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EXCLAMATION
MARK
uni0021

NUMBER SIGN
uni0023

DOLLAR SIGN
uni0024

PERCENT SIGN
uni0025

AMPERSAND
uni0026

APOSTROPHE
uni0027

LEFT
PARENTHESIS
uni0028

RIGHT
PARENTHESIS
uni0029

ASTERISK
uni002A

PLUS SIGN
uni002B

COMMA
uni002C

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

[illegible]

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

H H H H H H H H H H H

LATIN CAPITAL
LETTER I
uni0049

I I I I I I I I I I I

LATIN CAPITAL
LETTER J
uni004A

J J J J J J J J J J J

LATIN CAPITAL
LETTER K
uni004B

K K K K K K K K K K K

LATIN CAPITAL
LETTER L
uni004C

L L L L L L L L L L L

LATIN CAPITAL
LETTER M
uni004D

M M M M M M M M M M M

LATIN CAPITAL
LETTER N
uni004E

N N N N N N N N N N N

LATIN CAPITAL
LETTER O
uni004F

O O O O O O O O O O O

LATIN CAPITAL
LETTER P
uni0050

P P P P P P P P P P P

LATIN CAPITAL
LETTER Q
uni0051

Q Q Q Q Q Q Q Q Q Q Q

LATIN CAPITAL
LETTER R
uni0052

R R R R R R R R R R R

LATIN CAPITAL
LETTER S
uni0053

S S S S S S S S S S S

LATIN CAPITAL
LETTER T
uni0054

T T T T T T T T T T T

LATIN CAPITAL
LETTER U
uni0055

U U U U U U U U U U U

LATIN CAPITAL
LETTER V
uni0056

V V V V V V V V V V V

LATIN CAPITAL
LETTER W
uni0057

W W W W W W W W W W W

LATIN CAPITAL
LETTER X
uni0058

X X X X X X X X X X X

LATIN CAPITAL
LETTER Y
uni0059

Y Y Y Y Y Y Y Y Y Y Y

LATIN CAPITAL
LETTER Z
uni005A

Z Z Z Z Z Z Z Z Z Z Z

LEFT SQUARE
BRACKET
uni005B

[[[[[[[[[[[[

REVERSE
SOLIDUS
uni005C

\ \ \ \ \ \ \ \ \ \ \ \

RIGHT SQUARE
BRACKET
uni005D

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CIRCUMFLEX
ACCENT
uni005E

^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^

LOW LINE
uni005F

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GRAVE ACCENT
uni0060

` ` ` ` ` ` ` ` ` ` ` `

LATIN SMALL
LETTER A
uni0061

a a a a a a a a a a a

LATIN SMALL
LETTER B
uni0062

b b b b b b b b b b b

LATIN SMALL
LETTER C
uni0063

c c c c c c c c c c c

LATIN SMALL
LETTER D
uni0064

d d d d d d d d d d d

LATIN SMALL
LETTER E
uni0065

e e e e e e e e e e e

LATIN SMALL
LETTER F
uni0066

f f f f f f f f f f f

LATIN SMALL
LETTER G
uni0067

g g g g g g g g g g g

LATIN SMALL
LETTER H
uni0068

h h h h h h h h h h h

LATIN SMALL
LETTER I
uni0069

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LATIN SMALL
LETTER J
uni006A

j j j j j j j j j j j

LATIN SMALL
LETTER K
uni006B

k k k k k k k k k k k

LATIN SMALL
LETTER L
uni006C

l l l l l l l l l l l

LATIN SMALL
LETTER M
uni006D

m m m m m m m m m m m

LATIN SMALL
LETTER N
uni006E

n n n n n n n n n n n

LATIN SMALL
LETTER O
uni006F

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[illegible]

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[illegible][illegible]

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[illegible]

										
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[illegible]

1	2	3	4	5	6	7	8	9	10	11	12

[illegible]

uni00BD

VULGAR
FRACTION ONE
HALF
uni00BD

½ ½ ½ ½ ½ ½ ½ ½ ½ ½ ½

VULGAR
FRACTION THREE
QUARTERS
uni00BE

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INVERTED
QUESTION MARK
uni00BF

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LATIN CAPITAL
LETTER A WITH
GRAVE
uni00C0

À À À À À À À À À À À

LATIN CAPITAL
LETTER A WITH
ACUTE
uni00C1

Á Á Á Á Á Á Á Á Á Á Á

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
uni00C2

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LATIN CAPITAL
LETTER A WITH
TILDE
uni00C3

Ã Ã Ã Ã Ã Ã Ã Ã Ã Ã Ã

LATIN CAPITAL
LETTER A WITH
DIAERESIS
uni00C4

Ä Ä Ä Ä Ä Ä Ä Ä Ä Ä Ä

LATIN CAPITAL
LETTER A WITH
RING ABOVE
uni00C5

Å Å Å Å Å Å Å Å Å Å Å

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

È È È È È È È È È È È

LATIN CAPITAL
LETTER E WITH
ACUTE
uni00C9

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
uni00CA

Ê Ê Ê Ê Ê Ê Ê Ê Ê Ê Ê

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

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LATIN CAPITAL
LETTER N WITH
TILDE
uni00D1

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LATIN CAPITAL
LETTER O WITH
GRAVE
uni00D2

Ò Ò Ò Ò Ò Ò Ò Ò Ò Ò Ò

LATIN CAPITAL
LETTER O WITH
ACUTE
uni00D3

Ó Ó Ó Ó Ó Ó Ó Ó Ó Ó

LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
uni00D4

Ô Ô Ô Ô Ô Ô Ô Ô Ô Ô Ô

LATIN CAPITAL
LETTER O WITH
TILDE
uni00D5

Ō Ō Ō Ō Ō Ō Ō Ō Ō Ō Ō

LATIN CAPITAL
LETTER O WITH
DIAERESIS
uni00D6

Ö Ö Ö Ö Ö Ö Ö Ö Ö Ö

MULTIPLICATION
SIGN
uni00D7

[illegible]

