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December

Roboto Mono Thin
Roboto Mono Light
Roboto Mono Regular
Roboto Mono Medium
Roboto Mono Bold
Roboto Mono Thin Italic
Roboto Mono Light Italic
Roboto Mono Italic
Roboto Mono Medium Italic
Roboto Mono Bold Italic

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Hgo
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underline

[illegible]

strikeout
visual check

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Roboto Mono Thin (ttf)

1234567890 xozszn H0ZD 1/3 @ 1a ;#& ? % \$ € ! In August of 2016, four unlikely collaborators in the world of type, fonts and font technology stood on a stage at the ATypI conference in Warsaw, Poland. The collaborators were Apple, Microsoft, Adobe and Google. Together they announced the publishing of OpenType 1.8, an update to the now ubiquitous font standard which was originally an amalgam of Apple & Microsoft's TrueType, and Adobe's PostScript font formats. The OpenType 1.8 announcement, ATypI, Warsaw, Poland, September 14, 2016.



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[illegible]

GREATER-THAN
SIGN
uni003E

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QUESTION MARK
uni003F

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COMMERCIAL AT
uni0040

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LATIN CAPITAL
LETTER A
uni0041

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LATIN CAPITAL
LETTER B
uni0042

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LATIN CAPITAL
LETTER C
uni0043

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LATIN CAPITAL
LETTER D
uni0044

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LATIN CAPITAL
LETTER E
uni0045

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LATIN CAPITAL
LETTER F
uni0046

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LATIN CAPITAL
LETTER G
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LATIN CAPITAL
LETTER H
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LATIN CAPITAL
LETTER I
uni0049

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LATIN CAPITAL
LETTER J
uni004A

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LATIN CAPITAL
LETTER K
uni004B

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LATIN CAPITAL
LETTER L
uni004C

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LATIN CAPITAL
LETTER M
uni004D

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LATIN CAPITAL
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uni004E

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LATIN CAPITAL
LETTER O
uni004F

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LATIN CAPITAL
LETTER P
uni0050

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LATIN CAPITAL
LETTER Q
uni0051

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LATIN CAPITAL
LETTER R
uni0052

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Age Group	Percentage
18-24	10%
25-34	15%
35-44	15%
45-54	15%
55-64	15%
65-74	15%
75-84	15%
85+	10%

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LATIN CAPITAL
LETTER E WITH
GRAVE
uni00C8

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LATIN CAPITAL
LETTER E WITH
ACUTE
uni00C9

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
uni00CA

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LATIN CAPITAL
LETTER E WITH
DIAERESIS
uni00CB

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GRAVE
uni00CC

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LETTER I WITH
ACUTE
uni00CD

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LATIN CAPITAL
LETTER I WITH
CIRCUMFLEX
uni00CE

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LATIN CAPITAL
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DIAERESIS
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LATIN CAPITAL
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LATIN CAPITAL
LETTER O WITH
GRAVE
uni00D2

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LATIN CAPITAL
LETTER O WITH
ACUTE
uni00D3

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
uni00D4

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LATIN CAPITAL
LETTER O WITH
TILDE
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LATIN CAPITAL
LETTER O WITH
DIAERESIS
uni00D6

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MULTIPLICATION
SIGN
uni00D7[illegible]LATIN CAPITAL
LETTER Q WITH

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LETTER U WITH
STROKE
uni00D8

LATIN CAPITAL
LETTER U WITH
GRAVE
uni00D9

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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
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LATIN CAPITAL
LETTER Y WITH
ACUTE
uni00DD

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LATIN CAPITAL
LETTER THORN
uni00DE

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LATIN SMALL
LETTER SHARP S
uni00DF

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LATIN SMALL
LETTER A WITH
GRAVE
uni00E0

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LATIN SMALL
LETTER A WITH
ACUTE
uni00E1

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LATIN SMALL
LETTER A WITH
CIRCUMFLEX
uni00E2

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LATIN SMALL
LETTER A WITH
TILDE
uni00E3

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LATIN SMALL
LETTER A WITH
DIAERESIS
uni00E4

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LATIN SMALL
LETTER A WITH
RING ABOVE
uni00E5

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LATIN SMALL
LETTER AE
uni00E6

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LATIN SMALL
LETTER C WITH
CEDILLA
uni00E7

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LATIN SMALL
LETTER E WITH
GRAVE
uni00E8

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LATIN SMALL
LETTER E WITH

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
uni00EA

LATIN SMALL
LETTER E WITH
DIAERESIS
uni00EB

LATIN SMALL
LETTER I WITH
GRAVE
uni00EC

LATIN SMALL
LETTER I WITH
ACUTE
uni00ED

LATIN SMALL
LETTER I WITH
CIRCUMFLEX
uni00EE

LATIN SMALL
LETTER I WITH
DIAERESIS
uni00EF

LATIN SMALL
LETTER ETH
uni00F0

LATIN SMALL
LETTER N WITH
TILDE
uni00F1

LATIN SMALL
LETTER O WITH
GRAVE
uni00F2

LATIN SMALL
LETTER O WITH
ACUTE
uni00F3

LATIN SMALL
LETTER O WITH
CIRCUMFLEX
uni00F4

LATIN SMALL
LETTER O WITH
TILDE
uni00F5

LATIN SMALL
LETTER O WITH
DIAERESIS
uni00F6

DIVISION SIGN
uni00F7

LATIN SMALL
LETTER O WITH
STROKE
uni00F8

LATIN SMALL
LETTER U WITH
GRAVE
uni00F9

LATIN SMALL
LETTER U WITH
ACUTE

LATIN SMALL
LETTER U WITH
CIRCUMFLEX
uni00FB

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LATIN SMALL
LETTER U WITH
DIAERESIS
uni00FC

[illegible]

LATIN SMALL
LETTER Y WITH
ACUTE
uni00FD

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LATIN SMALL
LETTER THORN
uni00FE

[illegible]

LATIN SMALL
LETTER Y WITH
DIAERESIS
uni00FF

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LATIN CAPITAL
LETTER A WITH
MACRON
uni0100

[illegible]

LATIN SMALL
LETTER A WITH
MACRON
uni0101

[illegible]

LATIN CAPITAL
LETTER A WITH
BREVE
uni0102

Ä Ä Ä Ä Ä Ä Ä Ä Ä Ä

LATIN SMALL
LETTER A WITH
BREVE
uni0103

[illegible]

LATIN CAPITAL
LETTER A WITH
OGONEK
uni0104

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LATIN SMALL
LETTER A WITH
OGONEK
uni0105

[illegible]

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

C C C C C C C C C C

LATIN SMALL
LETTER C WITH
CIRCUMFLEX
uni0109

[illegible]

LATIN CAPITAL
LETTER C WITH
DOT ABOVE
uni010A

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LATIN SMALL

LETTER C WITH
DOT ABOVE
uni010B

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LATIN CAPITAL
LETTER C WITH
CARON
uni010C

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LATIN SMALL
LETTER C WITH
CARON
uni010D

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LATIN CAPITAL
LETTER D WITH
CARON
uni010E

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LATIN SMALL
LETTER D WITH
CARON
uni010F

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LATIN CAPITAL
LETTER D WITH
STROKE
uni0110

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LATIN SMALL
LETTER D WITH
STROKE
uni0111

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LATIN CAPITAL
LETTER E WITH
MACRON
uni0112

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LATIN SMALL
LETTER E WITH
MACRON
uni0113

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LATIN CAPITAL
LETTER E WITH
BREVE
uni0114

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LATIN SMALL
LETTER E WITH
BREVE
uni0115

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LATIN CAPITAL
LETTER E WITH
DOT ABOVE
uni0116

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LATIN SMALL
LETTER E WITH
DOT ABOVE
uni0117

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LATIN CAPITAL
LETTER E WITH
OGONEK
uni0118

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LATIN SMALL
LETTER E WITH
OGONEK
uni0119

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LATIN CAPITAL
LETTER E WITH
CARON
uni011A

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LATIN SMALL
LETTER E WITH
CARON
uni011B

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LATIN CAPITAL
LETTER G WITH
CIRCUMFLEX
uni011C

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LATIN SMALL
LETTER G WITH
CIRCUMFLEX
uni011D

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LATIN CAPITAL
LETTER G WITH
BREVE
uni011E

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LATIN SMALL
LETTER G WITH
BREVE
uni011F

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LATIN CAPITAL
LETTER G WITH
DOT ABOVE
uni0120

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LATIN SMALL
LETTER G WITH
DOT ABOVE
uni0121

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LATIN CAPITAL
LETTER G WITH
CEDILLA
uni0122

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LATIN SMALL
LETTER G WITH
CEDILLA
uni0123

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LATIN CAPITAL
LETTER H WITH
CIRCUMFLEX
uni0124

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LATIN SMALL
LETTER H WITH
CIRCUMFLEX
uni0125

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LATIN CAPITAL
LETTER H WITH
STROKE
uni0126

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LATIN SMALL
LETTER H WITH
STROKE
uni0127

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LATIN CAPITAL
LETTER I WITH
TILDE
uni0128

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LATIN SMALL
LETTER I WITH
TILDE
uni0129

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LATIN CAPITAL
LETTER I WITH
MACRON
uni012A

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LATIN SMALL
LETTER I WITH
MACRON
uni012B

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LATIN CAPITAL

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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
uni0132

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LATIN SMALL
LIGATURE IJ
uni0133

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LATIN CAPITAL
LETTER J WITH
CIRCUMFLEX
uni0134

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LATIN SMALL
LETTER J WITH
CIRCUMFLEX
uni0135

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LATIN CAPITAL
LETTER K WITH
CEDILLA
uni0136

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LATIN SMALL
LETTER K WITH
CEDILLA
uni0137

