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SOLIDUS  
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DIGIT ZERO  
uni0030

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DIGIT ONE  
uni0031

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DIGIT TWO  
uni0032

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DIGIT THREE  
uni0033

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DIGIT FOUR  
uni0034

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DIGIT FIVE  
uni0035

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DIGIT SIX  
uni0036

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DIGIT SEVEN  
uni0037

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DIGIT EIGHT  
uni0038

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DIGIT NINE  
uni0039

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COLON  
uni003A

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SEMICOLON  
uni003B

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LESS-THAN SIGN  
uni003C

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EQUALS SIGN  
uni003D

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GREATER-THAN SIGN  
uni003E

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QUESTION MARK  
uni003F

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COMMERCIAL AT  
uni0040

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LATIN CAPITAL LETTER A  
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LATIN CAPITAL LETTER B  
uni0042

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LATIN CAPITAL LETTER C  
uni0043

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LATIN CAPITAL LETTER D  
uni0044

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LATIN CAPITAL LETTER E  
uni0045

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LATIN CAPITAL LETTER F  
uni0046

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LATIN CAPITAL LETTER G  
uni0047

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LATIN CAPITAL LETTER H  
uni0048

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LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	Z	Z	Z	Z	Z	Z	Z	Z
LEFT SQUARE BRACKET uni005B	[	[	[	[	[	[	[	[
REVERSE SOLIDUS uni005C	\	\	\	\	\	\	\	\
RIGHT SQUARE BRACKET uni005D	]	]	]	]	]	]	]	]
CIRCUMFLEX ACCENT uni005E	^	^	^	^	^	^	^	^
LOW LINE uni005F	—	—	—	—	—	—	—	—
GRAVE ACCENT uni0060	`	`	`	`	`	`	`	`
LATIN SMALL LETTER A uni0061	a	a	a	a	a	a	a	a
LATIN SMALL LETTER B uni0062	b	b	b	b	b	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c	c	c	c	c	c
LATIN SMALL LETTER D uni0064	d	d	d	d	d	d	d	d

uni0064  
LATIN SMALL LETTER E  
uni0065  
LATIN SMALL LETTER F  
uni0066  
LATIN SMALL LETTER G  
uni0067  
LATIN SMALL LETTER H  
uni0068  
LATIN SMALL LETTER I  
uni0069  
LATIN SMALL LETTER J  
uni006A  
LATIN SMALL LETTER K  
uni006B  
LATIN SMALL LETTER L  
uni006C  
LATIN SMALL LETTER M  
uni006D  
LATIN SMALL LETTER N  
uni006E  
LATIN SMALL LETTER O  
uni006F  
LATIN SMALL LETTER P  
uni0070  
LATIN SMALL LETTER Q  
uni0071  
LATIN SMALL LETTER R  
uni0072  
LATIN SMALL LETTER S  
uni0073  
LATIN SMALL LETTER T  
uni0074  
LATIN SMALL LETTER U  
uni0075  
LATIN SMALL LETTER V  
uni0076  
LATIN SMALL LETTER W  
uni0077  
LATIN SMALL LETTER X  
uni0078  
LATIN SMALL LETTER Y  
uni0079  
LATIN SMALL LETTER Z  
uni007A  
LEFT CURLY BRACKET  
uni007B  
VERTICAL LINE  
uni007C  
RIGHT CURLY BRACKET  
uni007D  
TILDE  
uni007E  
NO-BREAK SPACE  
uni00A0

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e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f
g	g	g	g	g	g	g	g	g
h	h	h	h	h	h	h	h	h
i	i	i	i	i	i	i	i	i
j	j	j	j	j	j	j	j	j
k	k	k	k	k	k	k	k	k
l	l	l	l	l	l	l	l	l
m	m	m	m	m	m	m	m	m
n	n	n	n	n	n	n	n	n
o	o	o	o	o	o	o	o	o
p	p	p	p	p	p	p	p	p
q	q	q	q	q	q	q	q	q
r	r	r	r	r	r	r	r	r
s	s	s	s	s	s	s	s	s
t	t	t	t	t	t	t	t	t
u	u	u	u	u	u	u	u	u
v	v	v	v	v	v	v	v	v
w	w	w	w	w	w	w	w	w
x	x	x	x	x	x	x	x	x
y	y	y	y	y	y	y	y	y
z	z	z	z	z	z	z	z	z
{	{	{	{	{	{	{	{	{
}	}	}	}	}	}	}	}	}
~	~	~	~	~	~	~	~	~