LATIN CAPITAL
LETTER O WITH
STROKE
uni00D8

Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø

LATIN CAPITAL
LETTER U WITH
GRAVE
uni00D9

Ù Ù Ù Ù Ù Ù Ù Ù Ù Ù Ù

LATIN CAPITAL
LETTER U WITH
ACUTE
uni00DA

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LATIN CAPITAL
LETTER U WITH
CIRCUMFLEX
uni00DB

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LATIN CAPITAL
LETTER U WITH
DIAERESIS
uni00DC

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LATIN CAPITAL
LETTER Y WITH
ACUTE
uni00DD

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LATIN CAPITAL
LETTER THORN
uni00DE

[illegible]

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

ä ä ä ä ä ä ä ä ä ä ä

LATIN SMALL
LETTER A WITH
RING ABOVE
uni00E5

å å å å å å å å å å å

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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uni00EF

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
uni00F5

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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

Ă Ă Ă Ă Ă Ă Ă Ă Ă Ă

LATIN SMALL
LETTER A WITH
BREVE
uni0103

ă ă ă ă ă ă ă ă ă ă ă

LATIN CAPITAL
LETTER A WITH
OGONEK
uni0104

Ą Ą Ą Ą Ą Ą Ą Ą Ą Ą Ą

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

Ĉ Ĉ Ĉ Ĉ Ĉ Ĉ Ĉ Ĉ Ĉ Ĉ Ĉ

LATIN SMALL
LETTER C WITH
CIRCUMFLEX
uni0109

ĉ ĉ ĉ ĉ ĉ ĉ ĉ ĉ ĉ ĉ ĉ

LATIN CAPITAL
LETTER C WITH
DOT ABOVE
uni010A

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LATIN SMALL
LETTER C WITH
DOT ABOVE
uni010B

ċ ċ ċ ċ ċ ċ ċ ċ ċ ċ ċ

LATIN CAPITAL
LETTER C WITH
CARON
uni010C

Č Č Č Č Č Č Č Č Č Č Č

LATIN SMALL
LETTER C WITH
CARON
uni010D

č č č č č č č č č č č

LATIN CAPITAL
LETTER D WITH
CARON
uni010E

Ď Ď Ď Ď Ď Ď Ď Ď Ď Ď Ď

LATIN SMALL
LETTER D WITH
CARON
uni010F

ď ď ď ď ď ď ď ď ď ď ď

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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[illegible]

Ε Ε Ε Ε Ε Ε Ε Ε Ε Ε Ε

[illegible]

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[illegible][illegible][illegible]

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[illegible]

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

ħ ħ ħ ħ ħ ħ ħ ħ ħ ħ ħ

LATIN CAPITAL
LETTER I WITH
TILDE
uni0128

Ĩ Ī Ī Ī Ī Ī Ī Ī Ī Ī Ī

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

IJ IJ IJ IJ IJ IJ IJ IJ IJ IJ IJ

LATIN SMALL
LIGATURE IJ
uni0133

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[illegible][illegible]

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[illegible][illegible]

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1	2	3	4	5	6	7	8	9	10	11	12

[illegible]

1	2	3	4	5	6	7	8	9	10	11
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[illegible]

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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Letter	Frequency
E	4
L	3
P	2
H	2
A	1
N	1
T	1
I	1

Á Á Á Á Á Á Á Á Á Á Á

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

Ř Ř Ř Ř Ř Ř Ř Ř Ř Ř Ř

LATIN SMALL
LETTER R WITH
CARON
uni0159

ř ř ř ř ř ř ř ř ř ř ř

LATIN CAPITAL
LETTER S WITH
ACUTE
uni015A

Ś Ś Ś Ś Ś Ś Ś Ś Ś Ś Ś

LATIN SMALL
LETTER S WITH
ACUTE
uni015B

ś ś ś ś ś ś ś ś ś ś ś

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

ş ş ş ş ş ş ş ş ş ş ş

LATIN CAPITAL
LETTER S WITH
CARON
uni0160

Š Š Š Š Š Š Š Š Š Š Š

LATIN SMALL
LETTER S WITH
CARON
uni0161

š š š š š š š š š š š

LATIN CAPITAL
LETTER T WITH
CEDILLA
uni0162

Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ

LATIN SMALL
LETTER T WITH
CEDILLA
uni0163

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LATIN CAPITAL
LETTER T WITH
CARON
uni0164

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LATIN SMALL

Ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ

LATIN SMALL
LETTER T WITH
CARON
uni0165

Ł ł Ł ł Ł ł Ł ł Ł ł Ł

LATIN CAPITAL
LETTER T WITH
STROKE
uni0166

Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ

LATIN SMALL
LETTER T WITH
STROKE
uni0167

ţ ţ ţ ţ ţ ţ ţ ţ ţ ţ ţ

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

ũ ũ ũ ũ ũ ũ ũ ũ ũ ũ ũ

LATIN CAPITAL
LETTER U WITH
MACRON
uni016A

Ū Ū Ū Ū Ū Ū Ū Ū Ū Ū Ū

LATIN SMALL
LETTER U WITH
MACRON
uni016B

ū ū ū ū ū ū ū ū ū ū ū

LATIN CAPITAL
LETTER U WITH
BREVE
uni016C

Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ

LATIN SMALL
LETTER U WITH
BREVE
uni016D

ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ

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

Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ

LATIN SMALL
LETTER Z WITH
DOT ABOVE
uni017C

ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ

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

ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ

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

ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ

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

É É É É É É É É É É

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[illegible][illegible][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