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LATIN SMALL
LETTER KRA
uni0138

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LATIN CAPITAL
LETTER L WITH
ACUTE
uni0139

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LATIN SMALL
LETTER L WITH
ACUTE
uni013A

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LATIN CAPITAL
LETTER L WITH
CEDILLA
uni013B

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LATIN SMALL
LETTER L WITH
CEDILLA
uni013C

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LATIN CAPITAL
LETTER L WITH

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LETTER WITH
CARON
uni013D

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LATIN SMALL
LETTER L WITH
CARON
uni013E

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LATIN CAPITAL
LETTER L WITH
MIDDLE DOT
uni013F

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LATIN SMALL
LETTER L WITH
MIDDLE DOT
uni0140

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LATIN CAPITAL
LETTER L WITH
STROKE
uni0141

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LATIN SMALL
LETTER L WITH
STROKE
uni0142

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LATIN CAPITAL
LETTER N WITH
ACUTE
uni0143

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LATIN SMALL
LETTER N WITH
ACUTE
uni0144

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LATIN CAPITAL
LETTER N WITH
CEDILLA
uni0145

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LATIN SMALL
LETTER N WITH
CEDILLA
uni0146

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LATIN CAPITAL
LETTER N WITH
CARON
uni0147

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LATIN SMALL
LETTER N WITH
CARON
uni0148

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LATIN SMALL
LETTER N
PRECEDED BY
APOSTROPHE
uni0149

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LATIN CAPITAL
LETTER ENG
uni014A

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LATIN SMALL
LETTER ENG
uni014B

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LATIN CAPITAL
LETTER O WITH
MACRON
uni014C

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LATIN SMALL
LETTER O WITH
MACRON
uni014D

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LATIN CAPITAL
LETTER O WITH
BREVE
uni014E

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LATIN SMALL
LETTER O WITH
BREVE
uni014F

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LATIN CAPITAL
LETTER O WITH
DOUBLE ACUTE
uni0150

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LATIN SMALL
LETTER O WITH
DOUBLE ACUTE
uni0151

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LATIN CAPITAL
LIGATURE OE
uni0152

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LATIN SMALL
LIGATURE OE
uni0153

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LATIN CAPITAL
LETTER R WITH
ACUTE
uni0154

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LATIN SMALL
LETTER R WITH
ACUTE
uni0155

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LATIN CAPITAL
LETTER R WITH
CEDILLA
uni0156

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LATIN SMALL
LETTER R WITH
CEDILLA
uni0157

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LATIN CAPITAL
LETTER R WITH
CARON
uni0158

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LATIN SMALL
LETTER R WITH
CARON
uni0159

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LATIN CAPITAL
LETTER S WITH
ACUTE
uni015A

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LATIN SMALL
LETTER S WITH
ACUTE
uni015B

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LATIN CAPITAL
LETTER S WITH
CIRCUMFLEX
uni015C

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LATIN SMALL
LETTER S WITH
CIRCUMFLEX
uni015D

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LATIN CAPITAL
LETTER S WITH
CEDILLA
uni015E

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LATIN SMALL
LETTER S WITH
CEDILLA
uni015F

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LATIN CAPITAL
LETTER S WITH
CARON
uni0160

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LATIN SMALL
LETTER S WITH
CARON
uni0161

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LATIN CAPITAL
LETTER T WITH
CEDILLA
uni0162

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LATIN SMALL
LETTER T WITH
CEDILLA
uni0163

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LATIN CAPITAL
LETTER T WITH
CARON
uni0164

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LATIN SMALL
LETTER T WITH
CARON
uni0165

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LATIN CAPITAL
LETTER T WITH
STROKE
uni0166

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LATIN SMALL
LETTER T WITH
STROKE
uni0167

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LATIN CAPITAL
LETTER U WITH
TILDE
uni0168

Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ

LATIN SMALL
LETTER U WITH
TILDE
uni0169

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

ů ů ů ů ů ů ů ů ů ů ů ů

RING ABOVE
uni016F

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

Ų Ų Ų Ų Ų Ų Ų Ų Ų Ų Ų

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

Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ

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

Ŷ Ŷ Ŷ Ŷ Ŷ Ŷ Ŷ Ŷ Ŷ Ŷ Ŷ

LATIN CAPITAL
LETTER Y WITH
CIRCUMFLEX
uni0176

ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ

LATIN SMALL
LETTER Y WITH
CIRCUMFLEX
uni0177

ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ

LATIN CAPITAL
LETTER Y WITH
DIAERESIS
uni0178

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN CAPITAL
LETTER Z WITH
ACUTE
uni0179

ž ž ž ž ž ž ž ž ž ž ž

LATIN SMALL
LETTER Z WITH
ACUTE
uni017A

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN CAPITAL
LETTER Z WITH
DOT ABOVE
uni017B

ž ž ž ž ž ž ž ž ž ž ž

LATIN SMALL
LETTER Z WITH
DOT ABOVE
uni017C

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN CAPITAL
LETTER Z WITH
CARON
uni017D

ž ž ž ž ž ž ž ž ž ž ž

LATIN SMALL
LETTER Z WITH
CARON
uni017E

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL
LETTER LONG S
uni017F

ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ

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

ɯ ɯ ɯ ɯ ɯ ɯ ɯ ɯ ɯ ɯ ɯ

LATIN SMALL
LETTER J WITH
CARON
uni01F0

ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ

LATIN CAPITAL
LETTER A WITH
RING ABOVE AND
ACUTE
uni01FA

Ǻ Ǻ Ǻ Ǻ Ǻ Ǻ Ǻ Ǻ Ǻ Ǻ Ǻ

LATIN SMALL
LETTER A WITH
RING ABOVE AND
ACUTE
uni01FB

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LATIN CAPITAL
LETTER AE WITH
ACUTE
uni01FC

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LATIN SMALL
LETTER AE WITH
ACUTE
uni01FD

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LATIN CAPITAL
LETTER O WITH
STROKE AND
ACUTE
uni01FE

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LATIN SMALL
LETTER O WITH
STROKE AND
ACUTE
uni01FF

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LATIN CAPITAL
LETTER S WITH
COMMA BELOW
uni0218

Œ Œ Œ Œ Œ Œ Œ Œ Œ Œ Œ

LATIN SMALL
LETTER S WITH
COMMA BELOW
uni0219

ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ

LATIN CAPITAL
LETTER T WITH
COMMA BELOW
uni021A

Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ

LATIN SMALL
LETTER T WITH
COMMA BELOW
uni021B

Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ

LATIN SMALL
LETTER DOTLESS
J
uni0237



LATIN SMALL
LETTER SCHWA
uni0259



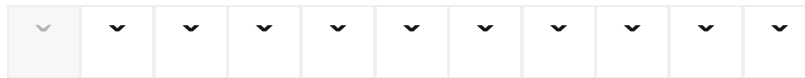
MODIFIER
LETTER
APOSTROPHE
uni02BC



MODIFIER
LETTER
CIRCUMFLEX
ACCENT
uni02C6



CARON
uni02C7



MODIFIER
LETTER MACRON
uni02C9



BREVE
uni02D8



DOT ABOVE
uni02D9



RING ABOVE
uni02DA



OGONEK
uni02DB



SMALL TILDE
uni02DC



DOUBLE ACUTE
ACCENT
uni02DD



MODIFIER
LETTER LOW
RING
uni02F3



COMBINING
GRAVE ACCENT
uni0300



COMBINING
ACUTE ACCENT
uni0301



COMBINING
TILDE
uni0303



COMBINING
HOOK ABOVE
uni0309



COMBINING
DOUBLE GRAVE
ACCENT
uni030F



COMBINING DOT
BELOW
uni0323



GREEK TONOS
uni0384



GREEK
DIALYTIKA
TONOS



TONOS
uni0385

GREEK CAPITAL
LETTER ALPHA
WITH TONOS
uni0386

GREEK ANO
TELEIA
uni0387

GREEK CAPITAL
LETTER EPSILON
WITH TONOS
uni0388

GREEK CAPITAL
LETTER ETA
WITH TONOS
uni0389

GREEK CAPITAL
LETTER IOTA
WITH TONOS
uni038A

GREEK CAPITAL
LETTER
OMICRON WITH
TONOS
uni038C

GREEK CAPITAL
LETTER UPSILON
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

Α Α Α Α Α Α Α Α Α Α Α

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GREEK CAPITAL
LETTER KAPPA
uni039A

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

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[illegible]

Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ

[illegible]

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[illegible]