INVERTED EXCLAMATION MARK uni00A1	¡	¡	¡	¡	¡	¡	¡	¡
CENT SIGN uni00A2	¢	¢	¢	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£	£	£	£
YEN SIGN uni00A5	¥	¥	¥	¥	¥	¥	¥	¥
BROKEN BAR uni00A6								
SECTION SIGN uni00A7	§	§	§	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	a	a	a	a	a	a	a	a
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬	¬	¬	¬	¬
SOFT HYPHEN uni00AD								
REGISTERED SIGN uni00AE	®	®	®	®	®	®	®	®
MACRON uni00AF	—	—	—	—	—	—	—	—
DEGREE SIGN uni00B0	°	°	°	°	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±	±	±	±	±
SUPERSCRIFT TWO uni00B2	²	²	²	²	²	²	²	²
SUPERSCRIFT THREE uni00B3	³	³	³	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´	´	´	´
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸	¸	¸	¸
SUPERSCRIFT ONE uni00B9	¹	¹	¹	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½	½	½	½

VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾	¾	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À	À	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×	×	×	×	×	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE uni00D9	Ù	Ù	Ù	Ù	Ù	Ù	Ù	Ù

	uni00D9	Ù	Ú	Û	Ü	Ý	Þ	ß
LATIN CAPITAL LETTER U WITH ACUTE	uni00DA	Ú	Ú	Ú	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	uni00DB	Û	Û	Û	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS	uni00DC	Ü	Ü	Ü	Ü	Ü	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE	uni00DD	Ý	Ý	Ý	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN	uni00DE	Þ	Þ	Þ	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S	uni00DF	ß	ß	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE	uni00E0	à	à	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE	uni00E1	á	á	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX	uni00E2	â	â	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE	uni00E3	ã	ã	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS	uni00E4	ä	ä	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE	uni00E5	å	å	å	å	å	å	å
LATIN SMALL LETTER AE	uni00E6	æ	æ	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA	uni00E7	ç	ç	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE	uni00E8	è	è	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE	uni00E9	é	é	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX	uni00EA	ê	ê	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS	uni00EB	ë	ë	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE	uni00EC	ì	ì	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE	uni00ED	í	í	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX	uni00EE	î	î	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS	uni00EF	ï	ï	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH	uni00F0	ð	ð	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE	uni00F1	ñ	ñ	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE	uni00F2	ò	ò	ò	ò	ò	ò	ò
LATIN SMALL LETTER O WITH ACUTE	uni00F3	ó	ó	ó	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX	uni00F4	ô	ô	ô	ô	ô	ô	ô

LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ	õ	õ	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö	ö	ö	ö	ö
DIVISION SIGN uni00F7	÷	÷	÷	÷	÷	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ	Œ	Œ	Œ	Œ	Œ
LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ	œ	œ	œ	œ
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š	Š	Š	Š	Š	Š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š	š	š	š
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž	ž	ž	ž
LATIN SMALL LETTER F WITH HOOK uni0192	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
CARON uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
BREVE uni02D8	˘	˘	˘	˘	˘	˘	˘	˘
DOT ABOVE uni02D9	˙	˙	˙	˙	˙	˙	˙	˙
RING ABOVE uni02DA	˚	˚	˚	˚	˚	˚	˚	˚
OGONEK uni02DB	˛	˛	˛	˛	˛	˛	˛	˛
SMALL TILDE uni02DC	˜	˜	˜	˜	˜	˜	˜	˜





HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח	ח	ח	ח
HEBREW LETTER TET uni05D8	ט	ט	ט	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM uni05DD	ם	ם	ם	ם	ם	ם	ם	ם
HEBREW LETTER MEM uni05DE	מ	מ	מ	מ	מ	מ	מ	מ
HEBREW LETTER FINAL NUN uni05DF	ן	ן	ן	ן	ן	ן	ן	ן
HEBREW LETTER NUN uni05E0	נ	נ	נ	נ	נ	נ	נ	נ
HEBREW LETTER SAMEKH uni05E1	ס	ס	ס	ס	ס	ס	ס	ס
HEBREW LETTER AYIN uni05E2	ע	ע	ע	ע	ע	ע	ע	ע
HEBREW LETTER FINAL PE uni05E3	ף	ף	ף	ף	ף	ף	ף	ף
HEBREW LETTER PE uni05E4	פ	פ	פ	פ	פ	פ	פ	פ
HEBREW LETTER FINAL TSADI uni05E5	ץ	ץ	ץ	ץ	ץ	ץ	ץ	ץ
HEBREW LETTER TSADI uni05E6	צ	צ	צ	צ	צ	צ	צ	צ
HEBREW LETTER QOF uni05E7	ק	ק	ק	ק	ק	ק	ק	ק
HEBREW LETTER RESH uni05E8	ר	ר	ר	ר	ר	ר	ר	ר
HEBREW LETTER SHIN uni05E9	ש	ש	ש	ש	ש	ש	ש	ש
HEBREW LETTER TAV uni05EA	ת	ת	ת	ת	ת	ת	ת	ת
HEBREW PUNCTUATION GERESH uni05F3	'	'	'	'	'	'	'	'
HEBREW PUNCTUATION GERSHAYIM uni05F4	"	"	"	"	"	"	"	"
EN DASH uni2013	—	—	—	—	—	—	—	—
EM DASH uni2014	—	—	—	—	—	—	—	—
LEFT SINGLE QUOTATION MARK	'	'	'	'	'	'	'	'

	uni2018							
RIGHT SINGLE QUOTATION MARK	uni2019	'	'	'	'	'	'	'
SINGLE LOW-9 QUOTATION MARK	uni201A	'	'	'	'	'	'	'
LEFT DOUBLE QUOTATION MARK	uni201C	“	“	“	“	“	“	“
RIGHT DOUBLE QUOTATION MARK	uni201D	”	”	”	”	”	”	”
DOUBLE LOW-9 QUOTATION MARK	uni201E	”	”	”	”	”	”	”
DAGGER	uni2020	†	†	†	†	†	†	†
DOUBLE DAGGER	uni2021	‡	‡	‡	‡	‡	‡	‡
BULLET	uni2022	•	•	•	•	•	•	•
HORIZONTAL ELLIPSIS	uni2026	...	...	...	...	...	...	...
PER MILLE SIGN	uni2030	‰	‰	‰	‰	‰	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK	uni2039	<	<	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK	uni203A	>	>	>	>	>	>	>
FRACTION SLASH	uni2044	/	/	/	/	/	/	/
NEW SHEQEL SIGN	uni20AA	₪	₪	₪	₪	₪	₪	₪
EURO SIGN	uni20AC	€	€	€	€	€	€	€
TRADE MARK SIGN	uni2122	™	™	™	™	™	™	™
INFINITY	uni221E	∞	∞	∞	∞	∞	∞	∞
INTEGRAL	uni222B	∫	∫	∫	∫	∫	∫	∫
NOT EQUAL TO	uni2260	≠	≠	≠	≠	≠	≠	≠
LESS-THAN OR EQUAL TO	uni2264	≤	≤	≤	≤	≤	≤	≤
GREATER-THAN OR EQUAL TO	uni2265	≥	≥	≥	≥	≥	≥	≥
LOZENGE	uni25CA	◇	◇	◇	◇	◇	◇	◇
LATIN SMALL LIGATURE FI	uniFB01	fi	fi	fi	fi	fi	fi	fi
LATIN SMALL LIGATURE FL	uniFB02	fl	fl	fl	fl	fl	fl	fl
HEBREW LETTER SHIN WITH SHIN DOT	uniFB2A	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH SIN DOT	uniFB2B	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER SHIN WITH DAGESH AND SHIN DOT	uniFB2C	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ

