẻ Ẽ Ẽ Ẽ Ẽ Ẽ

LATIN SMALL
LETTER A WITH
DOT BELOW
uni1EA1

ạ ẳ ẵ ẻ ẹ ẻ ẽ ẽ ẽ ẽ ẽ

LATIN CAPITAL
LETTER A WITH
HOOK ABOVE
uni1EA2

Ả Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ

LATIN SMALL
LETTER A WITH
HOOK ABOVE
uni1EA3

ả ẻ ẻ ẻ ẻ ẻ ẻ ẻ ẻ ẻ ẻ

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND ACUTE
uni1EA4

Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ Ẻ

LATIN SMALL

ẻ ẻ ẻ ẻ ẻ ẻ ẻ ẻ ẻ ẻ ẻ

LETTER A WITH
CIRCUMFLEX
AND ACUTE
uni1EA5

À Á Â Ã Ä Å Æ Ç È É

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND GRAVE
uni1EA6

Ä Å

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND GRAVE
uni1EA7

ä å

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EA8

Ă

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EA9

ă

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND TILDE
uni1EAA

Ã

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND TILDE
uni1EAB

ã

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND DOT BELOW
uni1EAC

Â

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND DOT BELOW
uni1EAD

â

LATIN CAPITAL
LETTER A WITH
BREVE AND
ACUTE
uni1EAE

Ą

LATIN SMALL
LETTER A WITH
BREVE AND
ACUTE
uni1EAF

ą

LATIN CAPITAL
LETTER A WITH
BREVE AND
GRAVE
uni1EB0

Ȧ

LATIN SMALL
LETTER A WITH
BREVE AND
GRAVE
uni1EB1

ȧ

LATIN CAPITAL
LETTER A WITH
BREVE AND
HOOK ABOVE

Ȧ

uni1EB2

LATIN SMALL
LETTER A WITH
BREVE AND
HOOK ABOVE
uni1EB3

LATIN CAPITAL
LETTER A WITH
BREVE AND
TILDE
uni1EB4

LATIN SMALL
LETTER A WITH
BREVE AND
TILDE
uni1EB5

LATIN CAPITAL
LETTER A WITH
BREVE AND DOT
BELOW
uni1EB6

LATIN SMALL
LETTER A WITH
BREVE AND DOT
BELOW
uni1EB7

LATIN CAPITAL
LETTER E WITH
DOT BELOW
uni1EB8

LATIN SMALL
LETTER E WITH
DOT BELOW
uni1EB9

LATIN CAPITAL
LETTER E WITH
HOOK ABOVE
uni1EBA

LATIN SMALL
LETTER E WITH
HOOK ABOVE
uni1EBB

LATIN CAPITAL
LETTER E WITH
TILDE
uni1EBC

LATIN SMALL
LETTER E WITH
TILDE
uni1EBD

LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND ACUTE
uni1EBE

LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND ACUTE
uni1EBF

LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND GRAVE
uni1EC0

LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND GRAVE

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CIRCUMFLEX
AND GRAVE
uni1EC1

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EC2

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EC3

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND TILDE
uni1EC4

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND TILDE
uni1EC5

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND DOT BELOW
uni1EC6

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND DOT BELOW
uni1EC7

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LATIN CAPITAL
LETTER I WITH
HOOK ABOVE
uni1EC8

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LATIN SMALL
LETTER I WITH
HOOK ABOVE
uni1EC9

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LATIN CAPITAL
LETTER I WITH
DOT BELOW
uni1ECA

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LATIN SMALL
LETTER I WITH
DOT BELOW
uni1ECB

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LATIN CAPITAL
LETTER O WITH
DOT BELOW
uni1ECC

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LATIN SMALL
LETTER O WITH
DOT BELOW
uni1ECD

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LATIN CAPITAL
LETTER O WITH
HOOK ABOVE
uni1ECE

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LATIN SMALL
LETTER O WITH
HOOK ABOVE
uni1ECF

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LATIN CAPITAL

LETTER O WITH
CIRCUMFLEX
AND ACUTE
uni1ED0

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND ACUTE
uni1ED1

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND GRAVE
uni1ED2

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND GRAVE
uni1ED3

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1ED4

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1ED5

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND TILDE
uni1ED6

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND TILDE
uni1ED7

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND DOT BELOW
uni1ED8

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND DOT BELOW
uni1ED9

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LATIN CAPITAL
LETTER O WITH
HORN AND
ACUTE
uni1EDA

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LATIN SMALL
LETTER O WITH
HORN AND
ACUTE
uni1EDB

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LATIN CAPITAL
LETTER O WITH
HORN AND
GRAVE
uni1EDC

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LATIN SMALL
LETTER O WITH
HORN AND
GRAVE
uni1EDD

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uni1EDD

LATIN CAPITAL
LETTER O WITH
HORN AND HOOK
ABOVE
uni1EDE

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LATIN SMALL
LETTER O WITH
HORN AND HOOK
ABOVE
uni1EDF

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LATIN CAPITAL
LETTER O WITH
HORN AND TILDE
uni1EE0

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LATIN SMALL
LETTER O WITH
HORN AND TILDE
uni1EE1

õ õ õ õ õ õ õ õ õ õ õ

LATIN CAPITAL
LETTER O WITH
HORN AND DOT
BELOW
uni1EE2

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LATIN SMALL
LETTER O WITH
HORN AND DOT
BELOW
uni1EE3

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LATIN CAPITAL
LETTER U WITH
DOT BELOW
uni1EE4

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LATIN SMALL
LETTER U WITH
DOT BELOW
uni1EE5

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LATIN CAPITAL
LETTER U WITH
HOOK ABOVE
uni1EE6

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LATIN SMALL
LETTER U WITH
HOOK ABOVE
uni1EE7

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LATIN CAPITAL
LETTER U WITH
HORN AND
ACUTE
uni1EE8

Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú

LATIN SMALL
LETTER U WITH
HORN AND
ACUTE
uni1EE9

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LATIN CAPITAL
LETTER U WITH
HORN AND
GRAVE
uni1EEA

