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SPACE
uni0020

QUOTATION
MARK
uni0022

DOLLAR SIGN
uni0024

AMPERSAND
uni0026

LEFT
PARENTHESIS
uni0028

ASTERISK
uni002A

PLUS SIGN
uni002B

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

COMMA uni002C	,	ᳵ	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾
HYPHEN-MINUS uni002D	-	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
FULL STOP uni002E	.	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
SOLIDUS uni002F	/	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
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DIGIT ONE uni0031	1	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
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DIGIT THREE uni0033	3	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
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SEMICOLON uni003B	;	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
LESS-THAN SIGN uni003C	<	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
EQUALS SIGN uni003D	=	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
GREATER-THAN SIGN uni003E	>	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
QUESTION MARK uni003F	?	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
COMMERCIAL AT uni0040	@	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
LATIN CAPITAL LETTER A uni0041	A	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
LATIN CAPITAL LETTER B uni0042	B	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
LATIN CAPITAL LETTER C uni0043	C	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
LATIN CAPITAL LETTER D uni0044	D	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿
LATIN CAPITAL LETTER E uni0045	E	ᳶ	᳷	᳸	᳹	ᳺ	᳻	᳼	᳽	᳾	᳿

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LATIN CAPITAL
LETTER Z
uni005A

Z Z Z Z Z Z Z Z Z Z

LEFT SQUARE
BRACKET
uni005B

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

REVERSE
SOLIDUS
uni005C

\ \ \ \ \ \ \ \ \ \ \

RIGHT SQUARE
BRACKET
uni005D

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CIRCUMFLEX
ACCENT
uni005E

^ ^ ^ ^ ^ ^ ^ ^ ^ ^

LOW LINE
uni005F

_ _ _ _ _ _ _ _ _ _

GRAVE ACCENT
uni0060

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LATIN SMALL
LETTER A
uni0061

a a a a a a a a a a

LATIN SMALL
LETTER B
uni0062

b b b b b b b b b b

LATIN SMALL
LETTER C
uni0063

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LATIN SMALL
LETTER D
uni0064

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LATIN SMALL
LETTER E
uni0065

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LATIN SMALL
LETTER F
uni0066

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LATIN SMALL
LETTER G
uni0067

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LATIN SMALL
LETTER H
uni0068

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LATIN SMALL
LETTER I
uni0069

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LATIN SMALL
LETTER J
uni006A

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LATIN SMALL
LETTER K
uni006B

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LATIN SMALL
LETTER L
uni006C

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LATIN SMALL
LETTER M
uni006D

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LATIN SMALL
LETTER N
uni006E

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[illegible]

[illegible]

VULGAR
FRACTION ONE
QUARTER
uni00BC

¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼ ¼

VULGAR
FRACTION ONE
HALF
uni00BD

½ ½ ½ ½ ½ ½ ½ ½ ½ ½ ½

VULGAR
FRACTION THREE
QUARTERS
uni00BE

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INVERTED
QUESTION MARK
uni00BF

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LATIN CAPITAL
LETTER A WITH
GRAVE
uni00C0

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LATIN CAPITAL
LETTER A WITH
ACUTE
uni00C1

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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
uni00C2

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LATIN CAPITAL
LETTER A WITH
TILDE
uni00C3

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LATIN CAPITAL
LETTER A WITH
DIAERESIS
uni00C4

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LATIN CAPITAL
LETTER A WITH
RING ABOVE
uni00C5

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LATIN CAPITAL
LETTER AE
uni00C6

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LATIN CAPITAL
LETTER C WITH
CEDILLA
uni00C7

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LATIN CAPITAL
LETTER E WITH
GRAVE
uni00C8

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LATIN CAPITAL
LETTER E WITH
ACUTE
uni00C9

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
uni00CA

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LATIN CAPITAL
LETTER E WITH
DIAERESIS
uni00CB

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LATIN CAPITAL
LETTER I WITH
GRAVE
uni00CC

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LATIN CAPITAL
LETTER I WITH
ACUTE
uni00CD

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LATIN CAPITAL
LETTER I WITH
CIRCUMFLEX
uni00CE

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LATIN CAPITAL
LETTER I WITH
DIAERESIS
uni00CF

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LATIN CAPITAL
LETTER ETH
uni00D0

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LATIN CAPITAL
LETTER N WITH
TILDE
uni00D1

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LATIN CAPITAL
LETTER O WITH
GRAVE
uni00D2

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LATIN CAPITAL
LETTER O WITH
ACUTE
uni00D3

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LETTER O WITH
CIRCUMFLEX
uni00D4

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LATIN CAPITAL
LETTER O WITH
TILDE
uni00D5

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LATIN CAPITAL
LETTER O WITH
DIAERESIS
uni00D6

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MULTIPLICATION
SIGN
uni00D7

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LATIN CAPITAL
LETTER O WITH
STROKE
uni00D8

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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
uni00DC

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LATIN CAPITAL
LETTER Y WITH
ACUTE
uni00DD

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LATIN CAPITAL
LETTER THORN
uni00DE

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LATIN SMALL
LETTER SHARP S
uni00DF

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LATIN SMALL
LETTER A WITH
GRAVE
uni00E0

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LATIN SMALL
LETTER A WITH
ACUTE
uni00E1

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LATIN SMALL
LETTER A WITH
CIRCUMFLEX
uni00E2

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LATIN SMALL
LETTER A WITH
TILDE
uni00E3

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LATIN SMALL
LETTER A WITH
DIAERESIS
uni00E4

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LATIN SMALL
LETTER A WITH
RING ABOVE
uni00E5

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LATIN SMALL
LETTER AE
uni00E6

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LATIN SMALL
LETTER C WITH
CEDILLA
uni00E7

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LATIN SMALL
LETTER E WITH
GRAVE
uni00E8

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LATIN SMALL
LETTER E WITH
ACUTE
uni00E9

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
uni00EA

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LETTER E WITH
DIAERESIS
uni00EB

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LATIN SMALL
LETTER I WITH
GRAVE
uni00EC

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LATIN SMALL
LETTER I WITH
ACUTE
uni00ED

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LATIN SMALL
LETTER I WITH
CIRCUMFLEX
uni00EE

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LATIN SMALL
LETTER I WITH
DIAERESIS
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LATIN SMALL
LETTER ETH
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LATIN SMALL
LETTER N WITH
TILDE
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LATIN SMALL
LETTER O WITH
GRAVE
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LETTER O WITH
ACUTE
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CIRCUMFLEX
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TILDE
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LETTER O WITH
DIAERESIS
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LATIN SMALL
LETTER O WITH
STROKE
uni00F8

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LATIN SMALL
LETTER U WITH
GRAVE
uni00F9