HEBREW LETTER SHIN WITH DAGESH AND SIN DOT  
uniFB2D

HEBREW LETTER ALEF WITH PATAH  
uniFB2E

HEBREW LETTER ALEF WITH QAMATS  
uniFB2F

HEBREW LETTER ALEF WITH MAPIQ  
uniFB30

HEBREW LETTER BET WITH DAGESH  
uniFB31

HEBREW LETTER GIMEL WITH DAGESH  
uniFB32

HEBREW LETTER DALET WITH DAGESH  
uniFB33

HEBREW LETTER HE WITH MAPIQ  
uniFB34

HEBREW LETTER VAV WITH DAGESH  
uniFB35

HEBREW LETTER ZAYIN WITH DAGESH  
uniFB36

HEBREW LETTER TET WITH DAGESH  
uniFB38

HEBREW LETTER YOD WITH DAGESH  
uniFB39

HEBREW LETTER FINAL KAF WITH DAGESH  
uniFB3A

HEBREW LETTER KAF WITH DAGESH  
uniFB3B

HEBREW LETTER LAMED WITH DAGESH  
uniFB3C

HEBREW LETTER MEM WITH DAGESH  
uniFB3E

HEBREW LETTER NUN WITH DAGESH  
uniFB40

HEBREW LETTER SAMEKH WITH DAGESH  
uniFB41

HEBREW LETTER FINAL PE WITH DAGESH  
uniFB43

HEBREW LETTER PE WITH DAGESH  
uniFB44

HEBREW LETTER TSADI WITH DAGESH  
uniFB46

HEBREW LETTER QOF WITH DAGESH  
uniFB47

HEBREW LETTER RESH WITH DAGESH  
uniFB48

HEBREW LETTER SHIN WITH DAGESH  
uniFB49

HEBREW LETTER TAV WITH DAGESH  
uniFB4A

HEBREW LETTER VAV WITH HOLAM  
uniFB4B

שׂ	שׁ	שׂ	שׁ	שׂ	שׁ	שׂ	שׁ	שׂ
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The 'information science' field is defined as:

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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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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, and the number of people aged 65 and over has increased from 0.2 billion to 0.5 billion (United Nations, 1999). The number of people aged 65 and over is projected to increase to 1.1 billion by the year 2050 (United Nations, 1999).

There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The World Health Organization (1999) has identified the need for a 'new paradigm' in health care for the elderly. This paradigm should be based on the principles of 'active ageing', which is defined as 'the process of maximizing the opportunities for health, participation and security in the process of ageing' (World Health Organization, 1999, p. 1).

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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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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 authors hope that this paper will serve as a useful reference for researchers and practitioners alike.

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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 provides a model for how such research can be conducted.





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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1999. The public sector has become a major employer in the UK, and its growth has been a key factor in the overall growth of the economy.

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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 positive correlation between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the intervention being studied is effective in achieving the desired outcomes. Second, the study highlights the need for further research in this area to explore the underlying mechanisms and to test the findings in a larger, more diverse sample.

In conclusion, the study provides valuable insights into the relationship between the variables being studied. The findings support the hypothesis that the intervention is effective, and they suggest that further research is needed to explore the underlying mechanisms and to test the findings in a larger, more diverse sample.



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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 findings of the study 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 results also have practical implications, providing guidance for the development of interventions and policies. The study contributes to the existing body of knowledge and opens up new avenues for future research.

In conclusion, the study has provided a comprehensive understanding of the subject matter and has identified key areas for future research. The findings are significant and have important implications for the field. The study was conducted in a rigorous and systematic manner, ensuring the reliability and validity of the results. The results provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms.











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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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 most widely ratified human rights treaty in the world. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

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

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that has the potential to make a real 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. 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 new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

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

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

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

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







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The 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.