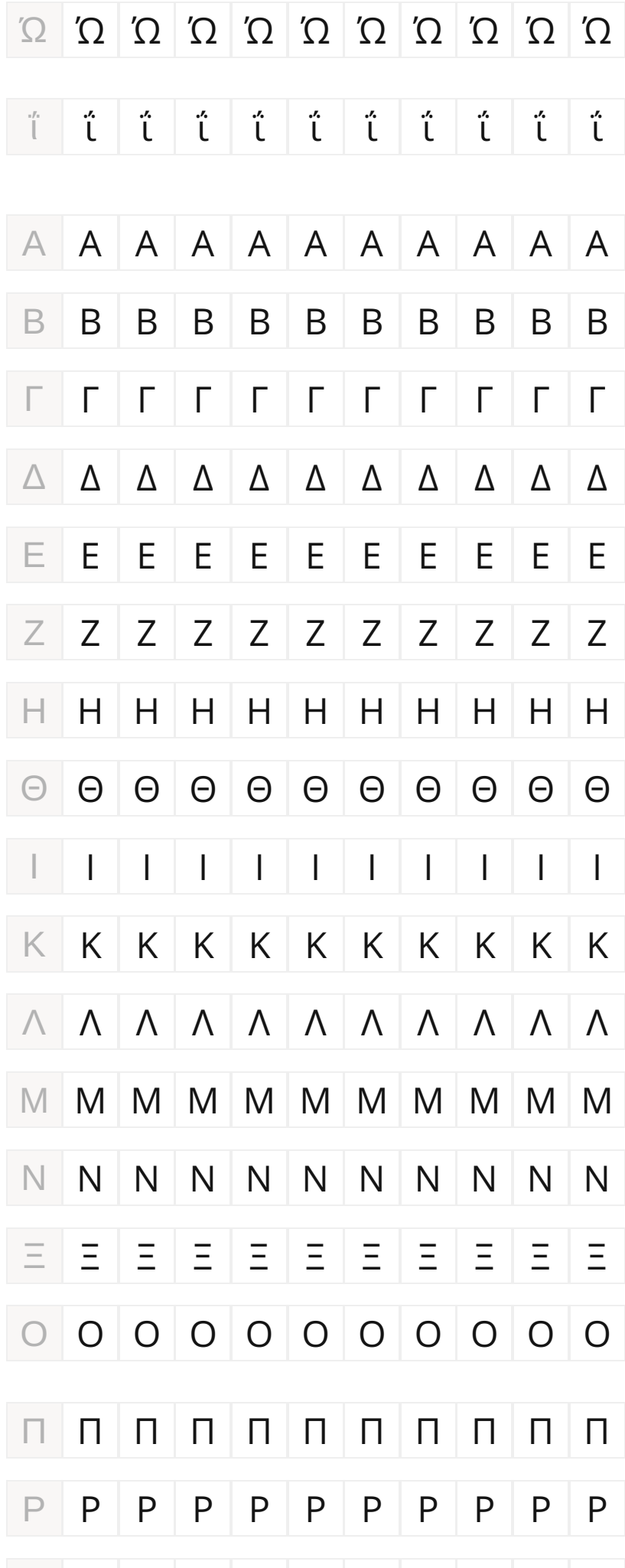
GREEK CAPITAL
LETTER NU
uni039D

GREEK CAPITAL
LETTER XI
uni039E

GREEK CAPITAL
LETTER
OMICRON
uni039F

GREEK CAPITAL
LETTER PI
uni03A0

GREEK CAPITAL
LETTER RHO
uni03A1



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

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Ω Ω Ω Ω Ω Ω Ω Ω Ω Ω

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Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

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ή ή ή ή ή ή ή ή ή ή ή

[illegible]

Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů

[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

Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї

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

CYRILLIC
CAPITAL LETTER
LJE
uni0409

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

CYRILLIC
CAPITAL LETTER
TSHE
uni040B

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

CYRILLIC
CAPITAL LETTER
I WITH GRAVE
uni040D

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

CYRILLIC
CAPITAL LETTER
DZHE
uni040F

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

CYRILLIC
CAPITAL LETTER
BE
uni0411

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

CYRILLIC
CAPITAL LETTER
GHE
uni0413

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

CYRILLIC
CAPITAL LETTER
IE
uni0415

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

CYRILLIC
CAPITAL LETTER
ZE
uni0417

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

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

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

CYRILLIC
CAPITAL LETTER
YA
uni042F

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

ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ

CYRILLIC
CAPITAL LETTER
YAT
uni0462

Ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ

ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ

CYRILLIC SMALL
LETTER YAT
uni0463

Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ

CYRILLIC
CAPITAL LETTER
IOTIFIED E
uni0464

Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ

CYRILLIC SMALL
LETTER IOTIFIED
E
uni0465

ё ё ё ё ё ё ё ё ё ё ё

CYRILLIC
CAPITAL LETTER
LITTLE YUS
uni0466

Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ

CYRILLIC SMALL
LETTER LITTLE
YUS
uni0467

ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ

CYRILLIC
CAPITAL LETTER
IOTIFIED LITTLE
YUS
uni0468

Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ

CYRILLIC SMALL
LETTER IOTIFIED
LITTLE YUS
uni0469

ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ

CYRILLIC
CAPITAL LETTER
BIG YUS
uni046A

Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ

CYRILLIC SMALL
LETTER BIG YUS
uni046B

ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ

CYRILLIC
CAPITAL LETTER
IOTIFIED BIG YUS
uni046C

Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ

CYRILLIC SMALL
LETTER IOTIFIED
BIG YUS
uni046D

ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ

CYRILLIC
CAPITAL LETTER
KSI
uni046E

Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ

CYRILLIC SMALL
LETTER KSI
uni046F

ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ

CYRILLIC
CAPITAL LETTER
PSI
uni0470

Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ

CYRILLIC SMALL
LETTER PSI
uni0471

ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ

CYRILLIC
CAPITAL LETTER
FITA
uni0472

Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ

CYRILLIC SMALL
LETTER FITA
uni0473

ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ

CYRILLIC
CAPITAL LETTER

Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ

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

К К К К К К К К К К К

CYRILLIC
CAPITAL LETTER
EN WITH
DESCENDER
uni04A2

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

CYRILLIC SMALL
LETTER EN WITH
DESCENDER
uni04A3

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

CYRILLIC

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

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

Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ

CYRILLIC SMALL
LETTER PE WITH
MIDDLE HOOK
uni04A7

њ њ њ њ њ њ њ њ њ њ њ

CYRILLIC
CAPITAL LETTER
ABKHASIAN HA
uni04A8

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC SMALL
LETTER
ABKHASIAN HA
uni04A9

Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ

CYRILLIC
CAPITAL LETTER
ES WITH
DESCENDER
uni04AA

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL
LETTER ES WITH
DESCENDER
uni04AB

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC
CAPITAL LETTER
TE WITH
DESCENDER
uni04AC

҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂

CYRILLIC SMALL
LETTER TE WITH
DESCENDER
uni04AD

҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃

CYRILLIC
CAPITAL LETTER
STRAIGHT U
uni04AE

҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄

CYRILLIC SMALL
LETTER
STRAIGHT U
uni04AF

҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅

CYRILLIC
CAPITAL LETTER
STRAIGHT U
WITH STROKE
uni04B0

҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆

CYRILLIC SMALL
LETTER
STRAIGHT U
WITH STROKE
uni04B1

҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇

CYRILLIC
CAPITAL LETTER
HA WITH
DESCENDER
uni04B2

҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈

CYRILLIC SMALL

҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉

LETTER HA WITH
DESCENDER
uni04B3

Ɑ Ɑ Ɑ Ɑ Ɑ Ɑ Ɑ Ɑ Ɑ Ɑ Ɑ

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

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
uni04BD

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC
CAPITAL LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BE

҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BF

҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃

CYRILLIC LETTER
PALOCHKA
uni04C0

І І І І І І І І І І І

CYRILLIC
CAPITAL LETTER
ZHE WITH BREVE
uni04C1

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC SMALL
LETTER ZHE
WITH BREVE
uni04C2

Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ

..... 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

Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ

ќ ќ ќ ќ ќ ќ ќ ќ ќ ќ ќ

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

Ҥ Ҥ Ҥ Ҥ Ҥ Ҥ Ҥ Ҥ Ҥ Ҥ Ҥ

ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ

Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ

ҷ ҷ ҷ ҷ ҷ ҷ ҷ ҷ ҷ ҷ ҷ

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

ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ

CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE
uni04F2

ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ

ACUTE
uni04F2

CYRILLIC SMALL
LETTER U WITH
DOUBLE ACUTE
uni04F3

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC
CAPITAL LETTER
CHE WITH
DIAERESIS
uni04F4

Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ

CYRILLIC SMALL
LETTER CHE
WITH DIAERESIS
uni04F5

ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ

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

Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ

CYRILLIC SMALL
LETTER YERU
WITH DIAERESIS
uni04F9

ӣ ӣ ӣ ӣ ӣ ӣ ӣ ӣ ӣ ӣ ӣ

CYRILLIC
CAPITAL LETTER
GHE WITH
STROKE AND
HOOK
uni04FA

҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂

CYRILLIC SMALL
LETTER GHE
WITH STROKE
AND HOOK
uni04FB

҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃

CYRILLIC
CAPITAL LETTER
HA WITH HOOK
uni04FC

҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄

CYRILLIC SMALL
LETTER HA WITH
HOOK
uni04FD

҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅

CYRILLIC
CAPITAL LETTER
HA WITH STROKE
uni04FE

҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆

CYRILLIC SMALL
LETTER HA WITH
STROKE
uni04FF

҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇

CYRILLIC
CAPITAL LETTER
KOMI DE
uni0500

҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈

CYRILLIC SMALL
LETTER KOMI DE
uni0501

҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉ ҉

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

Ль Ль Ль Ль Ль Ль Ль Ль Ль Ль Ль

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 ẻ ẻ ẻ ẻ ẻ

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

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LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND GRAVE
uni1EA7

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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EA8

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LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EA9

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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND TILDE
uni1EAA

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LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND TILDE
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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND DOT BELOW
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LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND DOT BELOW
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LATIN CAPITAL
LETTER A WITH
BREVE AND
ACUTE
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LATIN SMALL
LETTER A WITH
BREVE AND
ACUTE
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LATIN CAPITAL
LETTER A WITH
BREVE AND
GRAVE
uni1EB0

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LATIN SMALL
LETTER A WITH
BREVE AND
GRAVE
uni1EB1

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LATIN CAPITAL
LETTER A WITH
BREVE AND
HOOK ABOVE

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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

ê ê ê ê ê ê ê ê ê ê ê

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

ú ú ú ú ú ú ú ú ú ú ú

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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EM QUAD
uni2001

DAGGER
uni2020

[illegible]

[illegible][illegible]












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Diamond Shape	Count
Round	10
Princess	9
Oval	8
Pear	7
Marquise	6
Emerald	5

[illegible][illegible][illegible]

ffi ffi ffi ffi ffi ffi ffi ffi ffi ffi ffi

ff	ffi	ffl	ffl	ffl	ffi	ffl	ffl	ffl	ffl	ffl
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A horizontal progress bar with 11 segments. The first segment on the left is dark grey and contains a white number '1'. The remaining 10 segments are olive green and each contains a white number '1'.

A horizontal progress bar with 11 segments. The first segment on the left is white with a black outline and contains a black vertical bar. The remaining 10 segments are solid blue and each contains a white vertical bar. This indicates that 1 out of 11 items have been completed.

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



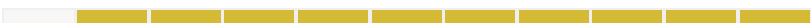
seven.os
Ending "os" ≠ OT
Feature (cannot
display this
character) feature



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 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 avenues 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 field.