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LATIN SMALL
LETTER U WITH
ACUTE
uni00FA

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LATIN SMALL
LETTER U WITH
CIRCUMFLEX
uni00FB

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LATIN SMALL
LETTER U WITH
DIAERESIS
uni00FC

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LATIN SMALL
LETTER Y WITH
ACUTE
uni00FD

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LATIN SMALL
LETTER THORN
uni00FE

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LATIN SMALL
LETTER Y WITH
DIAERESIS
uni00FF

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LATIN CAPITAL
LETTER A WITH

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LETTER A WITH
MACRON
uni0100

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LATIN SMALL
LETTER A WITH
MACRON
uni0101

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LATIN CAPITAL
LETTER A WITH
BREVE
uni0102

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LATIN SMALL
LETTER A WITH
BREVE
uni0103

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LATIN CAPITAL
LETTER A WITH
OGONEK
uni0104

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LATIN SMALL
LETTER A WITH
OGONEK
uni0105

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LATIN CAPITAL
LETTER C WITH
ACUTE
uni0106

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LATIN SMALL
LETTER C WITH
ACUTE
uni0107

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LATIN CAPITAL
LETTER C WITH
CIRCUMFLEX
uni0108

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LATIN SMALL
LETTER C WITH
CIRCUMFLEX
uni0109

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LATIN CAPITAL
LETTER C WITH
DOT ABOVE
uni010A

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LATIN SMALL
LETTER C WITH
DOT ABOVE
uni010B

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LATIN CAPITAL
LETTER C WITH
CARON
uni010C

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LATIN SMALL
LETTER C WITH
CARON
uni010D

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LATIN CAPITAL
LETTER D WITH
CARON
uni010E

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LATIN SMALL
LETTER D WITH
CARON
uni010F

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LATIN CAPITAL
LETTER D WITH
STROKE
uni0110

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LATIN SMALL
LETTER D WITH
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

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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
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
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

Ň Ň Ň Ň Ň Ň Ň Ň Ň Ň Ň

LATIN SMALL
LETTER N WITH
CARON
uni0148

ň ň ň ň ň ň ň ň ň ň ň

LATIN SMALL
LETTER N
PRECEDED BY
APOSTROPHE
uni0149

’n ’n ’n ’n ’n ’n ’n ’n ’n ’n ’n

LATIN CAPITAL
LETTER ENG
uni014A

Ŋ Ŋ Ŋ Ŋ Ŋ Ŋ Ŋ Ŋ Ŋ Ŋ Ŋ

LATIN SMALL
LETTER ENG
uni014B

ŋ ŋ ŋ ŋ ŋ ŋ ŋ ŋ ŋ ŋ ŋ

LATIN CAPITAL
LETTER O WITH
MACRON
uni014C

Ō Ō Ō Ō Ō Ō Ō Ō Ō Ō Ō

LATIN SMALL
LETTER O WITH
MACRON
uni014D

ō ō ō ō ō ō ō ō ō ō ō

LATIN CAPITAL
LETTER O WITH
BREVE
uni014E

Ö Ö Ö Ö Ö Ö Ö Ö Ö Ö Ö

LATIN SMALL
LETTER O WITH
BREVE
uni014F

ö ö ö ö ö ö ö ö ö ö ö

LATIN CAPITAL
LETTER O WITH
DOUBLE ACUTE
uni0150

Ő Ő Ő Ő Ő Ő Ő Ő Ő Ő Ő

LATIN SMALL
LETTER O WITH
DOUBLE ACUTE
uni0151

ő ő ő ő ő ő ő ő ő ő ő

LATIN CAPITAL
LIGATURE OE
uni0152

Œ Œ Œ Œ Œ Œ Œ Œ Œ Œ Œ

LATIN SMALL
LIGATURE OE
uni0153

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LATIN CAPITAL
LETTER R WITH
ACUTE
uni0154