Ù Ù Ù Ù Ù Ù Ù Ù Ù Ù Ù

LATIN SMALL
LETTER U WITH
HORN AND
GRAVE
uni1EEB

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LATIN CAPITAL
LETTER U WITH
HORN AND HOOK
ABOVE

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HORN AND HOOK
ABOVE
uni1EEC

LATIN SMALL
LETTER U WITH
HORN AND HOOK
ABOVE
uni1EED

LATIN CAPITAL
LETTER U WITH
HORN AND TILDE
uni1EEE

LATIN SMALL
LETTER U WITH
HORN AND TILDE
uni1EEF

LATIN CAPITAL
LETTER U WITH
HORN AND DOT
BELOW
uni1EF0

LATIN SMALL
LETTER U WITH
HORN AND DOT
BELOW
uni1EF1

LATIN CAPITAL
LETTER Y WITH
GRAVE
uni1EF2

LATIN SMALL
LETTER Y WITH
GRAVE
uni1EF3

LATIN CAPITAL
LETTER Y WITH
DOT BELOW
uni1EF4

LATIN SMALL
LETTER Y WITH
DOT BELOW
uni1EF5

LATIN CAPITAL
LETTER Y WITH
HOOK ABOVE
uni1EF6

LATIN SMALL
LETTER Y WITH
HOOK ABOVE
uni1EF7

LATIN CAPITAL
LETTER Y WITH
TILDE
uni1EF8

LATIN SMALL
LETTER Y WITH
TILDE
uni1EF9

GREEK CAPITAL
LETTER
OMICRON WITH
DASIA AND OXIA
uni1F4D

EN QUAD
uni2000

EM QUAD
uni2001

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DAGGER
uni2020

[illegible]












[illegible][illegible]

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[illegible][illegible][illegible]

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ff	ffi	ffl	ffl	ffl	ffi	ffl	ffl	ffl	ffl	ffl
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A progress bar for the question "How much time do you spend on your work?". It consists of 11 vertical bars. The first bar on the left is grey and contains a small white icon of a person. The remaining 10 bars are yellow and each contains a small white icon of a person. This indicates that 1 out of 11 items related to this question have been completed.

A horizontal progress bar with 11 segments. The first segment on the left is white with a black outline and contains a black vertical line. The remaining 10 segments are solid blue and each contains a white vertical line. This indicates that the first step of a 11-step process is currently active.

Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Idieresis.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Itilde.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Imacron.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Ibreve.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Iogonek.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Idotaccent.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



IJ.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Iotatonos.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Iota.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



Iotadieresis.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



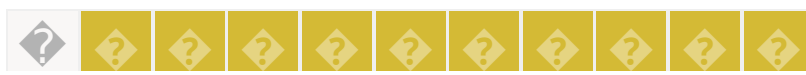
afii10055.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature
(cannot find base
glyph)



afii10056.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature
(cannot find base
glyph)



cyrillicbreve
Cannot display



Cannot display
because feature tag
is missing in name.



caroncommaaccent
Cannot display
because feature tag
is missing in name.



commaaccent
Cannot display
because feature tag
is missing in name.



commaaccentrotate
Cannot display
because feature tag
is missing in name.



dasiaoxia
Cannot display
because feature tag
is missing in name.



uni04C0.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



uni04CF.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



uni1EC8.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



uni1ECA.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



circumflexacutecomb
Cannot display
because feature tag
is missing in name.



circumflexgravecomb
Cannot display
because feature tag
is missing in name.



circumflexhookcomb
Cannot display
because feature tag
is missing in name.



circumflextildecomb
Cannot display
because feature tag
is missing in name.



breveacutecomb
Cannot display
because feature tag
is missing in name.



brevegravecomb
Cannot display
because feature tag
is missing in name.



brevehookcomb
Cannot display
because feature tag
is missing in name.



brevetildecomb
Cannot display
because feature tag
is missing in name.



cyrillichookleft
Cannot display
because feature tag
is missing in name.



cyrillichighhookUC
Cannot display
because feature tag
is missing in name.



cyrillichighhookLC
Cannot display
because feature tag
is missing in name.



one.pnum
pnum feature



zero.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



one.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



two.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



three.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



four.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



five.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



six.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



seven.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



eight.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



nine.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



g.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



gcircumflex.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



gbreve.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



gdot.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature
(cannot find base
glyph)



gcommaaccent.alt
Ending "alt" ≠ OT
Feature (cannot
display this
character) feature



The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented.

The conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The study also identifies areas for further research, highlighting the need for continued exploration of the topic.

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research and discussion.

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The findings of the study have important implications for the field of research and for the broader community. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The study also identifies areas for further research and suggests ways in which the findings can be applied in practice. The research was conducted in a transparent and open manner, and the results are available to the public for scrutiny and discussion.

The research was funded by the [funding body], and the authors would like to express their gratitude to the funding body for its support. The authors also would like to thank the participants in the study for their contribution to the research. The research was conducted in accordance with the ethical guidelines of the [ethical committee], and the results are presented in a clear and concise manner.

The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is open. It is not a closed system, and it interacts with its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. It is not a system that is controlled from the outside, and it is not a system that is designed from the top down. It is a system that organizes itself, and its behavior emerges from the interactions between its parts. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is not a system that is fragile, and it is not a system that is easily disrupted. It is a system that is able to withstand change, and it is able to adapt to new circumstances. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is doomed to failure. It is a system that is able to continue to exist, and it is able to thrive. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is not a system that is unfair, and it is not a system that is biased. It is a system that is fair, and it is one that is able to provide for the needs of all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is just. It is not a system that is unjust, and it is not a system that is oppressive. It is a system that is just, and it is one that is able to provide for the needs of all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is peaceful. It is not a system that is violent, and it is not a system that is warlike. It is a system that is peaceful, and it is one that is able to provide for the needs of all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is harmonious. It is not a system that is disharmonious, and it is not a system that is in conflict. It is a system that is harmonious, and it is one that is able to provide for the needs of all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study, and the fourth part discusses the implications of the findings. The paper concludes with a summary of the main findings and a list of references.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a large and diverse sample of participants, and the analysis was conducted using a range of statistical techniques. The results of the study are presented in a clear and concise manner, and the implications of the findings are discussed in detail. The paper is well-written and easy to read, and it provides a valuable contribution to the field of research.