Έ Έ Έ Έ Έ Έ Έ Έ Έ Έ Έ

GREEK SMALL
LETTER ETA
WITH TONOS
uni03AE

ή ή ή ή ή ή ή ή ή ή ή

GREEK SMALL
LETTER IOTA
WITH TONOS
uni03AF

ί ί ί ί ί ί ί ί ί ί ί

GREEK SMALL
LETTER UPSILON
WITH DIALYTIKA
AND TONOS
uni03B0

ΰ ΰ ΰ ΰ ΰ ΰ ΰ ΰ ΰ ΰ ΰ

GREEK SMALL
LETTER ALPHA
uni03B1

α α α α α α α α α α α

GREEK SMALL
LETTER BETA
uni03B2

β β β β β β β β β β β

GREEK SMALL
LETTER GAMMA
uni03B3

γ γ γ γ γ γ γ γ γ γ γ

GREEK SMALL
LETTER DELTA
uni03B4

δ δ δ δ δ δ δ δ δ δ δ

GREEK SMALL
LETTER EPSILON
uni03B5

ε ε ε ε ε ε ε ε ε ε ε

GREEK SMALL
LETTER ZETA
uni03B6

ζ 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 η

GREEK SMALL
LETTER THETA
uni03B8

θ 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 ι

GREEK SMALL
LETTER KAPPA
uni03BA

κ 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 λ

GREEK SMALL
LETTER MU
uni03BC

μ 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 ν

GREEK SMALL
LETTER XI
uni03BE

ξ 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 ο

GREEK SMALL
LETTER PI
uni03C0

π 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 ρ

GREEK SMALL
LETTER RHO
uni03C1

ρ 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 ς

GREEK SMALL
LETTER SIGMA
uni03C3

σ 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 τ

GREEK SMALL
LETTER UPSILON
uni03C5

υ 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 φ

GREEK SMALL
LETTER CHI
uni03C7

χ 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 ψ

GREEK SMALL
LETTER OMEGA
uni03C9

ω ω ω ω ω ω ω ω ω ω ω

GREEK SMALL
LETTER IOTA
WITH DIALYTIKA
uni03CA

ϊ ι ι ι ι ι ι ι ι ι ι

GREEK SMALL
LETTER UPSILON
WITH DIALYTIKA
uni03CB

ϋ υ υ υ υ υ υ υ υ υ υ

GREEK SMALL
LETTER
OMICRON WITH
TONOS
uni03CC

ό ό ό ό ό ό ό ό ό ό ό

GREEK SMALL
LETTER UPSILON
WITH TONOS
uni03CD

ύ ύ ύ ύ ύ ύ ύ ύ ύ ύ ύ

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

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC
CAPITAL LETTER
DJE
uni0402

CYRILLIC
CAPITAL LETTER
GJE
uni0403

CYRILLIC
CAPITAL LETTER
UKRAINIAN IE
uni0404

CYRILLIC
 CAPITAL LETTER
 DZE
 uni0405

CYRILLIC
CAPITAL LETTER
BYELORUSSIAN-
UKRAINIAN I
uni0406

YI
uni0407

CYRILLIC
CAPITAL LETTER
JE
uni0408

CYRILLIC
CAPITAL LETTER
LJE
uni0409

CYRILLIC
CAPITAL LETTER
NJE
uni040A

CYRILLIC
CAPITAL LETTER
TSHE
uni040B

CYRILLIC
CAPITAL LETTER
KJE
uni040C

CYRILLIC
 CAPITAL LETTER
 I WITH GRAVE
 uni040D

CYRILLIC
CAPITAL LETTER
SHORT U
uni040E

CYRILLIC
CAPITAL LETTER
DZHE
uni040F

CYRILLIC
CAPITAL LETTER
A
uni0410

CYRILLIC
CAPITAL LETTER
BE
uni0411

CYRILLIC
CAPITAL LETTER
VE
uni0412

CYRILLIC
 CAPITAL LETTER
 GHE
 uni0413

CYRILLIC
CAPITAL LETTER
DE
uni0414

CYRILLIC
 CAPITAL LETTER
 IE
 uni0415

CYRILLIC
 CAPITAL LETTER
 ZHE
 uni0416

CYRILLIC
 CAPITAL LETTER
 ZE
 uni0417

CYRILLIC
CAPITAL LETTER
I
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

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CYRILLIC
CAPITAL LETTER
U
uni0423

У У У У У У У У У У

CYRILLIC
CAPITAL LETTER
EF
uni0424

Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф

CYRILLIC
CAPITAL LETTER
HA
uni0425

Х Х Х Х Х Х Х Х Х Х

CYRILLIC
CAPITAL LETTER
TSE
uni0426

Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц

CYRILLIC
CAPITAL LETTER
CHE
uni0427

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC
CAPITAL LETTER
SHA
uni0428

Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш

CYRILLIC
CAPITAL LETTER
SHCHA
uni0429

Щ Щ Щ Щ Щ Щ Щ Щ Щ Щ

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

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

CYRILLIC
CAPITAL LETTER
YU
uni042E

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

CYRILLIC SMALL
LETTER A
uni0430

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

CYRILLIC SMALL
LETTER VE
uni0432

в в в в в в в в в в

CYRILLIC SMALL
LETTER GHE

г г г г г г г г г г

Д Д Д Д Д Д Д Д Д Д

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[illegible][illegible][illegible]

[illegible][illegible][illegible]

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
LETTER IE WITH
GRAVE
uni0450

è è è è è è è è è è è

CYRILLIC SMALL
LETTER IO
uni0451

ë ë ë ë ë ë ë ë ë ë ë

CYRILLIC SMALL
LETTER DJE
uni0452

ђђђђђђђђђђђђ

CYRILLIC SMALL
LETTER GJE
uni0453

ѓѓѓѓѓѓѓѓѓѓѓѓ

CYRILLIC SMALL
LETTER
UKRAINIAN IE
uni0454

ЄЄЄЄЄЄЄЄЄЄЄЄ

CYRILLIC SMALL
LETTER DZE
uni0455

ѕѕѕѕѕѕѕѕѕѕѕѕ

CYRILLIC SMALL
LETTER
BELORUSSIAN-
UKRAINIAN I
uni0456

іііііііііііі

CYRILLIC SMALL
LETTER YI
uni0457

їїїїїїїїїїїї

CYRILLIC SMALL
LETTER JE
uni0458

јјјјјјјјјјјј

CYRILLIC SMALL
LETTER LJJE
uni0459

љљљљљљљљљљљљ

CYRILLIC SMALL
LETTER NJJE
uni045A

њњњњњњњњњњњњ

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CYRILLIC SMALL
LETTER TSHE
uni045B

Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ

CYRILLIC SMALL
LETTER KJE
uni045C

Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ

CYRILLIC SMALL
LETTER I WITH
GRAVE
uni045D

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC SMALL
LETTER SHORT U
uni045E

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

CYRILLIC SMALL
LETTER DZHE
uni045F

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC
CAPITAL LETTER
OMEGA
uni0460

Ω Ω Ω Ω Ω Ω Ω Ω Ω Ω Ω

CYRILLIC SMALL
LETTER OMEGA
uni0461

ω ω ω ω ω ω ω ω ω ω ω

CYRILLIC
CAPITAL LETTER
YAT
uni0462

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

Є Є Є Є Є Є Є Є Є Є Є

CYRILLIC SMALL
LETTER IOTIFIED
E
uni0465

е е е е е е е е е е е

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 OMEGA

𐌹	𐌺	𐌻	𐌼	𐌽	𐌾	𐌿	𐍀	𐍁	𐍂	𐍃
𐍄	𐍅	𐍆	𐍇	𐍈	𐍉	𐍊	𐍋	𐍌	𐍍	𐍎
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𐍚	𐍛	𐍜	𐍝	𐍞	𐍟	𐍠	𐍡	𐍢	𐍣	𐍤
𐍥	𐍦	𐍧	𐍨	𐍩	𐍪	𐍫	𐍬	𐍭	𐍮	𐍯
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𐎑	𐎒	𐎓	𐎔	𐎕	𐎖	𐎗	𐎘	𐎙	𐎚	𐎛
𐎜	𐎝	𐎞	𐎟	𐎠	𐎡	𐎢	𐎣	𐎤	𐎥	𐎦
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𐏈	𐏉	𐏊	𐏋	𐏌	𐏍	𐏎	𐏏	𐏐	𐏑	𐏒
𐏓	𐏔	𐏕	𐏖	𐏗	𐏘	𐏙	𐏚	𐏛	𐏜	𐏝
𐏞	𐏟	𐏠	𐏡	𐏢	𐏣	𐏤	𐏥	𐏦	𐏧	𐏨
𐏩	𐏪	𐏫	𐏬	𐏭	𐏮	𐏯	𐏰	𐏱	𐏲	𐏳
𐏴	𐏵	𐏶	𐏷	𐏸	𐏹	𐏺	𐏻	𐏼	𐏽	𐏾
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𐐕	𐐖	𐐗	𐐘	𐐙	𐐚	𐐛	𐐜	𐐝	𐐞	𐐟
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𐐬	𐐭	𐐮	𐐯	𐐰	𐐱	𐐲	𐐳	𐐴	𐐵	𐐶
𐐷	𐐸	𐐹	𐐺	𐐻	𐐼	𐐽	𐐾	𐐿	𐑀	𐑁
𐑂	𐑃	𐑄	𐑅	𐑆	𐑇	𐑈	𐑉	𐑊	𐑋	𐑌
𐑍	𐑎	𐑏	𐑐	𐑑	𐑒	𐑓	𐑔	𐑕	𐑖	𐑗
𐑘	𐑙	𐑚	𐑛	𐑜	𐑝	𐑞	𐑟	𐑠	𐑡	𐑢
𐑣	𐑤	𐑥	𐑦	𐑧	𐑨	𐑩	𐑪	𐑫	𐑬	𐑭
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𐑹	𐑺	𐑻	𐑼	𐑽	𐑾	𐑿	𐒀	𐒁	𐒂	𐒃
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𐒥	𐒦	𐒧	𐒨	𐒩	𐒪	𐒫	𐒬	𐒭	𐒮	𐒯
𐒰	𐒱	𐒲	𐒳	𐒴	𐒵	𐒶	𐒷	𐒸	𐒹	𐒺
𐒻	𐒼	𐒽	𐒾	𐒿	𐓀	𐓁	𐓂	𐓃	𐓄	𐓅
𐓆	𐓇	𐓈	𐓉	𐓊	𐓋	𐓌	𐓍	𐓎	𐓏	𐓐
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WITH TITLO
uni047D