Ŕ Ŕ Ŕ Ŕ Ŕ Ŕ Ŕ Ŕ Ŕ Ŕ Ŕ

LATIN SMALL
LETTER R WITH
ACUTE
uni0155

ŕ ŕ ŕ ŕ ŕ ŕ ŕ ŕ ŕ ŕ ŕ

LATIN CAPITAL
LETTER R WITH
CEDILLA
uni0156

Ŗ Ŗ Ŗ Ŗ Ŗ Ŗ Ŗ Ŗ Ŗ Ŗ Ŗ

LATIN SMALL
LETTER R WITH
CEDILLA
uni0157

ŗ ŗ ŗ ŗ ŗ ŗ ŗ ŗ ŗ ŗ ŗ

LATIN CAPITAL
LETTER R WITH
CARON
uni0158

Ř Ř Ř Ř Ř Ř Ř Ř Ř Ř Ř

LATIN SMALL
LETTER R WITH
CARON
uni0159

ř ř ř ř ř ř ř ř ř ř ř

LATIN CAPITAL
LETTER S WITH
ACUTE
uni015A

Ś Ś Ś Ś Ś Ś Ś Ś Ś Ś Ś

LATIN SMALL
LETTER S WITH
ACUTE
uni015B

ś ś ś ś ś ś ś ś ś ś ś

LATIN CAPITAL
LETTER S WITH
CIRCUMFLEX
uni015C

Ŝ Ŝ Ŝ Ŝ Ŝ Ŝ Ŝ Ŝ Ŝ Ŝ Ŝ

LATIN SMALL
LETTER S WITH
CIRCUMFLEX
uni015D

ŝ ŝ ŝ ŝ ŝ ŝ ŝ ŝ ŝ ŝ ŝ

LATIN CAPITAL
LETTER S WITH
CEDILLA
uni015E

Ş Ş Ş Ş Ş Ş Ş Ş Ş Ş Ş

LATIN SMALL
LETTER S WITH
CEDILLA
uni015F

ş ş ş ş ş ş ş ş ş ş ş

LATIN CAPITAL
LETTER S WITH
CARON
uni0160

Š Š Š Š Š Š Š Š Š Š Š

LATIN SMALL
LETTER S WITH
CARON
uni0161

š š š š š š š š š š š

LATIN CAPITAL
LETTER T WITH
CEDILLA
uni0162

Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ

LATIN SMALL
LETTER T WITH
CEDILLA
uni0163

ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ

LATIN CAPITAL
LETTER T WITH
CARON

Ť Ť Ť Ť Ť Ť Ť Ť Ť Ť Ť

CARON
uni0164

LATIN SMALL
LETTER T WITH
CARON
uni0165

ť ť ť ť ť ť ť ť ť ť

LATIN CAPITAL
LETTER T WITH
STROKE
uni0166

Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ

LATIN SMALL
LETTER T WITH
STROKE
uni0167

Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ Ƨ

LATIN CAPITAL
LETTER U WITH
TILDE
uni0168

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

LATIN CAPITAL
LETTER U WITH
MACRON
uni016A

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

LATIN CAPITAL
LETTER U WITH
BREVE
uni016C

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

LATIN CAPITAL
LETTER U WITH
RING ABOVE
uni016E

Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů

LATIN SMALL
LETTER U WITH
RING ABOVE
uni016F

ů ů ů ů ů ů ů ů ů ů

LATIN CAPITAL
LETTER U WITH
DOUBLE ACUTE
uni0170

Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú

LATIN SMALL
LETTER U WITH
DOUBLE ACUTE
uni0171

ú ú ú ú ú ú ú ú ú ú

LATIN CAPITAL
LETTER U WITH
OGONEK
uni0172

Ų Ų Ų Ų Ų Ų Ų Ų Ų Ų

LATIN SMALL
LETTER U WITH
OGONEK
uni0173

ų ų ų ų ų ų ų ų ų ų

LATIN CAPITAL
LETTER W WITH
CIRCUMFLEX
uni0174

Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ

ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ

LATIN SMALL
LETTER W WITH
CIRCUMFLEX
uni0175

Ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ

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

ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ

LATIN CAPITAL
LETTER Y WITH
DIAERESIS
uni0178

ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ

LATIN CAPITAL
LETTER Z WITH
ACUTE
uni0179

Ž ž ž ž ž ž ž ž ž ž ž

LATIN SMALL
LETTER Z WITH
ACUTE
uni017A

ž ž ž ž ž ž ž ž ž ž ž

LATIN CAPITAL
LETTER Z WITH
DOT ABOVE
uni017B

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL
LETTER Z WITH
DOT ABOVE
uni017C

ž ž ž ž ž ž ž ž ž ž ž

LATIN CAPITAL
LETTER Z WITH
CARON
uni017D

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL
LETTER Z WITH
CARON
uni017E

ž ž ž ž ž ž ž ž ž ž ž

LATIN SMALL
LETTER LONG S
uni017F

ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ

LATIN SMALL
LETTER F WITH
HOOK
uni0192

f f f f f f f f f f f

LATIN CAPITAL
LETTER O WITH
HORN
uni01A0

Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ

LATIN SMALL
LETTER O WITH
HORN
uni01A1

Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ

LATIN CAPITAL
LETTER U WITH
HORN
uni01AF

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LATIN SMALL
LETTER U WITH
HORN
uni01B0

Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ

LATIN SMALL
LETTER J WITH
CARON
uni01F0

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LATIN CAPITAL
LETTER A WITH
RING ABOVE AND
ACUTE
uni01FA

Á Á Á Á Á Á Á Á Á Á

LATIN SMALL
LETTER A WITH
RING ABOVE AND
ACUTE
uni01FB

á á á á á á á á á á

LATIN CAPITAL
LETTER AE WITH
ACUTE
uni01FC

Æ Æ Æ Æ Æ Æ Æ Æ Æ Æ Æ

LATIN SMALL
LETTER AE WITH
ACUTE
uni01FD

æ æ æ æ æ æ æ æ æ æ æ

LATIN CAPITAL
LETTER O WITH
STROKE AND
ACUTE
uni01FE

Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø Ø

LATIN SMALL
LETTER O WITH
STROKE AND
ACUTE
uni01FF

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LATIN CAPITAL
LETTER S WITH
COMMA BELOW
uni0218

ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ

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

Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ

LATIN SMALL
LETTER T WITH
COMMA BELOW
uni021B

ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ

LATIN SMALL
LETTER DOTLESS
J
uni0237

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LATIN SMALL
LETTER SCHWA
uni0259

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MODIFIER
LETTER
APOSTROPHE
uni02BC

’ ’ ’ ’ ’ ’ ’ ’ ’ ’ ’

MODIFIER
LETTER
CIRCUMFLEX
ACCENT
uni02C6

^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^

CARON
uni02C7

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MODIFIER
LETTER MACRON
uni02C9

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[illegible]

LETTER
OMICRON WITH
TONOS
uni038C

Letter Omi038C

GREEK CAPITAL
LETTER UPSILON
WITH TONOS
uni038E

Letter Upi038E

GREEK CAPITAL
LETTER OMEGA
WITH TONOS
uni038F

Letter Ome038F

GREEK SMALL
LETTER IOTA
WITH DIALYTIKA
AND TONOS
uni0390

Letter Iota0390

GREEK CAPITAL
LETTER ALPHA
uni0391

Letter A0391

GREEK CAPITAL
LETTER BETA
uni0392

Letter B0392

GREEK CAPITAL
LETTER GAMMA
uni0393

Letter G0393

GREEK CAPITAL
LETTER DELTA
uni0394

Letter D0394

GREEK CAPITAL
LETTER EPSILON
uni0395

Letter E0395

GREEK CAPITAL
LETTER ZETA
uni0396

Letter Z0396

GREEK CAPITAL
LETTER ETA
uni0397

Letter H0397

GREEK CAPITAL
LETTER THETA
uni0398

Letter T0398

GREEK CAPITAL
LETTER IOTA
uni0399

Letter I0399

GREEK CAPITAL
LETTER KAPPA
uni039A

Letter K039A

GREEK CAPITAL
LETTER LAMDA
uni039B

Letter L039B

GREEK CAPITAL
LETTER MU
uni039C

Letter M039C

GREEK CAPITAL
LETTER NU
uni039D

Letter N039D

GREEK CAPITAL
LETTER XI
uni039E

Letter X039E

GREEK CAPITAL
LETTER
OMICRON
uni039F

Letter O039F

GREEK CAPITAL

Letter Pi039F

LETTER PI
uni03A0

Π Π Π Π Π Π Π Π Π Π Π

GREEK CAPITAL
LETTER RHO
uni03A1

Ρ Ρ Ρ Ρ Ρ Ρ Ρ Ρ Ρ Ρ Ρ

GREEK CAPITAL
LETTER SIGMA
uni03A3

Σ Σ Σ Σ Σ Σ Σ Σ Σ Σ Σ

GREEK CAPITAL
LETTER TAU
uni03A4

Τ Τ Τ Τ Τ Τ Τ Τ Τ Τ Τ

GREEK CAPITAL
LETTER UPSILON
uni03A5

Υ Υ Υ Υ Υ Υ Υ Υ Υ Υ Υ

GREEK CAPITAL
LETTER PHI
uni03A6

Φ Φ Φ Φ Φ Φ Φ Φ Φ Φ Φ

GREEK CAPITAL
LETTER CHI
uni03A7

Χ Χ Χ Χ Χ Χ Χ Χ Χ Χ Χ

GREEK CAPITAL
LETTER PSI
uni03A8

Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ Ψ

GREEK CAPITAL
LETTER OMEGA
uni03A9

Ω Ω Ω Ω Ω Ω Ω Ω Ω Ω Ω

GREEK CAPITAL
LETTER IOTA
WITH DIALYTIKA
uni03AA

ϊ ι ι ι ι ι ι ι ι ι ι

GREEK CAPITAL
LETTER UPSILON
WITH DIALYTIKA
uni03AB

ϋ υ υ υ υ υ υ υ υ υ υ υ

GREEK SMALL
LETTER ALPHA
WITH TONOS
uni03AC

ά ά ά ά ά ά ά ά ά ά ά

GREEK SMALL
LETTER EPSILON
WITH TONOS
uni03AD

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

ϋ ϋ ϋ ϋ ϋ ϋ ϋ ϋ ϋ ϋ ϋ

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

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[illegible]