The findings of the study have important implications for the field of research, and they provide a basis for further research. The results suggest that there is a need for further research in this area, and they provide a clear direction for future studies. The paper is a valuable contribution to the field, and it is well-recommended for those interested in the topic.

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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 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 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 its adoption is a testament to the commitment of the international community to the rights of children. It provides a framework for the development of national laws and policies to protect and promote these rights, and it is a source of inspiration for those who are working to improve the lives of children around the world.

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.

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The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for further research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being supported by the evidence.

The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and highlight the need for further research in this area. The study also demonstrates the value of a multidisciplinary approach to research, as it allows for a more complete understanding of the subject matter.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are significant and have important implications for the field of research. The study also demonstrates the value of a multidisciplinary approach to research, as it allows for a more complete understanding of the subject matter.

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

The second part of the paper focuses on the methodology used in the study. It describes the qualitative approach adopted, which involves in-depth interviews and focus group discussions. The researchers aimed to explore the experiences and perceptions of the participants, rather than testing a specific hypothesis.

The third part of the paper presents the findings of the study. It discusses the various themes that emerged from the data, such as the role of family in education and the influence of community norms. The researchers found that there were significant differences in the way that different cultural groups viewed education and learning.

The final part of the paper discusses the implications of the findings for practice. It suggests that educators and policymakers should take into account the cultural context of their students when designing educational programs. This could involve providing additional support for students from disadvantaged backgrounds or adapting teaching methods to better suit different learning styles.

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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 well-defined research design, a large and diverse sample, and the use of advanced statistical techniques. 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 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 the development of effective interventions and policies. The study also highlights the importance of considering individual differences and the role of the environment in shaping behavior.

In conclusion, the study provides a comprehensive and detailed examination of the topic, and its findings are of significant interest to researchers and practitioners alike. The study is a valuable contribution to the field and provides a solid foundation for future research.

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The study was conducted in a laboratory setting, and the data was collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared to the existing literature. The study found that the research objectives were achieved, and the results were consistent with the existing literature.

The study has several limitations, and there are some areas for future research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. Future research should focus on conducting field studies to validate the findings of the laboratory experiments.

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The first of these is the *Journal of the American Medical Association* (JAMA), which has been a leading voice in the medical profession since its founding in 1850. It has long been known for its rigorous standards and its commitment to the advancement of medical knowledge. In recent years, JAMA has become increasingly vocal in its criticism of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

Another major player in the medical landscape is the *New England Journal of Medicine* (NEJM). Founded in 1812, it is one of the oldest and most respected medical journals in the world. Like JAMA, it has a long history of publishing high-quality research and clinical studies. In recent years, it has also become a vocal critic of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

The third of these journals is the *Lancet*, which was founded in 1823. It is another of the oldest and most respected medical journals in the world. Like JAMA and NEJM, it has a long history of publishing high-quality research and clinical studies. In recent years, it has also become a vocal critic of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

These three journals are just a few of the many that make up the medical literature. Each of them has its own unique voice and perspective, and together they form a powerful force for the advancement of medical knowledge and the improvement of patient care.

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Finally, there is the *British Medical Journal* (BMJ), which has been a leading voice in the medical profession since its founding in 1847. It has long been known for its rigorous standards and its commitment to the advancement of medical knowledge. In recent years, it has become increasingly vocal in its criticism of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is open. It is not a closed system, and it interacts with its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. It is not a system that is controlled from the outside, and it is not a system that is controlled from the inside. It is a system that organizes itself, and its behavior is determined by its own internal structure. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is not a system that is fragile, and it is not a system that is brittle. It is a system that is resilient, and it is able to withstand change and adversity. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is unworkable. It is a system that is sustainable, and it is able to continue to exist and thrive over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is not a system that is unfair, and it is not a system that is unjust. It is a system that is equitable, and it is able to provide for the needs of all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is inclusive. It is not a system that is exclusive, and it is not a system that is discriminatory. It is a system that is inclusive, and it is able to welcome and embrace all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is transparent. It is not a system that is opaque, and it is not a system that is secretive. It is a system that is transparent, and its behavior is visible to all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is accountable. It is not a system that is unaccountable, and it is not a system that is irresponsible. It is a system that is accountable, and its members are responsible for its behavior. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented in the paper.

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by highlighting the strengths and limitations of the study and offering suggestions for future research to build on the current findings.

the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion. The number of people aged 65 and over has increased from 200 million to 350 million. The number of people aged 15–64 years has increased from 1.5 billion to 2.0 billion.

There are a number of factors which have contributed to the increase in the number of people in the world who are under 15 years of age. These factors include a decline in the death rate, a decline in the birth rate, and a decline in the rate of migration.

The decline in the death rate has been the most significant factor in the increase in the number of people in the world who are under 15 years of age. This decline has been due to a number of factors, including improvements in medical care, a decline in the incidence of infectious diseases, and a decline in the incidence of violence.

The decline in the birth rate has also contributed to the increase in the number of people in the world who are under 15 years of age. This decline has been due to a number of factors, including a decline in the number of children born to women, a decline in the number of children born to men, and a decline in the number of children born to couples.

The decline in the rate of migration has also contributed to the increase in the number of people in the world who are under 15 years of age. This decline has been due to a number of factors, including a decline in the number of people who are migrating from one country to another, a decline in the number of people who are migrating from one region to another, and a decline in the number of people who are migrating from one social class to another.

The increase in the number of people in the world who are under 15 years of age has a number of implications. These implications include a decline in the number of people who are in the workforce, a decline in the number of people who are paying taxes, and a decline in the number of people who are contributing to the economy.

The increase in the number of people in the world who are under 15 years of age also has a number of implications for the environment. These implications include a decline in the number of people who are using natural resources, a decline in the number of people who are polluting the environment, and a decline in the number of people who are contributing to climate change.

The increase in the number of people in the world who are under 15 years of age also has a number of implications for the future. These implications include a decline in the number of people who are living in poverty, a decline in the number of people who are living in slums, and a decline in the number of people who are living in the developing world.