CYRILLIC
CAPITAL LETTER
OT
uni047E

CYRILLIC SMALL
LETTER OT
uni047F

CYRILLIC
CAPITAL LETTER
KOPPA
uni0480

CYRILLIC SMALL
LETTER KOPPA
uni0481

CYRILLIC
THOUSANDS
SIGN
uni0482

COMBINING
CYRILLIC TITLO
uni0483

COMBINING
CYRILLIC
PALATALIZATION
uni0484

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

Ѡ ѡ Ѣ ѣ Ѥ ѥ Ѧ ѧ Ѩ ѩ Ѫ

Ѱ ѱ Ѳ ѳ Ѵ ѵ Ѷ ѷ Ѹ ѹ Ѻ

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CYRILLIC SMALL
LETTER ER WITH
TICK
uni048F

ѐ ɐ ɐ ɐ ɐ ɐ ɐ ɐ ɐ ɐ ɐ

CYRILLIC
CAPITAL LETTER
GHE WITH
UPTURN
uni0490

Ґ Ґ Ґ Ґ Ґ Ґ Ґ Ґ Ґ Ґ Ґ

CYRILLIC SMALL
LETTER GHE
WITH UPTURN
uni0491

ґ ґ ґ ґ ґ ґ ґ ґ ґ ґ ґ

CYRILLIC
CAPITAL LETTER
GHE WITH
STROKE
uni0492

Ғ Ғ Ғ Ғ Ғ Ғ Ғ Ғ Ғ Ғ Ғ

CYRILLIC SMALL
LETTER GHE
WITH STROKE
uni0493

ғ ғ ғ ғ ғ ғ ғ ғ ғ ғ ғ

CYRILLIC
CAPITAL LETTER
GHE WITH
MIDDLE HOOK
uni0494

Ҕ Ҕ Ҕ Ҕ Ҕ Ҕ Ҕ Ҕ Ҕ Ҕ Ҕ

CYRILLIC SMALL
LETTER GHE
WITH MIDDLE
HOOK
uni0495

ҕ ҕ ҕ ҕ ҕ ҕ ҕ ҕ ҕ ҕ ҕ

CYRILLIC
CAPITAL LETTER
ZHE WITH
DESCENDER
uni0496

Җ Җ Җ Җ Җ Җ Җ Җ Җ Җ Җ

CYRILLIC SMALL
LETTER ZHE
WITH
DESCENDER
uni0497

җ җ җ җ җ җ җ җ җ җ җ

CYRILLIC
CAPITAL LETTER
ZE WITH
DESCENDER
uni0498

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC SMALL
LETTER ZE WITH
DESCENDER
uni0499

ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ

CYRILLIC
CAPITAL LETTER
KA WITH
DESCENDER
uni049A

Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ Ӓ

CYRILLIC SMALL
LETTER KA WITH
DESCENDER
uni049B

ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ

CYRILLIC
CAPITAL LETTER
KA WITH
VERTICAL
STROKE
uni049C

Ӕ Ӕ Ӕ Ӕ Ӕ Ӕ Ӕ Ӕ Ӕ Ӕ Ӕ

CYRILLIC SMALL
LETTER KA WITH
VERTICAL

ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ ӕ

VERTICAL
STROKE
uni049D

CYRILLIC
CAPITAL LETTER
KA WITH STROKE
uni049E

CYRILLIC SMALL
LETTER KA WITH
STROKE
uni049F

CYRILLIC
CAPITAL LETTER
BASHKIR KA
uni04A0

CYRILLIC SMALL
LETTER BASHKIR
KA
uni04A1

CYRILLIC
CAPITAL LETTER
EN WITH
DESCENDER
uni04A2

CYRILLIC SMALL
LETTER EN WITH
DESCENDER
uni04A3

CYRILLIC
CAPITAL
LIGATURE EN
GHE
uni04A4

CYRILLIC SMALL
LIGATURE EN
GHE
uni04A5

CYRILLIC
CAPITAL LETTER
PE WITH MIDDLE
HOOK
uni04A6

CYRILLIC SMALL
LETTER PE WITH
MIDDLE HOOK
uni04A7

CYRILLIC
CAPITAL LETTER
ABKHASIAN HA
uni04A8

CYRILLIC SMALL
LETTER
ABKHASIAN HA
uni04A9

CYRILLIC
CAPITAL LETTER
ES WITH
DESCENDER
uni04AA

CYRILLIC SMALL
LETTER ES WITH
DESCENDER
uni04AB

CYRILLIC
CAPITAL LETTER
TE WITH
DESCENDER
uni04AC

К К К К К К К К К К К

к к к к к к к к к к к

К К К К К К К К К К К

К К К К К К К К К К К

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Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү

CYRILLIC SMALL
LETTER TE WITH
DESCENDER
uni04AD

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC
CAPITAL LETTER
STRAIGHT U
uni04AE

У У У У У У У У У У У

CYRILLIC SMALL
LETTER
STRAIGHT U
uni04AF

у у у у у у у у у у у

CYRILLIC
CAPITAL LETTER
STRAIGHT U
WITH STROKE
uni04B0

У̅ У̅ У̅ У̅ У̅ У̅ У̅ У̅ У̅ У̅ У̅

CYRILLIC SMALL
LETTER
STRAIGHT U
WITH STROKE
uni04B1

у̅ у̅ у̅ у̅ у̅ у̅ у̅ у̅ у̅ у̅ у̅

CYRILLIC
CAPITAL LETTER
HA WITH
DESCENDER
uni04B2

Х Х Х Х Х Х Х Х Х Х Х

CYRILLIC SMALL
LETTER HA WITH
DESCENDER
uni04B3

х х х х х х х х х х х

CYRILLIC
CAPITAL
LIGATURE TE TSE
uni04B4

Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ

CYRILLIC SMALL
LIGATURE TE TSE
uni04B5

ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ

CYRILLIC
CAPITAL LETTER
CHE WITH
DESCENDER
uni04B6

Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ

CYRILLIC SMALL
LETTER CHE
WITH
DESCENDER
uni04B7

ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ

CYRILLIC
CAPITAL LETTER
CHE WITH
VERTICAL
STROKE
uni04B8

Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ

CYRILLIC SMALL
LETTER CHE
WITH VERTICAL
STROKE
uni04B9

ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ

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

Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ

CYRILLIC
CAPITAL LETTER
ABKHASIAN CHE
uni04BC

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
uni04BD

ч ч ч ч ч ч ч ч ч ч ч

CYRILLIC
CAPITAL LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BE

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BF

ч ч ч ч ч ч ч ч ч ч ч

CYRILLIC LETTER
PALOCHKA
uni04C0

І І І І І І І І І І І

CYRILLIC
CAPITAL LETTER
ZHE WITH BREVE
uni04C1

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC SMALL
LETTER ZHE
WITH BREVE
uni04C2

ж ж ж ж ж ж ж ж ж ж ж

CYRILLIC
CAPITAL LETTER
KA WITH HOOK
uni04C3

К К К К К К К К К К К

CYRILLIC SMALL
LETTER KA WITH
HOOK
uni04C4

к к к к к к к к к к к

CYRILLIC
CAPITAL LETTER
EL WITH TAIL
uni04C5

Л Л Л Л Л Л Л Л Л Л Л

CYRILLIC SMALL
LETTER EL WITH
TAIL
uni04C6

л л л л л л л л л л л

CYRILLIC
CAPITAL LETTER
EN WITH HOOK
uni04C7

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL
LETTER EN WITH
HOOK
uni04C8

н н н н н н н н н н н

CYRILLIC
CAPITAL LETTER
EN WITH TAIL
uni04C9

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL
LETTER EN WITH
TAIL
uni04CA

н н н н н н н н н н н

CYRILLIC
CAPITAL LETTER
KHAKASSIAN CHE
uni04CB

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC SMALL
LETTER
KHAKASSIAN CHE
uni04CC

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC
CAPITAL LETTER
EM WITH TAIL
uni04CD

М М М М М М М М М М М

CYRILLIC SMALL
LETTER EM WITH
TAIL
uni04CE

м м м м м м м м м м м

CYRILLIC SMALL
LETTER
PALOCHKA
uni04CF

І І І І І І І І І І І

CYRILLIC
CAPITAL LETTER
A WITH BREVE
uni04D0

Ă Ă Ă Ă Ă Ă Ă Ă Ă Ă Ă

CYRILLIC SMALL
LETTER A WITH
BREVE
uni04D1

ă ă ă ă ă ă ă ă ă ă ă

CYRILLIC
CAPITAL LETTER
A WITH
DIAERESIS
uni04D2

Ä Ä Ä Ä Ä Ä Ä Ä Ä Ä Ä

CYRILLIC SMALL
LETTER A WITH
DIAERESIS
uni04D3

ä 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

Ə Ə Ə Ə Ə Ə Ə Ə Ə Ə Ə

CYRILLIC SMALL
LETTER SCHWA
uni04D9

ə ə ə ə ə ə ə ə ə ə ə

CYRILLIC
CAPITAL LETTER
SCHWA WITH
DIAERESIS
uni04DA

Ö Ö Ö Ö Ö Ö Ö Ö Ö Ö Ö

CYRILLIC SMALL
LETTER SCHWA
WITH DIAERESIS
uni04DB

ö ö ö ö ö ö ö ö ö ö ö

CYRILLIC
CAPITAL LETTER
ZHE WITH

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC SMALL
LETTER ZHE
WITH DIAERESIS
uni04DD

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

3 3 3 3 3 3 3 3 3 3

3 3 3 3 3 3 3 3 3 3 3

[illegible][illegible][illegible]

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[illegible][illegible]

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CYRILLIC
CAPITAL LETTER
E WITH
DIAERESIS
uni04EC

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC SMALL
LETTER E WITH
DIAERESIS
uni04ED