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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 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

Υ Υ Υ Υ Υ Υ Υ Υ Υ Υ Υ

GREEK PI
SYMBOL
uni03D6

ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ

CYRILLIC
CAPITAL LETTER
IE WITH GRAVE
uni0400

È È È È È È È È È È È

CYRILLIC
CAPITAL LETTER
IO
uni0401

Ё Ё Ё Ё Ё Ё Ё Ё Ё Ё Ё

CYRILLIC
CAPITAL LETTER
DJE
uni0402

Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ

CYRILLIC
CAPITAL LETTER
GJE
uni0403

Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ

CYRILLIC
CAPITAL LETTER
UKRAINIAN IE
uni0404

Є Є Є Є Є Є Є Є Є Є Є

CYRILLIC
CAPITAL LETTER
DZE
uni0405

Є Є Є Є Є Є Є Є Є Є Є

CYRILLIC
CAPITAL LETTER
BYELORUSSIAN-
UKRAINIAN I
uni0406

І І І І І І І І І І І

CYRILLIC
CAPITAL LETTER
YI
uni0407

Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї

CYRILLIC
CAPITAL LETTER
JE
uni0408

Ј Ј Ј Ј Ј Ј Ј Ј Ј Ј Ј

CYRILLIC
CAPITAL LETTER
LJE
uni0409

Љ Љ Љ Љ Љ Љ Љ Љ Љ Љ Љ

CYRILLIC
CAPITAL LETTER
NJE
uni040A

Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ

CYRILLIC
CAPITAL LETTER
TSHE
uni040B

Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ

CYRILLIC
CAPITAL LETTER
KJE
uni040C

Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ

CYRILLIC
CAPITAL LETTER
I WITH GRAVE
uni040D

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC
CAPITAL LETTER
SHORT U
uni040E

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC
CAPITAL LETTER
DZHE
uni040F

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC
CAPITAL LETTER
A
uni0410

А А А А А А А А А А А

CYRILLIC
CAPITAL LETTER
BE
uni0411

Б Б Б Б Б Б Б Б Б Б Б

CYRILLIC
CAPITAL LETTER
VE
uni0412

В В В В В В В В В В В

CYRILLIC
CAPITAL LETTER
GHE
uni0413

Г Г Г Г Г Г Г Г Г Г Г

CYRILLIC
CAPITAL LETTER
DE
uni0414

Д Д Д Д Д Д Д Д Д Д Д

CYRILLIC
CAPITAL LETTER
IE
uni0415

Е Е Е Е Е Е Е Е Е Е Е

CYRILLIC
CAPITAL LETTER
ZHE
uni0416

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC
CAPITAL LETTER

З З З З З З З З З З З

CYRILLIC
CAPITAL LETTER
ZE
uni0417

З

CYRILLIC
CAPITAL LETTER
I
uni0418

И И И И И И И И И И И

CYRILLIC
CAPITAL LETTER
SHORT I
uni0419

Й Й Й Й Й Й Й Й Й Й Й

CYRILLIC
CAPITAL LETTER
KA
uni041A

К К К К К К К К К К К

CYRILLIC
CAPITAL LETTER
EL
uni041B

Л Л Л Л Л Л Л Л Л Л Л

CYRILLIC
CAPITAL LETTER
EM
uni041C

М М М М М М М М М М М

CYRILLIC
CAPITAL LETTER
EN
uni041D

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CYRILLIC
CAPITAL LETTER
O
uni041E

О О О О О О О О О О О

CYRILLIC
CAPITAL LETTER
PE
uni041F

П П П П П П П П П П П

CYRILLIC
CAPITAL LETTER
ER
uni0420

Р Р Р Р Р Р Р Р Р Р Р

CYRILLIC
CAPITAL LETTER
ES
uni0421

С С С С С С С С С С С

CYRILLIC
CAPITAL LETTER
TE
uni0422

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC
CAPITAL LETTER
U
uni0423

У 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 Ф

CYRILLIC
CAPITAL LETTER
HA
uni0425

Х 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 Ц

CYRILLIC
CAPITAL LETTER
CHE
uni0427

Ч 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 Ш

CYRILLIC
CAPITAL LETTER
SHCHA
uni0429

Щ 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 Ы

CYRILLIC
CAPITAL LETTER
SOFT SIGN
uni042C

Ь Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC
CAPITAL LETTER
E
uni042D

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC
CAPITAL LETTER
YU
uni042E

Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю

CYRILLIC
CAPITAL LETTER
YA
uni042F

Я Я Я Я Я Я Я Я Я Я Я

CYRILLIC SMALL
LETTER A
uni0430

а а а а а а а а а а а

CYRILLIC SMALL
LETTER BE
uni0431

б б б б б б б б б б б

CYRILLIC SMALL
LETTER VE
uni0432

в в в в в в в в в в в

CYRILLIC SMALL
LETTER GHE
uni0433

г г г г г г г г г г г

CYRILLIC SMALL
LETTER DE
uni0434

д д д д д д д д д д д

CYRILLIC SMALL
LETTER IE
uni0435

е е е е е е е е е е е

CYRILLIC SMALL
LETTER ZHE
uni0436

ж ж ж ж ж ж ж ж ж ж ж

CYRILLIC SMALL
LETTER ZE
uni0437

з з з з з з з з з з з

CYRILLIC SMALL
LETTER I
uni0438

и и и и и и и и и и и

CYRILLIC SMALL
LETTER SHORT I
uni0439

й й й й й й й й й й й

CYRILLIC SMALL
LETTER KA

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[illegible]