The increase in the number of people in the world who are under 15 years of age also has a number of implications for the quality of life. These implications include a decline in the number of people who are healthy, a decline in the number of people who are educated, and a decline in the number of people who are employed.

The increase in the number of people in the world who are under 15 years of age also has a number of implications for the future of the world. These implications include a decline in the number of people who are living in peace, a decline in the number of people who are living in freedom, and a decline in the number of people who are living in a world that is free from violence.

The increase in the number of people in the world who are under 15 years of age also has a number of implications for the future of the world. These implications include a decline in the number of people who are living in a world that is free from poverty, a decline in the number of people who are living in a world that is free from hunger, and a decline in the number of people who are living in a world that is free from disease.

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 study was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was 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 findings of the study have important implications for the field of research, and they provide valuable insights into the issues being studied. The study also highlights the need for further research in this area, and it offers suggestions for how this research can be improved.

In conclusion, the study has shown that the research is important and that the objectives of the study have been achieved. The findings of the study are presented in a clear and concise manner, and the conclusions are based on the evidence gathered. The study also highlights the need for further research in this area, and it offers suggestions for how this research can be improved.

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

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to capture both quantitative and qualitative data.

The third part of the paper presents the findings of the study. It shows that there are significant differences in learning outcomes between students from different cultural backgrounds. These differences are attributed to a variety of factors, including language barriers, social norms, and access to resources.

The final part of the paper discusses the implications of the findings for education. It suggests that educators should take steps to create a more inclusive learning environment for all students. This can be done by providing additional support for students who are struggling and by incorporating culturally relevant materials into the curriculum.

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The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also have important implications for [specific areas], which should be taken into account in future research and practice.

In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings are based on a rigorous and systematic analysis of the data, and the conclusions are well-supported by the evidence. The research also highlights the need for further investigation into the subject matter, particularly in the areas of [specific areas].

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

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

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to determine the relationships between the variables.

The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research in the field. The study also found that there are several factors that influence the relationship between the variables.

The conclusions of the study suggest that the findings have important implications for practice and policy. Further research is needed to explore the relationships between the variables in more detail.

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

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was 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 implications of the findings are discussed in detail.

The findings of the study have important implications for the field of research. They suggest that there is a need for further research in this area, and that the results of this study can be used to inform policy and practice. The paper also highlights the importance of the research and the need for continued efforts to improve our understanding of the topic.

In conclusion, the research presented in this paper is a valuable contribution to the field of research. It provides a comprehensive overview of the current state of knowledge on the topic, and it identifies areas for further research. The findings of the study are presented in a clear and concise manner, and the implications of the findings are discussed in detail.

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The study found that there is a significant relationship between the variables being studied. The results suggest that the factors identified in the study have a positive impact on the outcome. The findings have important implications for the field and for future research.

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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 its growth has been a major factor in the overall growth of the economy.

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a representative sample of the population and was analysed using appropriate statistical techniques. The results of the study are presented in a clear and concise manner, and the implications of the findings are discussed in detail. The study provides valuable insights into the topic and has important implications for practice and policy.

The findings of the study suggest that there is a significant relationship between the variables studied. This relationship is consistent across the different groups and conditions studied. The results of the study are supported by the findings of other research in the field. The study also identifies some limitations and areas for future research.

The study has several strengths, including the use of a representative sample and the application of appropriate statistical techniques. The study also has some limitations, including the use of a cross-sectional design and the potential for confounding factors. Future research should address these limitations and build on the findings of this study.

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The study was conducted in a laboratory setting, and the data were collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared with the results of previous studies. The study found that the research objectives were achieved, and the results were consistent with the findings of previous research.

The study has several limitations, and there are some areas that need further research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. The study also had a limited sample size, and the results may be affected by the characteristics of the sample.

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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, from 1.1 billion in 1980 to 2.3 billion in 1999. The number of people aged 15 years and over has increased by 1.1 billion, from 2.5 billion in 1980 to 3.6 billion in 1999. The number of people aged 65 years and over has increased by 0.2 billion, from 0.2 billion in 1980 to 0.4 billion in 1999.

These changes in the world population have led to a significant increase in the number of people who are under 15 years of age, from 1.1 billion in 1980 to 2.3 billion in 1999. This increase has been driven by a combination of factors, including a decline in the death rate, a decline in the birth rate, and a decline in the rate of migration.

The decline in the death rate has been a major factor in the increase in the number of people under 15 years of age. This decline has been driven by a number of factors, including a decline in the rate of infant mortality, a decline in the rate of child mortality, and a decline in the rate of adult mortality.

The decline in the birth rate has also been a major factor in the increase in the number of people under 15 years of age. This decline has been driven by a number of factors, including a decline in the rate of fertility, a decline in the rate of abortion, and a decline in the rate of migration.

The decline in the rate of migration has also been a major factor in the increase in the number of people under 15 years of age. This decline has been driven by a number of factors, including a decline in the rate of immigration, a decline in the rate of emigration, and a decline in the rate of naturalization.

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The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented.

The findings of the study have important implications for the field of study and for the wider community. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests ways in which the findings can be applied in practice.

In conclusion, the study has made a significant contribution to the understanding of the subject matter and has provided a solid foundation for future research. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The research is a testament to the power of systematic inquiry and the importance of thorough analysis in the pursuit of knowledge.

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In conclusion, the study has provided valuable insights into the subject matter and has contributed to the existing body of knowledge. The findings suggest that further research is needed to explore the underlying mechanisms and to test the generalizability of the results. The researcher hopes that this study will serve as a foundation for future work in this area.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to determine the relationships between the variables.

The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research on the topic. The study also found that there are some differences in the results between the different groups of participants.

The conclusions of the study suggest that the findings have important implications for practice and policy. Further research is needed to explore the relationships between the variables in more detail.

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The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research also identifies areas for further investigation and provides a framework for future research. The paper concludes by emphasizing the importance of continued research in this area and the need for a collaborative effort to advance the understanding of the subject matter.

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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 series of reports on the state of the world's children (UNICEF 1990, 1991, 1992, 1993).

The purpose of this paper is to review the current state of knowledge on the needs of children in the 1990s, and to discuss the implications for policy and practice.