э э э э э э э э э э э

CYRILLIC
CAPITAL LETTER
U WITH MACRON
uni04EE

Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү

CYRILLIC SMALL
LETTER U WITH
MACRON
uni04EF

ү ү ү ү ү ү ү ү ү ү ү

CYRILLIC
CAPITAL LETTER
U WITH
DIAERESIS
uni04F0

Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ

CYRILLIC SMALL
LETTER U WITH
DIAERESIS
uni04F1

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

CYRILLIC
CAPITAL LETTER
U WITH DOUBLE
ACUTE
uni04F2

Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ

CYRILLIC SMALL
LETTER U WITH
DOUBLE ACUTE
uni04F3

ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ

CYRILLIC
CAPITAL LETTER
CHE WITH
DIAERESIS
uni04F4

Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ Ӵ

CYRILLIC SMALL
LETTER CHE
WITH DIAERESIS
uni04F5

ӵ ӵ ӵ ӵ ӵ ӵ ӵ ӵ ӵ ӵ ӵ

CYRILLIC
CAPITAL LETTER
GHE WITH
DESCENDER
uni04F6

ґ ґ ґ ґ ґ ґ ґ ґ ґ ґ ґ

CYRILLIC SMALL
LETTER GHE
WITH
DESCENDER
uni04F7

ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ

CYRILLIC
CAPITAL LETTER
YERU WITH
DIAERESIS
uni04F8

Ӷ Ӷ Ӷ Ӷ Ӷ Ӷ Ӷ Ӷ Ӷ Ӷ Ӷ

CYRILLIC SMALL
LETTER YERU
WITH DIAERESIS
uni04F9

ӷ ӷ ӷ ӷ ӷ ӷ ӷ ӷ ӷ ӷ ӷ

CYRILLIC
CAPITAL LETTER
GHE WITH
STROKE AND
HOOK
uni04FA

Ҧ Ҧ Ҧ Ҧ Ҧ Ҧ Ҧ Ҧ Ҧ Ҧ Ҧ

CYRILLIC SMALL
LETTER GHE
WITH STROKE
AND HOOK
uni04FB

ґ ґ ґ ґ ґ ґ ґ ґ ґ ґ ґ

CYRILLIC
CAPITAL LETTER
HA WITH HOOK
uni04FC

Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ

CYRILLIC SMALL
LETTER HA WITH
HOOK
uni04FD

ҳ ҳ ҳ ҳ ҳ ҳ ҳ ҳ ҳ ҳ ҳ

CYRILLIC
CAPITAL LETTER
HA WITH STROKE
uni04FE

Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ Ҳ

CYRILLIC SMALL
LETTER HA WITH
STROKE
uni04FF

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CYRILLIC
CAPITAL LETTER
KOMI DE
uni0500

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CYRILLIC SMALL
LETTER KOMI DE
uni0501

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CYRILLIC
CAPITAL LETTER
KOMI DJE
uni0502

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CYRILLIC SMALL
LETTER KOMI
DJE
uni0503

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CYRILLIC
CAPITAL LETTER
KOMI ZJE
uni0504

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CYRILLIC SMALL
LETTER KOMI ZJE
uni0505

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CYRILLIC
CAPITAL LETTER
KOMI DZJE
uni0506

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CYRILLIC SMALL
LETTER KOMI
DZJE
uni0507

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CYRILLIC
CAPITAL LETTER
KOMI LJE
uni0508

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CYRILLIC SMALL
LETTER KOMI LJE
uni0509

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CYRILLIC
CAPITAL LETTER
KOMI NJE
uni050A

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CYRILLIC SMALL
LETTER KOMI
NJE
uni050B

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uni050B

CYRILLIC
CAPITAL LETTER
KOMI SJE
uni050C

G G G G G G G G G G G

CYRILLIC SMALL
LETTER KOMI
SJE
uni050D

G G G G G G G G G G G

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

Ј Ј Ј Ј Ј Ј Ј Ј Ј Ј Ј

CYRILLIC SMALL
LETTER EL WITH
HOOK
uni0513

ј ј ј ј ј ј ј ј ј ј ј

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

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LATIN SMALL
LETTER M WITH
ACUTE
uni1E3F

í î ï

LATIN CAPITAL
LETTER W WITH
GRAVE
uni1E80

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LATIN SMALL
LETTER W WITH
GRAVE
uni1E81

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LATIN CAPITAL
LETTER W WITH
ACUTE
uni1E82

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LATIN SMALL
LETTER W WITH
ACUTE
uni1E83

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LATIN CAPITAL
LETTER W WITH

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DIAERESIS
uni1E84

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LATIN SMALL
LETTER W WITH
DIAERESIS
uni1E85

À Á Â Ã Ä Å Æ Ç È É

LATIN CAPITAL
LETTER A WITH
DOT BELOW
uni1EA0

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LATIN SMALL
LETTER A WITH
DOT BELOW
uni1EA1

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LATIN CAPITAL
LETTER A WITH
HOOK ABOVE
uni1EA2

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LATIN SMALL
LETTER A WITH
HOOK ABOVE
uni1EA3

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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND ACUTE
uni1EA4

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LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND ACUTE
uni1EA5

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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
uni1EAB

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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND DOT BELOW
uni1EAC

uni1EAD

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uni1EAE

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uni1EAF

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uni1EB0

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uni1EB1

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uni1EB2

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uni1EB3

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uni1EB4

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uni1EB5

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uni1EB6

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uni1EB7

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uni1EB8

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uni1EB9

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uni1EBA

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uni1EBC

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LATIN SMALL
LETTER E WITH
HOOK ABOVE
uni1EBB

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LATIN CAPITAL
LETTER E WITH
TILDE
uni1EBC

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LATIN SMALL
LETTER E WITH
TILDE
uni1EBD

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND ACUTE
uni1EBE

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND ACUTE
uni1EBF

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND GRAVE
uni1EC0

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND GRAVE
uni1EC1

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EC2

Ê Ê Ê Ê Ê Ê Ê Ê Ê Ê Ê

LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EC3

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND TILDE
uni1EC4

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND TILDE
uni1EC5

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND DOT BELOW
uni1EC6

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND DOT BELOW
uni1EC7

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LATIN CAPITAL
LETTER I WITH
HOOK ABOVE
uni1EC8

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LATIN SMALL

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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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UNICODE
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

ÓꞤ ÓꞤ ÓꞤ ÓꞤ ÓꞤ ÓꞤ ÓꞤ ÓꞤ ÓꞤ ÓꞤ ÓꞤ

LATIN SMALL
LETTER O WITH
HORN AND
ACUTE
uni1EDB

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LATIN CAPITAL
LETTER O WITH
HORN AND
GRAVE
uni1EDC

ÒꞤ ÒꞤ ÒꞤ ÒꞤ ÒꞤ ÒꞤ ÒꞤ ÒꞤ ÒꞤ ÒꞤ ÒꞤ

LATIN SMALL
LETTER O WITH
HORN AND
GRAVE
uni1EDD

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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

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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
CIRCUMFLEX
AND DOT BELOW

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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

LATIN SMALL
LETTER U WITH
HORN AND
ACUTE
uni1EE9

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

LATIN SMALL
LETTER U WITH
HORN AND
GRAVE
uni1EEB

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LATIN CAPITAL
LETTER U WITH
HORN AND HOOK
ABOVE
uni1EEC

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LATIN SMALL
LETTER U WITH
HORN AND HOOK
ABOVE
uni1EED

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LATIN CAPITAL
LETTER U WITH
HORN AND TILDE
uni1EEE

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LATIN SMALL
LETTER U WITH
HORN AND TILDE
uni1EEF

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LATIN CAPITAL
LETTER U WITH
HORN AND DOT
BELOW
uni1EF0

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LATIN SMALL
LETTER U WITH
HORN AND DOT
BELOW
uni1EF1

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LATIN CAPITAL
LETTER Y WITH
GRAVE
uni1EF2

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LATIN SMALL
LETTER Y WITH
GRAVE
uni1EF3

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LATIN CAPITAL
LETTER Y WITH
DOT BELOW
uni1EF4

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LATIN SMALL

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LETTER Y WITH
DOT BELOW
uni1EF5

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LATIN CAPITAL
LETTER Y WITH
HOOK ABOVE
uni1EF6

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LATIN SMALL
LETTER Y WITH
HOOK ABOVE
uni1EF7

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LATIN CAPITAL
LETTER Y WITH
TILDE
uni1EF8

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LATIN SMALL
LETTER Y WITH
TILDE
uni1EF9

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GREEK CAPITAL
LETTER
OMICRON WITH
DASIA AND OXIA
uni1F4D

Ό Ό Ό Ό Ό Ό Ό Ό Ό Ό Ό

EN QUAD
uni2000

EM QUAD
uni2001

EN SPACE
uni2002

EM SPACE
uni2003

THREE-PER-EM
SPACE
uni2004

FOUR-PER-EM
SPACE
uni2005

SIX-PER-EM
SPACE
uni2006

FIGURE SPACE
uni2007

PUNCTUATION
SPACE
uni2008

THIN SPACE
uni2009

HAIR SPACE
uni200A

ZERO WIDTH
SPACE
uni200B

EN DASH
uni2013

— — — — — — — — — —

EM DASH
uni2014

— — — — — — — — — —

HORIZONTAL BAR
uni2015

— — — — — — — — — —

DOUBLE LOW
LINE

= = = = = = = = = =

[illegible]

[illegible]

DIVISION SLASH
uni2215



SQUARE ROOT
uni221A



INFINITY
uni221E



INTEGRAL
uni222B



ALMOST EQUAL
TO
uni2248



NOT EQUAL TO
uni2260



LESS-THAN OR
EQUAL TO
uni2264



GREATER-THAN
OR EQUAL TO
uni2265



LOZENGE
uni25CA



uniF6C3



ZERO WIDTH NO-
BREAK SPACE
uniFEFF



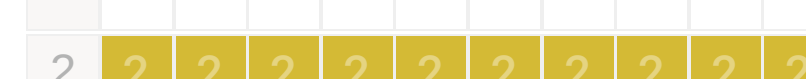
OBJECT
REPLACEMENT
CHARACTER
uniFFFC



REPLACEMENT
CHARACTER
uniFFFD



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



is missing in name.