uni0461

CYRILLIC
CAPITAL LETTER
YAT

uni0462

CYRILLIC SMALL
LETTER YAT

uni0463

CYRILLIC
CAPITAL LETTER
IOTIFIED E

uni0464

CYRILLIC SMALL
LETTER IOTIFIED
E

uni0465

CYRILLIC
CAPITAL LETTER
LITTLE YUS

uni0466

CYRILLIC SMALL
LETTER LITTLE
YUS

uni0467

CYRILLIC
CAPITAL LETTER
IOTIFIED LITTLE
YUS

uni0468

CYRILLIC SMALL
LETTER IOTIFIED
LITTLE YUS

uni0469

CYRILLIC
CAPITAL LETTER
BIG YUS

uni046A

CYRILLIC SMALL
LETTER BIG YUS

uni046B

CYRILLIC
CAPITAL LETTER
IOTIFIED BIG YUS

uni046C

CYRILLIC SMALL
LETTER IOTIFIED
BIG YUS

uni046D

CYRILLIC
CAPITAL LETTER
KSI

uni046E

CYRILLIC SMALL
LETTER KSI

uni046F

CYRILLIC
CAPITAL LETTER
PSI

uni0470

CYRILLIC SMALL
LETTER PSI

uni0471

CYRILLIC
CAPITAL LETTER
FITA

uni0472

Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ

ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ

Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ

ё ё ё ё ё ё ё ё ё ё ё

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ

ӂ ӂ ӂ ӂ ӂ ӂ ӂ ӂ ӂ ӂ ӂ

Ӄ Ӄ Ӄ Ӄ Ӄ Ӄ Ӄ Ӄ Ӄ Ӄ Ӄ

ӄ ӄ ӄ ӄ ӄ ӄ ӄ ӄ ӄ ӄ ӄ

Ӆ Ӆ Ӆ Ӆ Ӆ Ӆ Ӆ Ӆ Ӆ Ӆ Ӆ

ӆ ӆ ӆ ӆ ӆ ӆ ӆ ӆ ӆ ӆ ӆ

Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ

ӈ ӈ ӈ ӈ ӈ ӈ ӈ ӈ ӈ ӈ ӈ

Ӊ Ӊ Ӊ Ӊ Ӊ Ӊ Ӊ Ӊ Ӊ Ӊ Ӊ

ӊ ӊ ӊ ӊ ӊ ӊ ӊ ӊ ӊ ӊ ӊ

Ӌ Ӌ Ӌ Ӌ Ӌ Ӌ Ӌ Ӌ Ӌ Ӌ Ӌ

ӌ ӌ ӌ ӌ ӌ ӌ ӌ ӌ ӌ ӌ ӌ

CYRILLIC SMALL
LETTER FITA
uni0473

Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ

CYRILLIC
CAPITAL LETTER
IZHITSA
uni0474

Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ

CYRILLIC SMALL
LETTER IZHITSA
uni0475

ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ ѵ

CYRILLIC
CAPITAL LETTER
IZHITSA WITH
DOUBLE GRAVE
ACCENT
uni0476

Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ Ѷ

CYRILLIC SMALL
LETTER IZHITSA
WITH DOUBLE
GRAVE ACCENT
uni0477

ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ ѷ

CYRILLIC
CAPITAL LETTER
UK
uni0478

Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ Ѹ

CYRILLIC SMALL
LETTER UK
uni0479

ѹ ѹ ѹ ѹ ѹ ѹ ѹ ѹ ѹ ѹ ѹ

CYRILLIC
CAPITAL LETTER
ROUND OMEGA
uni047A

Ѻ Ѻ Ѻ Ѻ Ѻ Ѻ Ѻ Ѻ Ѻ Ѻ Ѻ

CYRILLIC SMALL
LETTER ROUND
OMEGA
uni047B

ѻ ѻ ѻ ѻ ѻ ѻ ѻ ѻ ѻ ѻ ѻ

CYRILLIC
CAPITAL LETTER
OMEGA WITH
TITLO
uni047C

Ѽ Ѽ Ѽ Ѽ Ѽ Ѽ Ѽ Ѽ Ѽ Ѽ Ѽ

CYRILLIC SMALL
LETTER OMEGA
WITH TITLO
uni047D

ѽ ѽ ѽ ѽ ѽ ѽ ѽ ѽ ѽ ѽ ѽ

CYRILLIC
CAPITAL LETTER
OT
uni047E

Ѿ Ѿ Ѿ Ѿ Ѿ Ѿ Ѿ Ѿ Ѿ Ѿ Ѿ

CYRILLIC SMALL
LETTER OT
uni047F

ѿ ѿ ѿ ѿ ѿ ѿ ѿ ѿ ѿ ѿ ѿ

CYRILLIC
CAPITAL LETTER
KOPPA
uni0480

Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ

CYRILLIC SMALL
LETTER KOPPA
uni0481

ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ

CYRILLIC
THOUSANDS
SIGN
uni0482

Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ

COMBINING
CYRILLIC TITLO

ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ

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



CYRILLIC SMALL
LETTER ER WITH
TICK
uni048F



CYRILLIC
CAPITAL LETTER
GHE WITH
UPTURN
uni0490



CYRILLIC SMALL
LETTER GHE
WITH UPTURN
uni0491



CYRILLIC
CAPITAL LETTER
GHE WITH
STROKE
uni0492



CYRILLIC SMALL
LETTER GHE
WITH STROKE
uni0493



CYRILLIC



CYRILLIC
CAPITAL LETTER
GHE WITH
MIDDLE HOOK
uni0494

Г Г Г Г Г Г Г Г Г Г Г

CYRILLIC SMALL
LETTER GHE
WITH MIDDLE
HOOK
uni0495

г г г г г г г г г г г

CYRILLIC
CAPITAL LETTER
ZHE WITH
DESCENDER
uni0496

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC SMALL
LETTER ZHE
WITH
DESCENDER
uni0497

ж ж ж ж ж ж ж ж ж ж ж

CYRILLIC
CAPITAL LETTER
ZE WITH
DESCENDER
uni0498

З З З З З З З З З З З

CYRILLIC SMALL
LETTER ZE WITH
DESCENDER
uni0499

з з з з з з з з з з з

CYRILLIC
CAPITAL LETTER
KA WITH
DESCENDER
uni049A

К К К К К К К К К К К

CYRILLIC SMALL
LETTER KA WITH
DESCENDER
uni049B

к к к к к к к к к к к

CYRILLIC
CAPITAL LETTER
KA WITH
VERTICAL
STROKE
uni049C

К К К К К К К К К К К

CYRILLIC SMALL
LETTER KA WITH
VERTICAL
STROKE
uni049D

к к к к к к к к к к к

CYRILLIC
CAPITAL LETTER
KA WITH STROKE
uni049E

К К К К К К К К К К К

CYRILLIC SMALL
LETTER KA WITH
STROKE
uni049F

к к к к к к к к к к к

CYRILLIC
CAPITAL LETTER
BASHKIR KA
uni04A0

К К К К К К К К К К К

CYRILLIC SMALL
LETTER BASHKIR
KA
uni04A1

к к к к к к к к к к к

CYRILLIC
CAPITAL LETTER
EN WITH
DESCENDER
uni04A2

Н Н Н Н Н Н Н Н Н Н Н

uni04A2

CYRILLIC SMALL
LETTER EN WITH
DESCENDER
uni04A3

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC
CAPITAL
LIGATURE EN
GHE
uni04A4