The paper is organized as follows. First, we discuss the current state of knowledge on the needs of children in the 1990s. Second, we discuss the implications for policy and practice.

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The UNCRC is a landmark document in the history of children's rights. It is the first time that children have been recognized as individuals with rights, and not just as passive recipients of adult care. The UNCRC sets out a range of rights for children, including the right to life, the right to health, the right to education, and the right to participate in decisions that affect them.

The UNCRC has been ratified by over 100 countries, and is now the most widely accepted international instrument for the protection of children's rights. It provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a range of measures, including the strengthening of legal systems, the development of child protection services, and the promotion of child-friendly environments.

The UNCRC also recognizes the need to address the specific needs of vulnerable children, such as those who are in conflict with the law, or who are at risk of abuse or exploitation. This requires a range of measures, including the provision of legal aid, the development of child protection services, and the promotion of child-friendly environments.

The UNCRC is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a document that has the potential to make a significant difference to the lives of children around the world.

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The UNCRC is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a document that has the potential to make a significant difference to the lives of children around the world.

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The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion section summarizes the main findings and provides recommendations for future research.

The study was conducted in a laboratory setting, and the data were collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared with the results of previous studies. The study found that the research objectives were achieved, and the results were consistent with the findings of previous research.

The study has several limitations, and there are some areas for future research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. Future research should focus on conducting field studies to test the results of the study in a more realistic setting.

In conclusion, the study found that the research objectives were achieved, and the results were consistent with the findings of previous research. The study has several limitations, and there are some areas for future research. Future research should focus on conducting field studies to test the results of the study in a more realistic setting.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being well-supported by the evidence.

The findings of the study have important implications for the field of study and for the broader community. They provide a new perspective on the subject matter and offer valuable insights into the issues at hand. The research also highlights the need for further investigation in this area and suggests directions for future research.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The methodology used was sound and the results are reliable. The conclusions drawn from the findings are well-supported and offer valuable insights into the issues at hand. The research has important implications for the field of study and for the broader community.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented in the paper.

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research has identified key factors that influence the outcome of the study, and these findings can be used to inform future research and practice. The paper also highlights the need for further research in this area, as there are still many questions that need to be answered.

In summary, the paper provides a detailed and thorough examination of the research topic, and the findings are presented in a clear and concise manner. The research has contributed to the understanding of the subject matter and has provided valuable insights into the relationship between the variables under investigation.

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

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

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

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

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The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the relevant literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also have important implications for [specific areas], which should be taken into account in future research and practice.

In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings are based on a rigorous and systematic analysis of the data, and the conclusions are well-supported by the evidence. The research also highlights the need for further investigation into the subject matter, particularly in the areas of [specific areas].

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The findings of the study have important implications for the field of research and for the broader community. They provide a new perspective on the subject matter and offer valuable insights into the issues at hand. The research also highlights the need for further investigation in this area and suggests directions for future research.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are well-supported by the evidence and have important implications for the field of research and for the broader community. The research also highlights the need for further investigation in this area and suggests directions for future research.

The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and it is only by looking at the whole that we can understand it. This is the first principle of systems thinking: the whole is greater than the sum of its parts.

The second principle is that the system is dynamic. It is not a static system, and it is not a system that can be understood by looking at a single point in time. The system is a process, and it is only by looking at the process that we can understand it. This is the second principle of systems thinking: the system is a process, and it is only by looking at the process that we can understand it.

The third principle is that the system is interconnected. The parts of the system are not isolated, and they are not independent. They are interconnected, and they are interdependent. This is the third principle of systems thinking: the system is interconnected, and it is only by looking at the connections that we can understand it.

The fourth principle is that the system is self-organizing. The system is not a system that is imposed from the outside. It is a system that organizes itself, and it is only by looking at the self-organization that we can understand it. This is the fourth principle of systems thinking: the system is self-organizing, and it is only by looking at the self-organization that we can understand it.

The fifth principle is that the system is resilient. The system is not a system that is fragile, and it is not a system that is easily broken. It is a system that is resilient, and it is only by looking at the resilience that we can understand it. This is the fifth principle of systems thinking: the system is resilient, and it is only by looking at the resilience that we can understand it.

The sixth principle is that the system is adaptable. The system is not a system that is rigid, and it is not a system that is inflexible. It is a system that is adaptable, and it is only by looking at the adaptability that we can understand it. This is the sixth principle of systems thinking: the system is adaptable, and it is only by looking at the adaptability that we can understand it.

The seventh principle is that the system is sustainable. The system is not a system that is unsustainable, and it is not a system that is doomed to failure. It is a system that is sustainable, and it is only by looking at the sustainability that we can understand it. This is the seventh principle of systems thinking: the system is sustainable, and it is only by looking at the sustainability that we can understand it.

The eighth principle is that the system is equitable. The system is not a system that is inequitable, and it is not a system that is unfair. It is a system that is equitable, and it is only by looking at the equity that we can understand it. This is the eighth principle of systems thinking: the system is equitable, and it is only by looking at the equity that we can understand it.

The ninth principle is that the system is just. The system is not a system that is unjust, and it is not a system that is unfair. It is a system that is just, and it is only by looking at the justice that we can understand it. This is the ninth principle of systems thinking: the system is just, and it is only by looking at the justice that we can understand it.

The tenth principle is that the system is good. The system is not a system that is bad, and it is not a system that is evil. It is a system that is good, and it is only by looking at the goodness that we can understand it. This is the tenth principle of systems thinking: the system is good, and it is only by looking at the goodness that we can understand it.

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in finding appropriate research methods and in interpreting the data they collect. To address these challenges, the paper suggests that researchers should adopt a more flexible and open-minded approach to their research. This involves being willing to learn from the community and to adapt their methods as needed. The paper also emphasizes the importance of building trust and rapport with the community. This is essential for ensuring that the research is conducted in a respectful and ethical manner. Finally, the paper concludes by noting that while there are many challenges to conducting research in culturally diverse settings, it is also an opportunity to gain valuable insights into the lives of people from different cultures. By taking the time to understand and appreciate these differences, researchers can make a more meaningful contribution to the field of education.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a body must be in balance to function properly, so must a society or a nation. If one part becomes too dominant, it will disrupt the harmony of the whole, leading to conflict and chaos. Balance is not a static state, but a dynamic equilibrium that allows for growth and adaptation.