smcp feature

smcp feature

smcp feature

smcp feature

smcp feature

smcp feature

smcp feature

smcp feature

smcp feature

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smcp feature

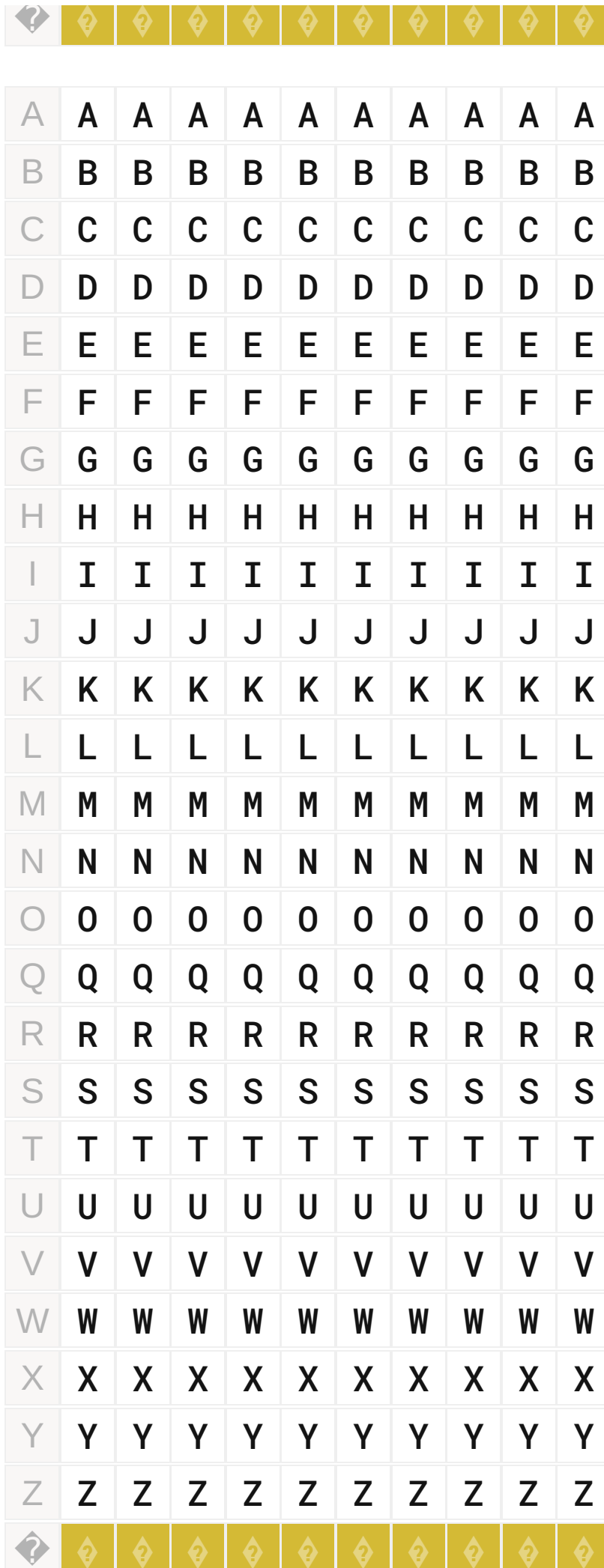
smcp feature

smcp feature

smcp feature

smcp feature

Cannot display



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

breveacutecomb
Cannot display
because feature tag
is missing in name.

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

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

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

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

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

crossbar
Cannot display
because feature tag
is missing in name.

ringacute
Cannot display
because feature tag
is missing in name.

dasiaoxia
Cannot display
because feature tag
is missing in name.

brevetildecomb
Cannot display
because feature tag
is missing in name.

cyrillicic
Cannot display
because feature tag
is missing in name.

cyrillichook
Cannot display
because feature tag
is missing in name.

P.smcp
smcp feature

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

[illegible]

Germandbls.smcp
smcp feature

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uni0162.smcp
smcp feature

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Dcroat.smcp
smcp feature

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Eth.smcp
smcp feature

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC sets out a series of rights for children, including the right to life, the right to health, the right to education, and the right to participate in decisions that affect them.

The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is a document that has inspired many other countries to develop their own child rights legislation.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests potential directions for future studies. The overall contribution of the paper is to advance the understanding of the subject and to provide a solid foundation for further research in 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 variety of sources, including interviews, surveys, and archival records. The analysis was conducted using both qualitative and quantitative methods, allowing for a comprehensive understanding of the subject matter. The results of the study are presented in a clear and concise manner, highlighting the key findings and the implications of the research.

The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also suggest that there are several factors that influence the outcome of the study, and these factors need to be carefully considered in future research.

In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings suggest that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The research also suggests that there are several factors that influence the outcome of the study, and these factors need to be carefully considered in future research.

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

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

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

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

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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 1990s, the number of people with a mental health problem has increased by 50% (Mental Health Foundation 2000).

There is a growing awareness of the need to address the needs of people with mental health problems in the community. The Department of Health (1999) has set out a vision for the future of mental health services, which includes a focus on preventing mental health problems and promoting recovery.

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- People with mental health problems should be treated as individuals, with their own needs and strengths.
- People with mental health problems should be given the opportunity to participate in decisions about their care and treatment.
- People with mental health problems should be given the opportunity to live in the community, wherever possible.

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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 is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) is the only international treaty that has been ratified by all 191 member states of the United Nations.

The Convention sets out the rights of children and young people, and the responsibilities of governments to protect and promote these rights.

The Convention is a landmark document in the history of children's rights, and it has inspired many national laws and policies.

The Convention is a key reference point for all those who work with children and young people, and it is essential reading for all those who are involved in the development of children's services.

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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 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 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 of research.

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 of research. The study provides a valuable contribution to the understanding of the topic, and the findings have important implications for future 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 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 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 variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being supported by the evidence.

The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and highlight the need for further research in this area. The study also identifies some of the limitations of the research and offers suggestions for how these can be addressed in future work.

In conclusion, the study has provided a valuable contribution to the understanding of the subject matter. It has identified some of the key issues and provided a framework for further research. The findings of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being supported by the evidence.

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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 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 1999).

There is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) has been signed by 112 countries, and the United Nations Millennium Declaration (2000) has set out a series of goals for the world to achieve by the year 2015. The first goal is to 'eradicate poverty and hunger' and the second goal is to 'achieve universal primary education'.

The United Nations Convention on the Rights of the Child (1989) is a landmark document in the history of children's rights. It is the first time that the rights of children have been set out in a single document. The convention has been signed by 112 countries, and it is the most widely ratified human rights treaty in the world.

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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, improved nutrition, 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 because there are a limited number of resources, and as the population grows, the demand for these resources increases.

Another challenge is that population growth is leading to increased poverty. This is because there are a limited number of jobs, and as the population grows, the number of people who are unemployed increases.

There are a number of ways that the world's population growth can be managed. One way is to improve medical care, which can help to reduce the number of children born to each woman.

Another way is to improve nutrition, which can help to reduce the number of people who are living longer. This can be done by providing access to food and by improving the quality of the food.

There are a number of other ways that the world's population growth can be managed, including improving education and promoting a shift in cultural values.

It is important that we take action to manage the world's population growth. If we do not, the world's resources will be depleted, and poverty will increase.

There are a number of things that we can do to manage the world's population growth. We can improve medical care, improve nutrition, improve education, and promote a shift in cultural values.

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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 approaches to problem-solving.

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

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

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

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

The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is doomed to failure. It is a system that is able to continue to exist, and it is able to thrive in the face of change. 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 for its actions, and it is able to be held accountable for its results. 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 resistant to change. It is a system that is able to embrace change, and it is able to create new opportunities. 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 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 science' field is defined as:

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

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

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

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

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

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to the protection of children's rights, one that is based on the principle of the best interests of the child.

The best interests of the child is a principle that has been recognized in international law for many years. It is the principle that should guide all decisions that affect children, and it is the principle that should be at the heart of all efforts to improve the lives of children.

The best interests of the child is a principle that is based on the recognition that children are individuals with their own needs and interests. It is a principle that recognizes that children are not just passive recipients of care, but active participants in their own lives.

The best interests of the child is a principle that is based on the recognition that children are vulnerable. They are vulnerable to abuse, neglect, and exploitation, and they need protection from these threats. The best interests of the child is a principle that recognizes that children need a safe and secure environment in which to grow and develop.

The best interests of the child is a principle that is based on the recognition that children have the right to participate in decisions that affect them. They have the right to express their views, and their views should be given due weight in all decisions that affect them.

The best interests of the child is a principle that is based on the recognition that children have the right to a high standard of living. They have the right to adequate food, clothing, and shelter, and they have the right to access to education and health care.

The best interests of the child is a principle that is based on the recognition that children have the right to a safe and secure environment. They have the right to live in a community that is free from violence and discrimination, and they have the right to access to natural resources.

The best interests of the child is a principle that is based on the recognition that children have the right to a future. They have the right to a world that is free from poverty and inequality, and they have the right to a world in which they can live in peace and harmony.

The best interests of the child is a principle that is based on the recognition that children are the future of the world. They are the ones who will inherit the world, and they are the ones who will shape the future. The best interests of the child is a principle that recognizes that we have a responsibility to ensure that the world is a better place for them.

The best interests of the child is a principle that is based on the recognition that children are the most vulnerable members of society. They are the ones who are most at risk of being forgotten, and they are the ones who need our most attention. The best interests of the child is a principle that recognizes that we have a responsibility to ensure that no child is ever forgotten.