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL
LIGATURE EN
GHE
uni04A5

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC
CAPITAL LETTER
PE WITH MIDDLE
HOOK
uni04A6

П П П П П П П П П П П

CYRILLIC SMALL
LETTER PE WITH
MIDDLE HOOK
uni04A7

П П П П П П П П П П П

CYRILLIC
CAPITAL LETTER
ABKHASIAN HA
uni04A8

Q Q Q Q Q Q Q Q Q Q Q

CYRILLIC SMALL
LETTER
ABKHASIAN HA
uni04A9

Q Q Q Q Q Q Q Q Q Q Q

CYRILLIC
CAPITAL LETTER
ES WITH
DESCENDER
uni04AA

С С С С С С С С С С С

CYRILLIC SMALL
LETTER ES WITH
DESCENDER
uni04AB

С С С С С С С С С С С

CYRILLIC
CAPITAL LETTER
TE WITH
DESCENDER
uni04AC

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC SMALL
LETTER TE WITH
DESCENDER
uni04AD

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC
CAPITAL LETTER
STRAIGHT U
uni04AE

У У У У У У У У У У У

CYRILLIC SMALL
LETTER
STRAIGHT U
uni04AF

У У У У У У У У У У У

CYRILLIC
CAPITAL LETTER
STRAIGHT U
WITH STROKE
uni04B0

У У У У У У У У У У У

CYRILLIC SMALL
LETTER
STRAIGHT U
WITH STROKE
uni04B1

У У У У У У У У У У У

CYRILLIC
CAPITAL LETTER
HA WITH
DESCENDER
uni04B2

Х Х Х Х Х Х Х Х Х Х Х

CYRILLIC SMALL
LETTER HA WITH
DESCENDER
uni04B3

х х х х х х х х х х х

CYRILLIC
CAPITAL
LIGATURE TE TSE
uni04B4

ТѤ ТѤ ТѤ ТѤ ТѤ ТѤ ТѤ ТѤ ТѤ ТѤ ТѤ

CYRILLIC SMALL
LIGATURE TE TSE
uni04B5

тѤ тѤ тѤ тѤ тѤ тѤ тѤ тѤ тѤ тѤ тѤ

CYRILLIC
CAPITAL LETTER
CHE WITH
DESCENDER
uni04B6

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC SMALL
LETTER CHE
WITH
DESCENDER
uni04B7

ч ч ч ч ч ч ч ч ч ч ч

CYRILLIC
CAPITAL LETTER
CHE WITH
VERTICAL
STROKE
uni04B8

Ч̅ Ч̅ Ч̅ Ч̅ Ч̅ Ч̅ Ч̅ Ч̅ Ч̅ Ч̅ Ч̅

CYRILLIC SMALL
LETTER CHE
WITH VERTICAL
STROKE
uni04B9

ч̅ ч̅ ч̅ ч̅ ч̅ ч̅ ч̅ ч̅ ч̅ ч̅ ч̅

CYRILLIC
CAPITAL LETTER
SHHA
uni04BA

Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ

CYRILLIC SMALL
LETTER SHHA
uni04BB

һ һ һ һ һ һ һ һ һ һ һ

CYRILLIC
CAPITAL LETTER
ABKHASIAN CHE
uni04BC

Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
uni04BD

Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ Ӈ

CYRILLIC
CAPITAL LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BE

Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅

CYRILLIC SMALL
LETTER
ABKHASIAN CHE
WITH
DESCENDER
uni04BF

Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅ Ӈ̅

CYRILLIC LETTER
PALOCHKA
uni04C0

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

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

Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ

CYRILLIC SMALL
LETTER KA WITH
HOOK
uni04C4

ќ ќ ќ ќ ќ ќ ќ ќ ќ ќ ќ

CYRILLIC
CAPITAL LETTER
EL WITH TAIL
uni04C5

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC SMALL
LETTER EL WITH
TAIL
uni04C6

ў ў ў ў ў ў ў ў ў ў ў

CYRILLIC
CAPITAL LETTER
EN WITH HOOK
uni04C7

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

CYRILLIC SMALL
LETTER EN WITH
HOOK
uni04C8

ң ң ң ң ң ң ң ң ң ң ң

CYRILLIC
CAPITAL LETTER
EN WITH TAIL
uni04C9

ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ

CYRILLIC SMALL
LETTER EN WITH
TAIL
uni04CA

ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ ҥ

CYRILLIC
CAPITAL LETTER
KHAKASSIAN CHE
uni04CB

Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ

CYRILLIC SMALL
LETTER
KHAKASSIAN CHE
uni04CC

ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ

CYRILLIC
CAPITAL LETTER
EM WITH TAIL
uni04CD

Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ

CYRILLIC SMALL
LETTER EM WITH
TAIL
uni04CE

Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ

CYRILLIC SMALL
LETTER
PALOCHKA
uni04CF

І І І І І І І І І І І

CYRILLIC
CAPITAL LETTER
A WITH BREVE
uni04D0

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL
LETTER A WITH
BREVE

ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ

uni04D1

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

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL
LETTER SCHWA
WITH DIAERESIS
uni04DB

ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ

CYRILLIC
CAPITAL LETTER
ZHE WITH
DIAERESIS
uni04DC

Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ

CYRILLIC SMALL
LETTER ZHE
WITH DIAERESIS
uni04DD

ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ

CYRILLIC
CAPITAL LETTER
ZE WITH
DIAERESIS
uni04DE

Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ

CYRILLIC SMALL
LETTER ZE WITH
DIAERESIS
uni04DF

ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ

CYRILLIC
CAPITAL LETTER
ABKHASIAN DZE
uni04E0

Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ

CYRILLIC SMALL
LETTER
ABKHASIAN DZE
uni04E1

ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ

CYRILLIC
CAPITAL LETTER
I WITH MACRON
uni04E2

Й Й Й Й Й Й Й Й Й Й Й

CYRILLIC SMALL
LETTER I WITH
MACRON
uni04E3

й й й й й й й й й й й

CYRILLIC
CAPITAL LETTER
I WITH DIAERESIS
uni04E4

Й Й Й Й Й Й Й Й Й Й Й

CYRILLIC SMALL
LETTER I WITH
DIAERESIS
uni04E5

й й й й й й й й й й й

CYRILLIC
CAPITAL LETTER
O WITH
DIAERESIS
uni04E6

Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ

CYRILLIC SMALL
LETTER O WITH
DIAERESIS
uni04E7

ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ

CYRILLIC
CAPITAL LETTER
BARRED O
uni04E8

Ө Ө Ө Ө Ө Ө Ө Ө Ө Ө Ө

CYRILLIC SMALL
LETTER BARRED
O
uni04E9

ө ө ө ө ө ө ө ө ө ө ө

CYRILLIC
CAPITAL LETTER
BARRED O WITH
DIAERESIS
uni04EA

Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ

CYRILLIC SMALL
LETTER BARRED
O WITH
DIAERESIS
uni04EB

ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ

CYRILLIC
CAPITAL LETTER
E WITH
DIAERESIS
uni04EC

Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ

CYRILLIC SMALL
LETTER E WITH
DIAERESIS
uni04ED

ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ

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

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

LETTER U WITH
DIAERESIS
uni04F1

Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

CYRILLIC
CAPITAL LETTER
U WITH DOUBLE
ACUTE
uni04F2

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC SMALL
LETTER U WITH
DOUBLE ACUTE
uni04F3