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 1.5 billion, from 2.5 billion in 1980 to 4.0 billion in 1999. The number of people aged 65 years and over has increased by 0.5 billion, from 0.3 billion in 1980 to 0.8 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, and a significant increase in the number of people who are aged 15 years and over. The number of people aged 65 years and over has also increased, but at a slower rate than the other two groups.

The increase in the number of people who are under 15 years of age is due to a combination of factors, including a high birth rate in many developing countries, and a decline in the death rate in many developing countries. The increase in the number of people who are aged 15 years and over is due to a combination of factors, including a high birth rate in many developing countries, and a decline in the death rate in many developed countries.

The increase in the number of people who are aged 65 years and over is due to a combination of factors, including a high birth rate in many developed countries, and a decline in the death rate in many developed countries. The increase in the number of people who are aged 65 years and over is also due to a combination of factors, including a high birth rate in many developed countries, and a decline in the death rate in many developed countries.

The increase in the number of people who are under 15 years of age, and the increase in the number of people who are aged 15 years and over, are both significant. The increase in the number of people who are aged 65 years and over is also significant, but at a slower rate than the other two groups.

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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.

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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 findings of the study suggest that there is a significant relationship between the variables under investigation. This relationship is supported by the statistical analysis and the theoretical framework. The results have important implications for the field of study and provide a basis for further research. The study also identifies some limitations and areas for future research, ensuring the ongoing development of the field.

In conclusion, the study has provided a comprehensive understanding of the subject matter and has contributed to the 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.

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.

100%

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 is healthy only when its various parts are in harmony, so a society can only thrive when its different elements are in equilibrium. If one part becomes too dominant, it will disrupt the whole, leading to chaos and destruction.

The third principle is that of unity. While we recognize the diversity of the world, we must also understand that all these different parts are interconnected and interdependent. They form a single, unified whole, and it is this unity that gives the world its true meaning and purpose.

These three principles—diversity, balance, and unity—are the guiding lights of a wise and just society. They are the keys to understanding the world and to creating a better future for all.

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 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 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 provides a foundation for future studies.

In conclusion, the research has been a successful and informative endeavor. It has provided a comprehensive understanding of the subject matter and has offered valuable insights into the challenges and opportunities that exist. The findings of the study are well-supported by the evidence and provide a solid foundation for future research.

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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.

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 conclusions and implications of the findings. The paper concludes with a summary of the main points 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 conclusions are based on a thorough and objective analysis of the data.

The findings of the study have important implications for the field of research, and they provide a valuable contribution to the understanding of the topic. The research also has practical implications, and it can be used to inform policy and practice in the field.

The paper is well-structured and easy to read, and it provides a comprehensive overview of the research. The writing is clear and concise, and the arguments are well-supported by evidence. The paper is a valuable resource for anyone interested in the topic, and it is highly recommended for reading.

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. 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 of the processes of information production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

The 'communication' field is defined as:

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The 'information studies' field is defined as:

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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 of interest.

The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the previous research in the field. The implications of these findings suggest that the research has practical applications in the field of study.

In conclusion, the study has provided valuable insights into the relationship between the variables of interest. Further research is needed to explore the underlying mechanisms of the relationship and to test the findings in different contexts.

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 engineering and science.

The second of these is the fact that the system is not a static one. It is a dynamic 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 engineering and science.

The third of these is the fact that the system is not a linear one. It is a non-linear system, and its behavior is not predictable by simple linear models. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and science.

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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 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 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.

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The results of the study indicate that there is a significant relationship between the variables under investigation. This finding has important implications for the field and suggests that further research is needed to explore the underlying mechanisms.

In conclusion, the study has provided valuable insights into the subject matter and has identified areas for further research. The findings suggest that the relationship between the variables is complex and multifaceted, requiring a more in-depth exploration.

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The third of these is the fact that the system is interconnected. The parts of the system are not isolated from each other, and they all have an impact on the behavior of the system as a whole. 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. The parts of the system are able to interact with each other in a way that allows the system to adapt to changes in 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 fifth of these is the fact that the system is resilient. It is able to withstand shocks and stresses, and it is able to recover from them. 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 able to continue to exist and function over a long period of 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 able to provide benefits to all of its members, and it is able to do so in a way that is fair and just. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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The ninth of these is the fact that the system is accountable. It is able to take responsibility for its actions, and it is able to do so in a way that is honest and open. 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 inclusive. It is able to involve all of its members in its decision-making process, and it is able to do so in a way that is respectful and collaborative. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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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 identify patterns and trends. The results of the study indicate that there is a significant relationship between the variables being studied. This finding has important implications for the field of research and may lead to further exploration of the topic.

In conclusion, the study has provided valuable insights into the research topic and has identified areas for further investigation. The findings suggest that there is a need for more research in this area, and the results may be useful for practitioners and researchers alike.

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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 may need to be revised. Second, the findings indicate that there is a need for further research in this area. Finally, the results suggest that there are several factors that can be used to improve the situation.

In conclusion, the study has provided valuable insights into the issue being studied. The findings suggest that there is a need for further research and that there are several factors that can be used to improve the situation. The results also indicate that the current approach to the issue may need to be revised.

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In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results may be useful for practitioners and policymakers.

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

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data 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 need for further research in this area. The findings suggest that there are several factors that influence the outcome of the study, and these need to be explored in more detail in future research. The study also highlights the importance of the research and the need for a systematic and rigorous approach to the study.

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

There are a number of reasons why the world's population is growing so fast. One of the main reasons is that the number of children born to each woman has increased. This is due to a number of factors, including improved medical care, increased access to contraception, and a shift in cultural values.

Another reason why the world's population is growing so fast is that the number of people who are living longer is increasing. This is due to a number of factors, including improved medical care, increased access to education, and a shift in cultural values.

There are a number of challenges that the world's population growth poses. One of the main challenges is that it is putting a strain on the world's resources. This is due to a number of factors, including increased demand for food, water, and energy.