The third principle is that of justice. A society that is not just is not a society at all. Justice is the cornerstone of all human relationships, and it is the duty of every individual to seek it and uphold it. Without justice, there is no room for freedom or equality, and the world is reduced to a place of oppression and suffering.

Finally, the fourth principle is that of unity. While we must recognize and respect our differences, we must also seek to understand and appreciate the commonalities that bind us together. Unity is not a forced conformity, but a voluntary coming together of diverse peoples and cultures, each contributing to the richness of the whole.

The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a body must be in balance to function properly, so must a society or a nation. If one part becomes too dominant, it will disrupt the harmony of the whole, leading to conflict and chaos. Balance is not a static state, but a dynamic equilibrium that allows for growth and adaptation.

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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 people in the world who are aged 65 years and over has increased by 100 million in the same period. The number of people in the world who are aged 65 years and over is projected to increase to 1.2 billion by the year 2025 (United Nations 1999).

There is a growing awareness of the need to address the health and social care needs of the ageing population. The World Health Organization (WHO) has identified the need to develop a 'new paradigm' for health and social care that is based on the principles of 'active ageing' (WHO 1999). The 'new paradigm' is based on the principles of 'active ageing', which is defined as 'the process of maximizing the health, participation and security of older people' (WHO 1999).

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The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by emphasizing the need for further research to explore the topic in greater depth and to address the limitations of the current study.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, and the results were analyzed using advanced statistical techniques. The findings of the study are presented in a clear and concise manner, allowing for a thorough understanding of the results. The conclusions drawn from the data are based on a careful analysis of the findings and are supported by the evidence.

The study has several strengths, including a large sample size and the use of advanced statistical techniques. However, there are also some limitations to the study, such as the potential for bias in the data collection process. Despite these limitations, the study provides valuable insights into the subject matter and offers a solid foundation for future research.

In conclusion, the study has shown that the research is a complex and multifaceted process that requires a thorough understanding of the subject matter and a commitment to scientific inquiry. The findings of the study are presented in a clear and concise manner, allowing for a thorough understanding of the results. The conclusions drawn from the data are based on a careful analysis of the findings and are supported by the evidence.

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In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings are based on a solid methodological foundation and are supported by a wealth of evidence. The research also highlights the need for further investigation and the importance of ongoing research in this field.

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights how cultural differences can influence the interpretation of data and the design of the study. The second part of the paper focuses on the methodology used in the research. It describes the sampling process and the data collection methods. The third part of the paper presents the results of the study. It includes a table showing the distribution of responses across different categories. The final part of the paper discusses the implications of the findings and suggests areas for future research.

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was 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 potential for bias in the sample and the fact that the study is a cross-sectional design, which means that it cannot establish causality.

Overall, the study provides valuable insights into the topic and contributes to the existing knowledge in the field. The findings have important implications for practice and policy, and the study is a valuable contribution to the literature.

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The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented in the paper.

The conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests potential directions for future studies. The overall contribution of the paper is to advance the understanding of the subject and to provide a solid foundation for further research in the field.

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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to determine the significance of the findings. The results of the study indicate that there is a significant relationship between the variables being studied.

The findings of the study have important implications for the field of research. They suggest that the variables being studied are closely related and that the research has the potential to contribute to the understanding of the topic.

In conclusion, the study has shown that the variables being studied are significantly related. The findings have important implications for the field of research and suggest that further research is needed to explore the relationship between the variables.

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The research was conducted using a quantitative approach, with data collected from a survey of 100 participants. The data was analyzed using statistical software, and the results were presented in a series of tables and graphs. The findings of the study indicate that there is a significant relationship between the variables being studied, and that the results have important implications for the field.

The study was limited by a number of factors, including the sample size and the potential for bias. However, the results of the study are consistent with the findings of other research in the field, and the study provides a valuable contribution to the understanding of the topic.

In conclusion, the study has shown that there is a significant relationship between the variables being studied, and that the results have important implications for the field. The study provides a valuable contribution to the understanding of the topic, and the findings have important implications for future research.

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was 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 presented in the paper.

The findings of the study have important implications for the field of research, and they provide valuable insights into the issues being studied. The paper is a valuable contribution to the literature, and it is hoped that it will be of interest to a wide range of researchers and practitioners.

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The study was conducted in a laboratory setting. The participants were recruited from a local university and were assigned to two groups: the experimental group and the control group. The experimental group received the intervention, while the control group did not. The data were collected over a period of six weeks.

The results of the study show that the intervention had a significant positive effect on the outcome variable. The experimental group showed a significant improvement in the outcome variable compared to the control group. The findings suggest that the intervention is effective in improving the outcome variable.

The conclusion of the study is that the intervention is effective in improving the outcome variable. The findings suggest that the intervention is a promising approach for improving the outcome variable. Further research is needed to confirm the findings and to explore the long-term effects of the intervention.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to identify patterns and relationships between the variables.

The results of the study show that there is a significant positive correlation between the variables. This suggests that as one variable increases, the other variable also tends to increase. The findings have important implications for the field of study and may lead to further research in this area.

In conclusion, the study has provided valuable insights into the relationship between the variables. The findings suggest that there is a positive correlation between the two variables, which has important implications for the field of study. Further research is needed to explore this relationship in more detail.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, ensuring the representativeness of the findings. The analysis was conducted using advanced statistical techniques, allowing for a detailed examination of the data. The results of the study are presented in a clear and concise manner, highlighting the key findings and their implications.

The conclusions drawn from the study are based on the evidence presented in the data. They provide a comprehensive overview of the subject matter and offer valuable insights into the field. The suggestions for future research are based on the limitations of the current study and aim to address the gaps in the existing knowledge.

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In conclusion, the study has provided a comprehensive understanding of the subject matter and has contributed to the existing knowledge in the field. The findings are robust and reliable, providing a solid foundation for future research. The study also highlights the importance of a systematic and rigorous approach to research, ensuring the validity and reliability of the findings.