ў ў ў ў ў ў ў ў ў ў ў

CYRILLIC
CAPITAL LETTER
CHE WITH
DIAERESIS
uni04F4

Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ

CYRILLIC SMALL
LETTER CHE
WITH DIAERESIS
uni04F5

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

CYRILLIC
CAPITAL LETTER
GHE WITH
DESCENDER
uni04F6

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL
LETTER GHE
WITH
DESCENDER
uni04F7

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC
CAPITAL LETTER
YERU WITH
DIAERESIS
uni04F8

Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ Ӳ

CYRILLIC SMALL
LETTER YERU
WITH DIAERESIS
uni04F9

ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ ӳ

CYRILLIC
CAPITAL LETTER
GHE WITH
STROKE AND
HOOK
uni04FA

҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂

CYRILLIC SMALL
LETTER GHE
WITH STROKE
AND HOOK
uni04FB

҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃

CYRILLIC
CAPITAL LETTER
HA WITH HOOK
uni04FC

҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄ ҄

CYRILLIC SMALL
LETTER HA WITH
HOOK
uni04FD

҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅ ҅

CYRILLIC
CAPITAL LETTER
HA WITH STROKE
uni04FE

҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆ ҆

CYRILLIC SMALL
LETTER HA WITH
STROKE
uni04FF

҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇ ҇

CYRILLIC

҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈ ҈

CAPITAL LETTER
KOMI DE
uni0500

ᐃ ᐃ ᐃ ᐃ ᐃ ᐃ ᐃ ᐃ ᐃ ᐃ ᐃ

CYRILLIC SMALL
LETTER KOMI DE
uni0501

ᐅ ᐅ ᐅ ᐅ ᐅ ᐅ ᐅ ᐅ ᐅ ᐅ ᐅ

CYRILLIC
CAPITAL LETTER
KOMI DJE
uni0502

ᐇ ᐇ ᐇ ᐇ ᐇ ᐇ ᐇ ᐇ ᐇ ᐇ ᐇ

CYRILLIC SMALL
LETTER KOMI
DJE
uni0503

ᐈ ᐈ ᐈ ᐈ ᐈ ᐈ ᐈ ᐈ ᐈ ᐈ ᐈ

CYRILLIC
CAPITAL LETTER
KOMI ZJE
uni0504

ᐊ ᐊ ᐊ ᐊ ᐊ ᐊ ᐊ ᐊ ᐊ ᐊ ᐊ

CYRILLIC SMALL
LETTER KOMI ZJE
uni0505

ᐋ ᐋ ᐋ ᐋ ᐋ ᐋ ᐋ ᐋ ᐋ ᐋ ᐋ

CYRILLIC
CAPITAL LETTER
KOMI DZJE
uni0506

ᐌ ᐌ ᐌ ᐌ ᐌ ᐌ ᐌ ᐌ ᐌ ᐌ ᐌ

CYRILLIC SMALL
LETTER KOMI
DZJE
uni0507

ᐍ ᐍ ᐍ ᐍ ᐍ ᐍ ᐍ ᐍ ᐍ ᐍ ᐍ

CYRILLIC
CAPITAL LETTER
KOMI LJE
uni0508

ᐎ ᐎ ᐎ ᐎ ᐎ ᐎ ᐎ ᐎ ᐎ ᐎ ᐎ

CYRILLIC SMALL
LETTER KOMI LJE
uni0509

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CYRILLIC
CAPITAL LETTER
KOMI NJE
uni050A

ᐐ ᐐ ᐐ ᐐ ᐐ ᐐ ᐐ ᐐ ᐐ ᐐ ᐐ

CYRILLIC SMALL
LETTER KOMI
NJE
uni050B

ᐑ ᐑ ᐑ ᐑ ᐑ ᐑ ᐑ ᐑ ᐑ ᐑ ᐑ

CYRILLIC
CAPITAL LETTER
KOMI SJE
uni050C

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CYRILLIC SMALL
LETTER KOMI
SJE
uni050D

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CYRILLIC
CAPITAL LETTER
KOMI TJE
uni050E

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CYRILLIC SMALL
LETTER KOMI TJE
uni050F

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CYRILLIC
CAPITAL LETTER
REVERSED ZE
uni0510

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CYRILLIC SMALL
LETTER
REVERSED ZE

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REVERSED ZE
uni0511

CYRILLIC
CAPITAL LETTER
EL WITH HOOK
uni0512

CYRILLIC SMALL
LETTER EL WITH
HOOK
uni0513

LATIN CAPITAL
LETTER A WITH
RING BELOW
uni1E00

LATIN SMALL
LETTER A WITH
RING BELOW
uni1E01

LATIN CAPITAL
LETTER M WITH
ACUTE
uni1E3E

LATIN SMALL
LETTER M WITH
ACUTE
uni1E3F

LATIN CAPITAL
LETTER W WITH
GRAVE
uni1E80

LATIN SMALL
LETTER W WITH
GRAVE
uni1E81

LATIN CAPITAL
LETTER W WITH
ACUTE
uni1E82

LATIN SMALL
LETTER W WITH
ACUTE
uni1E83

LATIN CAPITAL
LETTER W WITH
DIAERESIS
uni1E84

LATIN SMALL
LETTER W WITH
DIAERESIS
uni1E85

LATIN CAPITAL
LETTER A WITH
DOT BELOW
uni1EA0

LATIN SMALL
LETTER A WITH
DOT BELOW
uni1EA1

LATIN CAPITAL
LETTER A WITH
HOOK ABOVE
uni1EA2

LATIN SMALL
LETTER A WITH
HOOK ABOVE
uni1EA3

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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND ACUTE
uni1EA4

À Á Â Ã Ä Å Æ Ç È É

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND ACUTE
uni1EA5

à á â ã ä å æ ç è é

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND GRAVE
uni1EA6

Ä Å Æ Ç È É

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND GRAVE
uni1EA7

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LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EA8