Another challenge that the world's population growth poses is that it is increasing the risk of environmental degradation. This is due to a number of factors, including increased deforestation, increased pollution, and increased climate change.

There are a number of ways that the world's population growth can be managed. One of the main ways is by improving access to contraception. This can be done by providing more information about contraception, making contraception more affordable, and increasing the availability of contraception.

Another way that the world's population growth can be managed is by improving access to education. This can be done by providing more information about the benefits of education, making education more affordable, and increasing the availability of education.

There are a number of other ways that the world's population growth can be managed, including improving access to healthcare, improving access to water and sanitation, and improving access to energy.

The world's population growth is a complex issue that requires a number of different approaches to manage it. By improving access to contraception, education, healthcare, water and sanitation, and energy, the world's population growth can be managed in a way that is sustainable and equitable.

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There are a number of ways that the world's population growth can be managed. One of the main ways is by improving access to contraception. This can be done by providing more information about contraception, making contraception more affordable, and increasing the availability of contraception.

Another way that the world's population growth can be managed is by improving access to education. This can be done by providing more information about the benefits of education, making education more affordable, and increasing the availability of education.

There are a number of other ways that the world's population growth can be managed, including improving access to healthcare, improving access to water and sanitation, and improving access to energy.

The world's population growth is a complex issue that requires a number of different approaches to manage it. By improving access to contraception, education, healthcare, water and sanitation, and energy, the world's population growth can be managed in a way that is sustainable and equitable.

There are a number of challenges that the world's population growth poses. One of the main challenges is that it is putting a strain on the world's resources. This is due to a number of factors, including increased demand for food, water, and energy.

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The world's population growth is a complex issue that requires a number of different approaches to manage it. By improving access to contraception, education, healthcare, water and sanitation, and energy, the world's population growth can be managed in a way that is sustainable and equitable.

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 researchers and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of sharing research findings with the communities being studied. It argues that research should not be conducted in a top-down manner, but rather as a collaborative process that involves the active participation of community members. This approach not only helps to ensure the validity of the research, but also empowers the communities and promotes social change.

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 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.

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 that need further research.

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 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.

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

In conclusion, the study has shown that the variables of interest are important factors in the study of the topic. The findings have implications for future research and for the development of interventions to address the issues identified in the study.

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

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The 'information science' field is defined as:

...the study of the nature, creation, organisation, storage, retrieval, dissemination and use of information and communication, and the social, cultural, economic and political contexts in which these activities take place. (p. 1)

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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. 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 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.

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The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the previous research in the field. The implications of this finding are discussed in the final section of the paper.

In conclusion, the study has shown that there is a significant positive relationship between the variables of interest. This finding has important implications for the field and warrants further research.

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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 identify patterns and relationships. The results of the study indicate that there is a significant relationship between the variables being studied.

The findings of the study have several implications. First, they suggest that the theoretical framework used in the study is valid. Second, they provide evidence for the practical application of the research findings. Finally, they highlight the need for further research in this area.

In conclusion, the study has provided valuable insights into the topic being researched. The findings suggest that there is a need for further research in this area, and the results have several practical implications.

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 data. The final part of the paper provides a summary of the findings 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, 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 subject matter. The conclusions drawn from the data are based on a careful analysis of the results 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 suggestions for future research.

In conclusion, the study has shown that the research is an important and complex task that requires a thorough understanding of the subject matter and the use of advanced statistical techniques. The findings of the study are presented in a clear and concise manner, allowing for a thorough understanding of the subject matter. The conclusions drawn from the data are based on a careful analysis of the results and are supported by the evidence.

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

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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. 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.

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

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

The study has several strengths, including a 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 both novel and significant. It is a valuable contribution to the field and will be of interest to researchers and practitioners alike.

the 'information' and 'communication' fields. The 'information' field is defined as:

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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. 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 2.1 billion.

There are a number of factors that have contributed to the increase in the number of people in the world who are under 15 years of age. One of the main factors is the increase in the number of people who are surviving into old age. This is due to a number of factors, including improvements in medical care, better nutrition, and a decline in the number of people who are dying from infectious diseases.

Another factor is the increase in the number of people who are having children. This is due to a number of factors, including a decline in the number of people who are having children at a young age, and a decline in the number of people who are having children at all. This is due to a number of factors, including a decline in the number of people who are having children at a young age, and a decline in the number of people who are having children at all.

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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, and have led to the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989.

The UNCRC is a landmark document in the history of children's rights. It sets out the rights of children, and provides a framework for the development of national legislation and policies. The Convention has been ratified by over 100 countries, and is now the most widely ratified human rights treaty in the world.

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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 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) and the number of people in the public sector who are employed in the health sector has increased by 1.2 million (from 1.3 million in 1980 to 2.5 million in 1998).

There is a growing emphasis on the need to improve the efficiency of the health service and to ensure that the health service is able to meet the needs of the population. This has led to a number of initiatives, including the introduction of the Health Service Act 1990, the Health Service Act 1997, and the Health Service Act 2001. These initiatives have led to a number of changes in the way the health service is organised and managed, and to a number of changes in the way the health service is funded.

One of the main challenges facing the health service is the need to improve the efficiency of the service. This is a complex task, as it involves a number of different factors, including the need to improve the way the service is organised and managed, the need to improve the way the service is funded, and the need to improve the way the service is delivered. There are a number of different ways in which the efficiency of the health service can be improved, and these are discussed in more detail below.

One of the main ways in which the efficiency of the health service can be improved is by improving the way the service is organised and managed. This involves a number of different factors, including the need to improve the way the service is funded, the need to improve the way the service is delivered, and the need to improve the way the service is evaluated. There are a number of different ways in which the way the service is organised and managed can be improved, and these are discussed in more detail below.

Another main way in which the efficiency of the health service can be improved is by improving the way the service is funded. This involves a number of different factors, including the need to improve the way the service is funded, the need to improve the way the service is delivered, and the need to improve the way the service is evaluated. There are a number of different ways in which the way the service is funded can be improved, and these are discussed in more detail below.