The best interests of the child is a principle that is based on the recognition that children are the most precious members of society. They are the ones who bring joy and hope to the world, and they are the ones who deserve our most love and care. The best interests of the child is a principle that recognizes that we have a responsibility to ensure that every child has the chance to live a full and happy life.

The best interests of the child is a principle that is based on the recognition that children are the most important members of society. They are the ones who will shape the future, and they are the ones who deserve our most respect and dignity. The best interests of the child is a principle that recognizes that we have a responsibility to ensure that every child is treated with the same respect and dignity as we would expect to be treated ourselves.

The best interests of the child is a principle that is based on the recognition that children are the most beautiful members of society. They are the ones who bring color and life to the world, and they are the ones who deserve our most admiration and love. The best interests of the child is a principle that recognizes that we have a responsibility to ensure that every child has the chance to live a life of joy and love.

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations has developed the Convention on the Rights of the Child (1989) and the United Nations Children's Fund (UNICEF) has developed the Innocent Initiative (1990). The Innocent Initiative is a global campaign to improve the lives of children and to protect them from violence, abuse, and exploitation.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all human life. Without diversity, there would be no progress, no innovation, and no growth. The second principle is that of balance. The world is a delicate balance of forces, and it is our duty to maintain this balance. The third principle is that of justice. We must strive for a world in which all people are treated fairly and with respect. The fourth principle is that of peace. We must work to eliminate war and conflict, and to create a world in which all people can live in harmony. The fifth principle is that of progress. We must continue to advance our knowledge and technology, and to improve the lives of all people. The sixth principle is that of unity. We must recognize that we are all part of the same human family, and that we must work together to solve our common problems. The seventh principle is that of responsibility. We must take responsibility for our actions, and for the actions of those who follow us. The eighth principle is that of hope. We must have faith in the future, and in the ability of humanity to create a better world. The ninth principle is that of love. We must love our fellow human beings, and all the creatures of the earth. The tenth principle is that of wisdom. We must use our reason and our intuition to guide our actions, and to make the best decisions for ourselves and for the world.

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 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 fifth 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 sixth of these is the fact that the system is not predictable. It is a complex system, and its behavior is not predictable by simple models. 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 controllable. It is a complex system, and its behavior is not controllable by simple means. 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 optimizable. It is a complex system, and its behavior is not optimizable by simple means. 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 measurable. It is a complex system, and its behavior is not measurable by simple means. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The tenth of these is the fact that the system is not replicable. It is a complex system, and its behavior is not replicable by simple means. 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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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations has developed the Convention on the Rights of the Child (1989) and the World Health Organization has developed the International Classification of Diseases (10th revision) (ICD-10) (World Health Organization 1992).

The purpose of this paper is to review the current state of knowledge about the mental health of children and young people.

The paper is organized into four sections. The first section describes the current state of knowledge about the prevalence of mental health problems in children and young people.

The second section describes the current state of knowledge about the risk factors for mental health problems in children and young people.

The third section describes the current state of knowledge about the treatment of mental health problems in children and young people.

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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 approaches to problem-solving.

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

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

The fourth of these is the fact that the system is self-organizing. It is not a system that is imposed from the outside, but one that 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 easily broken, but one that is able to withstand change and maintain its essential characteristics. 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 adaptable. It is not a system that is rigid and inflexible, but one that is able to change and evolve in response to 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 seventh of these is the fact that the system is sustainable. It is not a system that is designed to last for a short time, but one that is designed to last for a long time. 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 equitable. It is not a system that is designed to benefit a few people at the expense of many, but one that is designed to benefit all people. 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 just. It is not a system that is designed to be unfair, but one that is designed to be fair. 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 beautiful. It is not a system that is designed to be ugly, but one that is designed to be beautiful. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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 because of a number of factors, including the fact that women are having children at a younger age, and that there are more children surviving to adulthood.

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 because of a number of factors, including the fact that people are living longer, and that there are more people surviving to adulthood.

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

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

The UNCRC also recognizes the need to address the specific needs of vulnerable children, such as those who are disabled, or who are living in poverty. This requires a range of measures, including the provision of special services, and the implementation of policies that aim to reduce poverty and inequality.

The UNCRC is a powerful tool for the promotion of children's rights, and for the development of a more just and equitable world. It provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first international treaty to be ratified by a large number of countries. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

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

The UNCRC is a landmark document, and its ratification by a large number of countries is a testament to the growing awareness of the need to protect and promote the rights of children. It provides a framework for the development of national laws and policies, and is a valuable tool for monitoring and evaluating the progress of children's rights.

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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 accepted international instrument on children's rights.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries.

The UNCRC sets out a series of rights for children, including the right to life, the right to a name and nationality, the right to a family, the right to education, and the right to be heard.

The UNCRC also sets out a series of principles for the treatment of children, including the principle of non-discrimination, the principle of the best interests of the child, and the principle of the right to be heard.

The UNCRC is a landmark document in the history of children's rights. It has provided a framework for the development of children's rights legislation and policy in many countries.

However, the UNCRC is not a perfect document. It has a number of limitations, including the fact that it is not legally binding on all countries, and the fact that it does not cover all aspects of children's rights.

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

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

The study has several limitations, and there are some areas 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 small sample size, and the results may be affected by sampling error.

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 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 findings of the study have important implications for the field of research, and they provide valuable insights into the issues being studied. The research also highlights the need for further investigation in this area, and it offers suggestions for how this can be achieved.

In conclusion, the research has shown that there is a need for further investigation in this area, and it has provided valuable insights into the issues being studied. The findings of the study have important implications for the field of research, and they offer suggestions for how this can be achieved.

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 also become an important employer of women, with 4.5 million women employed in the public sector in 1999, compared with 3.5 million in 1980.

There are a number of reasons why the public sector has become an important employer of women. One reason is that the public sector has become an important provider of social services, such as health care, education, and social housing. These services are essential for the well-being of the population, and they are provided by the public sector. As a result, the public sector has become an important employer of women, who are often employed in these services.

Another reason why the public sector has become an important employer of women is that it has become an important provider of social security. The public sector provides social security through the National Insurance system, which is a system of social insurance that provides benefits to people who are unemployed, retired, or disabled. As a result, the public sector has become an important employer of women, who are often employed in these services.

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a representative sample of the population, and the analysis was carried out using appropriate statistical techniques. 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 representative sample, and the use of appropriate statistical methods. However, there are also some limitations to the study, such as the potential for bias in the sample and the limitations of the data collected.

In conclusion, the study has provided valuable insights into the topic and has identified areas for further research. The findings of the study are consistent with the existing literature, but there are still some gaps that need to be filled. Future research should focus on these areas and build on the findings of this study.

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

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

In conclusion, the study has provided valuable insights into the relationship between the variables. The findings suggest that there is a need for further research to explore this relationship in more detail.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a 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 findings of the study have important implications for the field of study and for the wider community. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The study also identifies areas for further research and suggests ways in which the findings can be applied in practice.

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive and detailed account of the research process and findings. The results are presented in a clear and concise manner, making them accessible to a wide range of readers. The study is a valuable contribution to the field and is expected to have a lasting impact on the discipline.

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The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and highlight the need for further research in this area. The study also identifies some of the limitations of the research and offers suggestions for how these can be addressed in future work.

In conclusion, the study has provided a valuable contribution to the understanding of the subject matter. It has identified some of the key issues and has provided a framework for further research. The findings of the study are a testament to the power of scientific inquiry and the importance of rigorous research.

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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 paper concludes by emphasizing the importance of continued research in this area and the need for a collaborative effort to advance the field.

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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 conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the research objectives. The study has identified several key areas for further research and has provided valuable insights into the subject matter. The findings have important implications for the field and will contribute to the development of new theories and practices.

In conclusion, the study has provided a comprehensive understanding of the subject matter and has identified several key areas for further research. The findings have important implications for the field and will contribute to the development of new theories and practices. The study has been conducted in a systematic and rigorous manner, following the principles of scientific inquiry, and the results are presented in a clear and concise manner.

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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 and diverse sample of participants, ensuring the representativeness of the findings. The analysis was conducted using advanced statistical techniques, allowing for a detailed and accurate interpretation of the results. The findings of the study are presented in a clear and concise manner, highlighting the key points and the implications of the research.

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 of the study. The implications of these findings are discussed in detail, highlighting the potential applications of the research in the field. The paper concludes with a summary of the key points and offers suggestions for future research, emphasizing the need for further exploration 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 researcher hopes that this study will serve as a foundation for future work in this area.

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

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

The findings of the study have important implications for the field of study and for the wider community. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests ways in which the findings can be applied in practice. The conclusions drawn from the study are based on the evidence presented and are supported by the analysis of the data.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The research is a valuable contribution to the field and offers a solid foundation for future studies. The findings are presented in a clear and accessible manner, making them easy to understand and interpret. The study is a testament to the power of research and the importance of a thorough and systematic approach to the study of any subject.

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

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

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

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

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights how cultural differences can influence the interpretation of data and the design of the study. The author emphasizes the need for researchers to be sensitive to these differences and to adapt their methods accordingly.

The second part of the paper focuses on the challenges of conducting research in a multicultural environment. It discusses the difficulties of finding a common ground between different cultural perspectives and the potential for bias in the research process. The author suggests that researchers should strive for transparency and openness in their work, acknowledging the limitations of their study and the influence of their own cultural background.

The third part of the paper explores the role of the researcher in the research process. It discusses the importance of the researcher's position and the impact of their choices on the results of the study. The author argues that researchers should be aware of their own biases and the potential for their presence to influence the data. They should also be open to the possibility that their own cultural background may shape their understanding of the research.