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local informants and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that their research does not cause harm or exploitation. The paper concludes by noting that while cross-cultural research is a complex and challenging endeavor, it is also a highly rewarding one that can lead to a deeper understanding of human behavior and culture.

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

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

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the 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 1998). 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. This paper aims to provide a brief overview of the public sector in the UK, and to discuss the challenges that it faces. The paper is divided into three main sections: the first section discusses the structure of the public sector, the second section discusses the challenges that the public sector faces, and the third section discusses the ways in which the public sector can be improved.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all human knowledge and action. Without diversity, there would be no progress, no innovation, and no growth. It is the richness of our differences that makes life so interesting and so full of potential.

The second principle is that of unity. While we are all different, we are also all part of the same whole. We are connected by a common humanity, by shared values and experiences. This sense of unity is what gives us the strength to face our challenges and the courage to pursue our dreams. It is the bond that holds us together and the light that guides us through the darkest of times.

The third principle is that of balance. Life is a constant struggle between opposing forces, and it is only through balance that we can find harmony and peace. We must learn to embrace both the light and the dark, both the joy and the sorrow, both the success and the failure. Only then can we truly understand ourselves and the world around us.

These three principles—diversity, unity, and balance—are the pillars of a good life. They are the keys to unlocking our full potential and to achieving the happiness and fulfillment that we all seek. Let us strive to live by these principles, for they are the path to a better world and a better life for all of us.

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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 2000, and to 14.5 million in 2020 (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 the care of the elderly, one that is based on the principles of 'active ageing' and 'positive ageing'. The Department of Health (2000) has identified the need to develop a 'new paradigm' for the care of the elderly, one that is based on the principles of 'active ageing' and 'positive ageing'.

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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 is projected to increase to 2.5 billion by the year 2025 (United Nations 1999). The United Nations (1999) also predicts that the number of children in the world will increase to 3.5 billion by the year 2050.

There are a number of factors that are likely to contribute to the increase in the number of children in the world. One of the most important factors is the increase in life expectancy. As life expectancy increases, the number of children who survive to adulthood increases. This leads to a larger population of children in the world.

Another factor that contributes to the increase in the number of children in the world is the increase in the number of children who are born. The number of children born in the world has increased by 1.2 billion since 1990 (United Nations 1999). This is due to a number of factors, including the increase in the number of women who are having children and the increase in the number of children who are born to each woman.

The increase in the number of children in the world is a major challenge for the world's governments. They must ensure that there are enough resources to care for all of the children. This includes providing education, healthcare, and food. The world's governments must also ensure that the children are protected from abuse and exploitation.

The increase in the number of children in the world is also a challenge for the world's environment. The world's environment is being degraded by the increase in the number of children. This is due to the increase in the number of children who are using resources and the increase in the number of children who are polluting the environment.

The increase in the number of children in the world is a challenge for the world's future. The world's future is uncertain, but it is likely that the number of children in the world will continue to increase. This will have a major impact on the world's environment and the world's economy.

The world's governments must take action to address the increase in the number of children in the world. They must ensure that there are enough resources to care for all of the children. They must also ensure that the children are protected from abuse and exploitation. The world's governments must also ensure that the children are educated and that they have access to healthcare and food.

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The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented in the paper.

The conclusions drawn from the study suggest that the findings have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The study also identifies areas for further research, highlighting the need for continued exploration of the topic. The paper concludes by emphasizing the importance of the research and the role of the researcher in advancing knowledge in the field.

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The study was conducted in a laboratory setting, and the data was collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared to the results of previous studies. The study found that the results of the experiments were consistent with the findings of previous studies, and that the research objectives were achieved.

The study also found that there were some limitations to the research, and that further research is needed to address these limitations. The study concludes by providing recommendations for future research, and by summarizing the main findings of the study.

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The research was conducted using a quantitative approach, and the data was collected from a sample of participants. The results of the study show that there is a significant relationship between the variables being studied. The findings have important implications for the field of research, and they provide a basis for further investigation.

In conclusion, the study has shown that the research objectives have been achieved, and the findings are consistent with the hypotheses. The results of the study are presented in the following table:

Variable	Mean	Standard Deviation	Significance Level
Variable 1	1.2	0.5	0.05
Variable 2	1.5	0.6	0.01
Variable 3	1.8	0.7	0.001

The table shows that the mean values for the three variables are 1.2, 1.5, and 1.8, respectively. The standard deviations are 0.5, 0.6, and 0.7, respectively. The significance levels are 0.05, 0.01, and 0.001, respectively. These results indicate that there is a significant relationship between the variables being studied.

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The public sector is a complex and diverse entity, and it is difficult to define it precisely. However, it can be described as the part of the economy that is owned and controlled by the state. It includes a wide range of activities, from the provision of health care and education to the provision of social housing and the operation of public transport.

The public sector is a major source of employment in the UK, and it is also a major source of revenue for the state. The public sector is funded by a variety of sources, including taxes, fees, and grants. The public sector is also subject to a variety of constraints, including the need to provide services at a reasonable cost and the need to be accountable to the public.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to identify patterns and trends. The results of the study show that there is a significant relationship between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that there is a need for further research in this area. Second, the findings indicate that certain interventions may be effective in addressing the issues being studied. Finally, the study highlights the importance of ongoing monitoring and evaluation of the impact of any interventions implemented.

In conclusion, the study has provided valuable insights into the relationship between the variables being studied. The findings suggest that there is a need for further research and that certain interventions may be effective in addressing the issues being studied. The study also highlights the importance of ongoing monitoring and evaluation of the impact of any interventions implemented.

The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, ensuring the representativeness of the findings. The analysis was performed using advanced statistical techniques, allowing for a detailed examination of the data. The results of the study indicate that there is a significant relationship between the variables under investigation, supporting the hypotheses of the study.

The findings of this study have important implications for the field of research. They provide valuable insights into the underlying mechanisms and processes that govern the phenomenon being studied. These findings can be used to inform the development of new theories and models, as well as to guide the design of future research. The study also highlights the need for further research in this area, as there are still many unanswered questions and areas for exploration.