A third main way in which the efficiency of the health service can be improved is by improving the way the service is delivered. This involves a number of different factors, including the need to improve the way the service is funded, the need to improve the way the service is delivered, and the need to improve the way the service is evaluated. There are a number of different ways in which the way the service is delivered can be improved, and these are discussed in more detail below.

Finally, a fourth main way in which the efficiency of the health service can be improved is by improving the way the service is evaluated. This involves a number of different factors, including the need to improve the way the service is funded, the need to improve the way the service is delivered, and the need to improve the way the service is evaluated. There are a number of different ways in which the way the service is evaluated can be improved, and these are discussed in more detail below.

the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the processes of information production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

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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 engineering and design.

The second of these is the fact that the system is not static. It is a dynamic 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 engineering and design.

The third of these is the fact that the system is not linear. It is a non-linear system, and its behavior is not predictable by simple linear models. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The fourth of these is the fact that the system is not deterministic. It is a stochastic system, and its behavior is influenced by random events. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The fifth of these is the fact that the system is not isolated. It is an open system, and its behavior is influenced by its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The sixth of these is the fact that the system is not homogeneous. It is a heterogeneous system, and its behavior is determined by the interactions between its different parts. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The seventh of these is the fact that the system is not self-sufficient. It is a dependent system, and its behavior is determined by the interactions between its parts and its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The eighth of these is the fact that the system is not self-organizing. It is a non-self-organizing system, and its behavior is determined by the interactions between its parts and its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The ninth of these is the fact that the system is not self-regulating. It is a non-self-regulating system, and its behavior is determined by the interactions between its parts and its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

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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 laws. This is the principle of diversity, which is the foundation of all knowledge. Without diversity, there would be no progress, no discovery, and no growth. It is the richness of the world that makes it so interesting and so full of potential.

The second 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 interconnectedness, which is the foundation of all morality. Without unity, there would be no justice, no peace, and no hope. It is the unity of the world that makes it so beautiful and so full of meaning.

The third principle is that of balance. The world is a delicate balance of many different forces, and it is our duty to maintain that balance. We must not let one side of the scale become too heavy, for that would destroy the whole. This is the principle of equilibrium, which is the foundation of all wisdom. Without balance, there would be no order, no harmony, and no happiness. It is the balance of the world that makes it so perfect and so full of grace.

These three principles—diversity, unity, and balance—are the foundations of all knowledge, morality, and wisdom. They are the principles that guide us through the complexities of the world, and they are the principles that make life so meaningful and so full of hope.

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 use of a mixed-methods approach, combining quantitative data from standardized tests with qualitative data from interviews and focus groups. This approach allows for a more comprehensive understanding of the research topic.

The third part of the paper presents the results of the study. It shows that there are significant differences in learning outcomes between students from different cultural backgrounds. These differences are often attributed to factors such as language barriers and cultural differences in learning styles.

The final part of the paper discusses the implications of the findings for educational practice. It suggests that teachers should be aware of the cultural needs of their students and tailor their instruction accordingly. This may involve using culturally relevant materials and incorporating students' experiences into the curriculum.

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The first of these is the *Journal of the Royal Society of Medicine*, which was founded in 1849 and is the oldest of the three. It is a peer-reviewed journal that covers a wide range of medical topics, including clinical medicine, public health, and medical law. The journal is published by the Royal Society of Medicine, which is a professional body that represents the interests of the medical profession in the United Kingdom. The journal is known for its high quality and its focus on original research.

The second of the three journals is the *British Medical Journal*, which was founded in 1844. It is a peer-reviewed journal that covers a wide range of medical topics, including clinical medicine, public health, and medical law. The journal is published by the British Medical Association, which is a professional body that represents the interests of the medical profession in the United Kingdom. The journal is known for its high quality and its focus on original research.

The third of the three journals is the *Lancet*, which was founded in 1823. It is a peer-reviewed journal that covers a wide range of medical topics, including clinical medicine, public health, and medical law. The journal is published by the Lancet Publishing Group, which is a professional body that represents the interests of the medical profession in the United Kingdom. The journal is known for its high quality and its focus on original research.

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 data. The final part of the paper provides a summary of the findings 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 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 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 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 relation to the impact of the findings on the wider community. The suggestions for further research are based on the limitations of the study and the need for a more comprehensive understanding of the subject matter.

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

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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 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 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 discussion section interprets these findings in the context of the research objectives. Finally, the conclusion summarizes the main points of the paper and suggests areas for future research.

The research was conducted using a quantitative approach, which allowed for the collection of large amounts of data and the use of statistical analysis to identify patterns and trends. The data was collected through a series of surveys and interviews, which were designed to explore the research objectives in depth. The analysis of the data revealed several key findings, which are discussed in detail in the results section. These findings have important implications for the field of study and provide a basis for the conclusions drawn in the paper.

The study was limited by several factors, including the sample size and the scope of the research. However, the findings are still valuable and provide a solid foundation for further research in this area. The authors hope that this paper will contribute to the understanding of the topic and inspire other researchers to explore related issues.

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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 decision-making and the development of interventions. The study also highlights the importance of considering individual differences and the role of context in the research process.

In conclusion, the study provides a comprehensive and detailed examination of the topic, and its findings are both informative and actionable. It is a valuable contribution to the field and a model of good research practice.

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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.

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 discusses the implications of the findings. The final part of the paper concludes the study and provides recommendations for future research.

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 several implications. First, they suggest that the variables being studied are related in a way that has not been previously documented. Second, the findings suggest that there are factors that influence the relationship between the variables. Finally, the findings suggest that there are potential applications of the research in the field of study.