The fourth part of the paper discusses the importance of ethical considerations in research. It highlights the need for researchers to be aware of the potential for harm to participants and to take steps to minimize this risk. The author suggests that researchers should be transparent about their ethical considerations and should be open to the possibility that their research may have unintended consequences.

The fifth part of the paper discusses the importance of the research process. It highlights the need for researchers to be systematic and thorough in their work, following a clear plan and documenting their findings. The author suggests that researchers should be open to the possibility that their initial assumptions may be wrong and that they should be willing to revise their conclusions as they learn more about the research.

The sixth part of the paper discusses the importance of the research results. It highlights the need for researchers to be clear and concise in their reporting, using appropriate language and formatting. The author suggests that researchers should be open to the possibility that their results may be different from what they expected and that they should be willing to accept these results.

The seventh part of the paper discusses the importance of the research impact. It highlights the need for researchers to be aware of the potential for their research to have a positive impact on society and to take steps to maximize this impact. The author suggests that researchers should be open to the possibility that their research may have unintended consequences and that they should be willing to address these consequences.

The eighth part of the paper discusses the importance of the research community. It highlights the need for researchers to be part of a community of scholars who can provide support and feedback. The author suggests that researchers should be open to the possibility that their research may be different from what the community expects and that they should be willing to engage in dialogue with the community.

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

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

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

The third of these is the fact that the system is interconnected. The parts of the system are not isolated from one another, 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 one another 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.

The eighth of these is the fact that the system is transparent. Its behavior is understandable, and its decisions are explainable. 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 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 findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and highlight the need for further research in this area. The study also demonstrates the value of a multidisciplinary approach to research, as it allows for a more complete understanding of the subject matter.

In conclusion, the study has provided a comprehensive overview of the subject matter and has identified key areas for future research. The findings are significant and have the potential to contribute to the advancement of the field.

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

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The 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 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 relevant area.

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 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of people in the world who are 65 years of age and over has increased by 150 million in the same period. The number of people in the world who are 15 years of age and over has increased by 1.5 billion (United Nations 1999).

There is a growing awareness of the need to address the needs of the young and the old in the 21st century. The World Health Organization (WHO) has identified the need to address the needs of the young and the old as a priority for the 21st century (WHO 1999). The WHO has identified the need to address the needs of the young and the old as a priority for the 21st century (WHO 1999).

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The findings of the study have important implications for the field of study and for the wider community. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests ways in which the findings can be applied in practice. The conclusions drawn from the study are based on the evidence presented and are supported by the analysis of the data.

In conclusion, the research has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The research is a valuable contribution to the field and offers a solid foundation for future studies. The findings of the study are presented in a clear and accessible manner, making them easy to understand and interpret.

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.

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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 study also highlights the need for further research in this area and provides a foundation for future work.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are significant and have the potential to make a contribution to the field of research. The study also serves as a model for how research should be conducted, emphasizing the importance of a systematic and rigorous approach.

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

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

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

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

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The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The results also have practical implications, providing guidance for the development of interventions and policies. The study contributes to the existing body of knowledge and opens up new avenues for future research.

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive understanding of the subject matter. The findings are robust and reliable, and they have important implications for the field. The study is a valuable contribution to the literature and it is hoped that it will inspire further research in this area.

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

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

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

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

In conclusion, the study has shown that the research is a complex and multifaceted process that requires a deep understanding of the subject matter and a commitment to scientific inquiry. The findings of the study are presented in a clear and concise manner, and the conclusions are based on a thorough understanding of the data.

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The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The results also have practical applications, as they can be used to inform policy decisions and guide future research. The study is a significant contribution to the field and will be of great interest to researchers and practitioners alike.

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive understanding of the subject matter. The findings are robust and reliable, and the conclusions are well-supported by the data. The study is a model of scientific research and will serve as a valuable resource for future research in the field.

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

In conclusion, this study has made a significant contribution to the understanding of the subject matter. It has provided a comprehensive overview of the current state of knowledge and identified areas for further research. The findings of the study are robust and reliable, and they have important implications for the field. The study also demonstrates the value of a systematic and rigorous approach to research, and it provides a model for how such research should be conducted.

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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 valuable insights into the underlying mechanisms of the phenomenon. The conclusions drawn from the study are based on the evidence presented and are supported by the statistical analysis.

In conclusion, the study has provided a comprehensive understanding of the subject matter and has identified key factors that influence the outcome. The findings have important implications for both theory and practice, and they offer a solid foundation for future research in this area.

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In conclusion, the study has provided a comprehensive understanding of the subject matter and has identified key areas for future research. The findings have important implications for the field and offer practical suggestions for further exploration. The research was conducted in a transparent and ethical manner, ensuring the integrity and validity of the results.

the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of people in the world who are aged 65 years and over has increased by 100 million in the same period. The number of people in the world who are aged 65 years and over is projected to increase to 1.2 billion by the year 2025 (United Nations 1999).

There is a growing awareness of the need to address the health and social care needs of the ageing population. The World Health Organization (WHO) has identified the need to develop a 'new paradigm' for health and social care that is based on the principles of 'active ageing' (WHO 1999). The WHO defines 'active ageing' as the process of developing and maintaining the functional abilities that enable people to participate in society. The WHO has identified three key components of active ageing: health, participation, and security (WHO 1999).

The WHO has identified a number of key areas for action to promote active ageing. These include: (1) promoting healthy lifestyles; (2) providing access to health and social care services; (3) promoting participation in society; and (4) ensuring security (WHO 1999). The WHO has also identified a number of key areas for research to support active ageing. These include: (1) the role of the family; (2) the role of the community; (3) the role of the state; and (4) the role of the individual (WHO 1999).

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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 is healthy only when its various parts are in harmony, so the world is healthy only when its different parts are in balance. If one part becomes too dominant or too weak, the whole is thrown into disorder, and the result is disaster.

The third principle is that of unity. Although the world is made up of many different parts, it is still one world, and all its parts are connected together in a single, continuous fabric. This unity is the source of our strength and our hope, for it assures us that we are all part of the same great plan, and that our individual efforts, when combined, can achieve great things.

These three principles—diversity, balance, and unity—are the keys to understanding the world and to improving our lives. They are the principles that have guided the great thinkers and leaders of all ages, and they are the principles that we must follow if we are to build a better world for ourselves and for our children.

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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 study also identifies areas for further research, highlighting the need for continued exploration of the topic. The paper concludes by emphasizing the importance of the research and the role of the researcher in advancing knowledge in the field.

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In conclusion, this study has made a significant contribution to the understanding of the subject matter. It has provided a comprehensive overview of the current state of knowledge and identified areas for further research. The findings of the study are robust and reliable, and they have important implications for the field. The study also demonstrates the value of a systematic and rigorous approach to research, and it provides a model for how such research can be conducted.

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The 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 conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the issue and highlight the need for further research in this area. The study also identifies some limitations and areas for future investigation, which will be addressed in subsequent work.

In conclusion, the study has provided a detailed and thorough examination of the subject matter, contributing to the existing knowledge in the field. The findings are robust and well-supported, and they offer valuable insights into the complex nature of the phenomenon being studied.

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

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

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The 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 investigation.

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The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research highlights the need for further investigation into the subject matter, and the results provide a foundation for future research. The paper also offers suggestions for how the findings can be applied in practice, and it discusses the limitations of the study and the potential for future research to build on the current findings.

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

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

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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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In conclusion, the research has provided a comprehensive understanding of the subject matter and has identified key areas for further investigation. The findings have important implications for [specific areas] and should be taken into account in future research and practice. The research also highlights the importance of a systematic and rigorous approach to the study of complex issues.

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

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

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

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

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

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

In conclusion, the study has shown that the research objectives have been achieved. The findings provide valuable insights into the topic and have implications for future research.

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

The study has several strengths, including a large sample size, a well-defined research design, and the use of appropriate statistical methods. However, there are also some limitations, such as the 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 of this topic.

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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. Overall, the paper contributes to the existing knowledge in the field and provides a solid foundation for further research.

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

In conclusion, this study has made a significant contribution to the understanding of the subject matter. It has provided a comprehensive overview of the current state of knowledge and identified areas for further research. The findings of the study are robust and reliable, and they have important implications for the field. The study also demonstrates the value of a systematic and rigorous approach to research, and it provides a model for how such research can be conducted.

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

The third principle is that the system is interconnected. The parts of the system are not isolated, and they are not independent. They are all connected to each other, and they all influence each other. This is the third principle of systems thinking: the system is interconnected.

The fourth principle is that the system is self-organizing. The system is not a system that is imposed from the outside. It is a system that organizes itself from within. This is the fourth principle of systems thinking: the system is self-organizing.

The fifth principle is that the system is resilient. The system is not a system that is fragile and easily broken. It is a system that is resilient and able to withstand change. This is the fifth principle of systems thinking: the system is resilient.

The sixth principle is that the system is adaptable. The system is not a system that is rigid and inflexible. It is a system that is adaptable and able to change. This is the sixth principle of systems thinking: the system is adaptable.

The seventh principle is that the system is sustainable. The system is not a system that is unsustainable and will eventually collapse. It is a system that is sustainable and able to last. This is the seventh principle of systems thinking: the system is sustainable.

The eighth principle is that the system is equitable. The system is not a system that is unfair and unequal. It is a system that is equitable and fair. This is the eighth principle of systems thinking: the system is equitable.

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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)

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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 suggest that there are several factors that influence the outcome of the study, and these factors need to be carefully considered in future research.

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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 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 existing knowledge in the field. The findings are robust and reliable, providing a solid foundation for future research. The study also highlights the importance of a systematic and rigorous approach to research, ensuring the validity and reliability of the findings.