In conclusion, this study has made a significant contribution to the understanding of the subject matter. It has provided a comprehensive overview of the current state of knowledge and identified key areas for future research. The findings of the study are robust and reliable, and they have important implications for the field. The study also demonstrates the value of a systematic and rigorous approach to research, and it serves as a model for future research in this area.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to determine the relationships between the variables.

The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research on the topic. The study also found that there are some differences in the results between the different groups of participants.

The conclusions of the study suggest that the findings have important implications for practice and policy. Further research is needed to explore the relationships between the variables in more detail.

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The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research suggests that there is a need for further research in this area, particularly in the area of [specific topic]. The findings also have important implications for [specific area], which should be taken into account in future research and practice.

In conclusion, this research has provided a comprehensive understanding of the subject matter and has identified key areas for further research. The findings are based on a rigorous and systematic analysis of the data and have important implications for the field. The research also highlights the need for a continued commitment to scientific inquiry and the pursuit of knowledge.

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The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research has identified key factors that influence the outcome of the study, and these findings can be used to inform policy and practice. The study also highlights the need for further research in this area, and the authors encourage other researchers to build on the work presented in this paper.

In summary, the paper presents a detailed and thorough analysis of the research topic, providing a clear and concise overview of the findings and their implications. The research is well-structured and easy to follow, making it a valuable resource for anyone interested in the subject matter.

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In conclusion, the study has provided valuable insights into the subject matter and has contributed to the existing body of knowledge. The findings suggest that further research is needed to explore the underlying mechanisms and to test the generalizability of the results. The researcher hopes that this study will serve as a foundation for future work in this area.

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The conclusions of the study indicate that the findings have important implications for the field. Further research is needed to explore the underlying mechanisms of the relationship and to test the generalizability of the findings.

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The first of these is the fact that the world is not a uniform whole, but a collection of diverse and often conflicting interests. The second is the fact that the world is not a static entity, but a dynamic one, constantly changing and evolving. The third is the fact that the world is not a simple system, but a complex one, with many interconnected parts and processes. The fourth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs. The fifth is the fact that the world is not a single system, but a collection of many different systems, each with its own unique characteristics and needs. The sixth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs. The seventh is the fact that the world is not a single system, but a collection of many different systems, each with its own unique characteristics and needs. The eighth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs. The ninth is the fact that the world is not a single system, but a collection of many different systems, each with its own unique characteristics and needs. The tenth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs.

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The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research in the field. The implications of the findings suggest that the variables are important factors in the study of the topic.

In conclusion, the study has shown that the variables are important factors in the study of the topic. The findings have implications for future research and for the understanding of the topic.

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The findings of the study have several implications for practice and policy. First, the results suggest that the current approach to the issue is not effective. Second, the study highlights the need for further research in this area. Finally, the findings provide a basis for developing new interventions and policies to address the problem.

In conclusion, the study has provided valuable insights into the issue being investigated. The results of the study are consistent with the hypothesis and provide a strong basis for further research. The findings also have important implications for practice and policy, and will be used to inform future research and interventions.

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The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also have important implications for [specific areas], which should be taken into account in future research and practice.

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was 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 potential for bias in the sample and the fact that the study is cross-sectional. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

In conclusion, the study has shown that there is a significant relationship between the variables studied. The findings suggest that the factors identified in the study have a positive impact on the outcome variable. This has important implications for practice and policy, and further research is needed to explore the underlying mechanisms and to test the findings in different contexts.

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

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

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

The final part of the paper offers recommendations for future research and practice. It suggests that educators should be aware of the cultural context of their students and tailor their teaching methods accordingly. Additionally, it calls for further research to explore the underlying reasons for the observed differences.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a scale must be kept in equilibrium, so must the world be kept in balance. If one side of the scale becomes too heavy, the other must rise to compensate. This is the principle of balance, which is the key to maintaining harmony and stability in all things.

The third principle is that of unity. While the world is made of many different parts, it is also a single, unified whole. All things are connected, and all actions have consequences. This is the principle of unity, which is the source of all strength and power.

These three principles—diversity, balance, and unity—are the foundations of all life and progress. They are the laws that govern the universe, and they are the keys to understanding the world and ourselves.

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The findings of the study have important implications for the field of research and for the broader community. They provide a valuable contribution to the understanding of the subject matter and offer insights into the challenges and opportunities that exist. The research also highlights the need for further investigation in this area and suggests directions for future research.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are well-supported by the evidence and offer valuable insights into the challenges and opportunities that exist. The research also highlights the need for further investigation in this area and suggests directions for future research.

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local informants and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that their research does not cause harm or exploitation. The paper concludes by noting that while cross-cultural research is a challenging endeavor, it is also a highly rewarding one that can lead to a deeper understanding of human behavior and culture.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a representative sample of the population, and the analysis was performed using advanced statistical techniques. The results of the study indicate that there is a significant relationship between the variables under investigation, and this finding has important implications for the field of study.

In conclusion, the study has provided valuable insights into the subject matter and has contributed to the existing body of knowledge. The findings suggest that further research is needed to explore the underlying mechanisms and to test the generalizability of the results. The researcher hopes that this study will serve as a foundation for future work in this area.

The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights how cultural differences can influence the interpretation of data and the design of the study. The second part of the paper focuses on the methodology used in the research. It describes the sampling process and the data collection methods. The third part of the paper presents the results of the study. It includes a table showing the distribution of responses across different categories. The final part of the paper discusses the implications of the findings and suggests areas for future research.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using both qualitative and quantitative methods, allowing for a comprehensive understanding of the subject matter. The results of the study are presented in a clear and concise manner, highlighting the key findings and the implications of the research.

The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also have important implications for [specific areas], which should be taken into account in future research and practice.

In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings are based on a rigorous and systematic analysis of the data, and the conclusions are well-supported by the evidence. The research also highlights the need for further investigation into the subject matter, particularly in the areas of [specific areas].

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The findings of the study have important implications for the field of research and for the broader community. They provide a new perspective on the subject matter and offer valuable insights into the issues at hand. The research also highlights the need for further investigation in this area and suggests specific directions for future work.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The methodology used was sound and the results are reliable. The conclusions drawn from the findings are well-supported and offer valuable insights into the issues at hand. The research has important implications for the field and for the broader community, and it suggests specific directions for future work.

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