In conclusion, the study has provided valuable insights into the relationship between the variables being studied. The findings suggest that there is a significant relationship between the variables, and that there are factors that influence this relationship. The study also suggests that there are potential applications of the research in the field of study.

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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 programs and policies.

In conclusion, the study provides valuable insights into the topic being researched. The findings suggest that there is a need for further research and that certain interventions may be effective. The study also highlights the importance of ongoing monitoring and evaluation of programs and policies.

the 'information' and 'communication' fields. The 'information' field is defined as:

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The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the previous research in the field. The implications of these findings suggest that the research has practical applications in the field of study.

In conclusion, the study has provided valuable insights into the relationships between the variables of interest. The findings suggest that further research is needed to explore the underlying mechanisms of these relationships.

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

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 well-written and easy to read, and it provides a clear and logical presentation of the research and its results.

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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 1.5 billion, from 2.5 billion in 1980 to 4.0 billion in 1999. The number of people aged 65 years and over has increased by 0.5 billion, from 0.3 billion in 1980 to 0.8 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, and a significant increase in the number of people who are aged 15 years and over. The number of people aged 65 years and over has also increased, but at a slower rate than the other two groups.

The increase in the number of people who are under 15 years of age is due to a combination of factors, including a high birth rate in many developing countries, and a decline in the death rate in many developing countries. The increase in the number of people who are aged 15 years and over is due to a combination of factors, including a high birth rate in many developing countries, and a decline in the death rate in many developed countries.

The increase in the number of people aged 65 years and over is due to a combination of factors, including a high birth rate in many developed countries, and a decline in the death rate in many developed countries. The increase in the number of people aged 65 years and over is also due to a combination of factors, including a high birth rate in many developed countries, and a decline in the death rate in many developed countries.

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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 maintain itself, and it is able to continue to exist 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 biased. It is a system that is able to provide for the needs of all its members, and it is able to ensure that everyone has a fair chance of success. 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 transparent. It is not a system that is opaque, and it is not a system that is hidden. It is a system that is able to be understood, and it is able to be communicated. 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 accountable. It is not a system that is irresponsible, and it is not a system that is unaccountable. It is a system that is able to be held responsible, and it is able to be held accountable. 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 inclusive. It is not a system that is exclusive, and it is not a system that is discriminatory. It is a system that is able to include everyone, and it is able to ensure that everyone has a voice. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eleventh of these is the fact that the system is innovative. It is not a system that is stagnant, and it is not a system that is uncreative. It is a system that is able to generate new ideas, and it is able to bring them to life. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The twelfth of these is the fact that the system is collaborative. It is not a system that is competitive, and it is not a system that is adversarial. It is a system that is able to work together, and it is able to achieve its goals. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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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 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 are consistent with the findings of other studies in the field, and the study provides a valuable contribution to the understanding of the topic.

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

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The public sector is a complex organisation, and it is difficult to understand how it works. The public sector is made up of many different organisations, each of which has its own aims and objectives. The public sector is also 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.

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Secondly, 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 system is a living system, and it is constantly evolving. This means that any solution that is developed for the system must be able to adapt to changes in the system over time.

Thirdly, the system is interconnected. The parts of the system are not isolated from each other, and they are all interconnected. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a network, and its behavior is determined by the connections between its parts. This means that any solution that is developed for the system must take into account the connections between its parts.

Finally, the system is a social system. It is a system that is created by and for people, and its behavior is determined by the interactions between people. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a social system, and its behavior is determined by the interactions between its parts. This means that any solution that is developed for the system must take into account the interactions between its parts.

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 researchers 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 to the communities they are studying.

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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 decay. 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 foundation 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 a place of oppression and suffering.

The fourth principle is that of unity. While we are many different people, we are also one people. We share a common humanity, and it is our duty to work together for the good of all. Unity is not a forced conformity, but a voluntary coming together of hearts and minds.

The fifth principle is that of progress. The world is not a place of stagnation, but of constant change and growth. We must embrace the future with courage and optimism, and we must work to make it a better place than the one we have now. Progress is the only way to overcome our problems and achieve our dreams.

These five principles are the foundation of a just and harmonious world. They are the principles that guide us in our daily lives, and they are the principles that we must strive to uphold in our society and in our world.

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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.

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

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

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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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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 decision-making and the development of interventions. The study also highlights the importance of considering individual differences and the role of context in understanding the phenomenon being studied.

In conclusion, the study provides a comprehensive and detailed examination of the topic, and its findings are both informative and actionable. It is hoped that the research will encourage further exploration of the topic and lead to a better understanding of the underlying mechanisms and processes involved.

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 results of the study indicate that there is a significant relationship between the variables under investigation. This finding is consistent with the theoretical framework and provides support for the hypotheses. The implications of the research are discussed in detail, highlighting the potential applications of the findings in the field. The paper concludes with a summary of the key points and offers suggestions for further research, emphasizing the need for continued exploration of the subject matter.

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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 potential directions for future research.

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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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In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results may be useful for practitioners and policymakers.

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

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In conclusion, the study provides a comprehensive overview of the topic and offers valuable insights into the research. It identifies the gaps in the existing research and provides a framework for future studies. The findings have important implications for practice and policy, and the study contributes to the existing knowledge in the field.

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the 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 1.5 billion, from 2.5 billion in 1980 to 4.0 billion in 1999. The number of people aged 65 years and over has increased by 0.5 billion, from 0.3 billion in 1980 to 0.8 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 rise in the birth rate, and a decline in the age at which people are having children.

The increase in the number of people who are under 15 years of age has led to a significant increase in the number of people who are aged 15 years and over, from 2.5 billion in 1980 to 4.0 billion in 1999. This increase has been driven by a combination of factors, including a decline in the death rate, a rise in the birth rate, and a decline in the age at which people are having children.

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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].

The first of these is the fact that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The second is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The third is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The fourth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The fifth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The sixth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The seventh is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The eighth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The ninth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The tenth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable.

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