Ă Ą Å Æ Ç È É

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EA9

ă ą å æ ç è é

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND TILDE
uni1EAA

Ȧ Ā Ă Ą Å Æ Ç È É

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND TILDE
uni1EAB

ȧ ā ă ą å æ ç è é

LATIN CAPITAL
LETTER A WITH
CIRCUMFLEX
AND DOT BELOW
uni1EAC

Ȧ Ā Ă Ą Å Æ Ç È É

LATIN SMALL
LETTER A WITH
CIRCUMFLEX
AND DOT BELOW
uni1EAD

ȧ ā ă ą å æ ç è é

LATIN CAPITAL
LETTER A WITH
BREVE AND
ACUTE
uni1EAE

Ă Ą Å Æ Ç È É

LATIN SMALL
LETTER A WITH
BREVE AND
ACUTE
uni1EAF

ă ą å æ ç è é

LATIN CAPITAL
LETTER A WITH
BREVE AND
GRAVE
uni1EB0

Ă Ą Å Æ Ç È É

LATIN SMALL
LETTER A WITH
BREVE AND
GRAVE

ă ą å æ ç è é

GRAVE
uni1EB1

LATIN CAPITAL
LETTER A WITH
BREVE AND
HOOK ABOVE
uni1EB2

LATIN SMALL
LETTER A WITH
BREVE AND
HOOK ABOVE
uni1EB3

LATIN CAPITAL
LETTER A WITH
BREVE AND
TILDE
uni1EB4

LATIN SMALL
LETTER A WITH
BREVE AND
TILDE
uni1EB5

LATIN CAPITAL
LETTER A WITH
BREVE AND DOT
BELOW
uni1EB6

LATIN SMALL
LETTER A WITH
BREVE AND DOT
BELOW
uni1EB7

LATIN CAPITAL
LETTER E WITH
DOT BELOW
uni1EB8

LATIN SMALL
LETTER E WITH
DOT BELOW
uni1EB9

LATIN CAPITAL
LETTER E WITH
HOOK ABOVE
uni1EBA

LATIN SMALL
LETTER E WITH
HOOK ABOVE
uni1EBB

LATIN CAPITAL
LETTER E WITH
TILDE
uni1EBC

LATIN SMALL
LETTER E WITH
TILDE
uni1EBD

LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND ACUTE
uni1EBE

LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND ACUTE
uni1EBF

LATIN CAPITAL

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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

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1EC3

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND TILDE
uni1EC4

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND TILDE
uni1EC5

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LATIN CAPITAL
LETTER E WITH
CIRCUMFLEX
AND DOT BELOW
uni1EC6

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LATIN SMALL
LETTER E WITH
CIRCUMFLEX
AND DOT BELOW
uni1EC7

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LATIN CAPITAL
LETTER I WITH
HOOK ABOVE
uni1EC8

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LATIN SMALL
LETTER I WITH
HOOK ABOVE
uni1EC9

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LATIN CAPITAL
LETTER I WITH
DOT BELOW
uni1ECA

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LATIN SMALL
LETTER I WITH
DOT BELOW
uni1ECB

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LATIN CAPITAL
LETTER O WITH
DOT BELOW
uni1ECC

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LATIN SMALL
LETTER O WITH
DOT BELOW
uni1ECD

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LATIN CAPITAL
LETTER O WITH
HOOK ABOVE
uni1ECE

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LATIN SMALL
LETTER O WITH
HOOK ABOVE
uni1ECF

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND ACUTE
uni1ED0

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND ACUTE
uni1ED1

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND GRAVE
uni1ED2

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND GRAVE
uni1ED3

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1ED4

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND HOOK
ABOVE
uni1ED5

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND TILDE
uni1ED6

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND TILDE
uni1ED7

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LATIN CAPITAL
LETTER O WITH
CIRCUMFLEX
AND DOT BELOW
uni1ED8

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LATIN SMALL
LETTER O WITH
CIRCUMFLEX
AND DOT BELOW
uni1ED9

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LATIN CAPITAL
LETTER O WITH
HORN AND
ACUTE
uni1EDA

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LATIN SMALL
LETTER O WITH
HORN AND
ACUTE
uni1EDB

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LATIN CAPITAL
LETTER O WITH
HORN AND

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GRAVE
uni1EDC

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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

ƠƠƠƠƠƠƠƠƠƠƠƠ

LATIN CAPITAL
LETTER O WITH
HORN AND DOT
BELOW
uni1EE2

ƠƠƠƠƠƠƠƠƠƠƠƠ

LATIN SMALL
LETTER O WITH
HORN AND DOT
BELOW
uni1EE3

ỤỤỤỤỤỤỤỤỤỤỤỤ

LATIN CAPITAL
LETTER U WITH
DOT BELOW
uni1EE4

ụụụụụụụụụụụụ

LATIN SMALL
LETTER U WITH
DOT BELOW
uni1EE5

ỦỦỦỦỦỦỦỦỦỦỦỦ

LATIN CAPITAL
LETTER U WITH
HOOK ABOVE
uni1EE6

ỦỦỦỦỦỦỦỦỦỦỦỦ

LATIN SMALL
LETTER U WITH
HOOK ABOVE
uni1EE7

ỨỨỨỨỨỨỨỨỨỨỨỨ

LATIN CAPITAL
LETTER U WITH
HORN AND
ACUTE
uni1EE8

ỨỨỨỨỨỨỨỨỨỨỨỨ

LATIN SMALL
LETTER U WITH
HORN AND
ACUTE
uni1EE9

ỪỪỪỪỪỪỪỪỪỪỪỪ

LATIN CAPITAL
LETTER U WITH
HORN AND
GRAVE
uni1EEA

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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
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

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[illegible]

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Adieresis.smcp smcp feature	Ȧ	Ä	Ả	Å	A̋	Ǎ	A̍	A̎	Ȁ	A̐
Aring.smcp smcp feature	Ä	Å	Ă	Ą	Ȧ	Ả	Ǻ	Ẫ	Ḃ	Ḅ
Aringacute.smcp smcp feature	Ą́	Ą̀	Ą̃	Ą̆	Ą̇	Ą̈	Ą̉	Ą̊	Ą̋	Ą̌
Ccedilla.smcp smcp feature	Ç̇	Ç̈	Ç̉	Ç̊	Ç̋	Ç̌	Ç̍	Ç̎	Ç̏	Ç̐
Egrave.smcp smcp feature	È̇	È̈	È̉	È̊	È̋	È̌	È̍	È̎	È̏	È̐
Eacute.smcp smcp feature	É̇	É̈	É̉	É̊	É̋	É̌	É̍	É̎	É̏	É̐
Ecircumflex.smcp smcp feature	Ê̇	Ê̈	Ể	Ê̊	Ê̋	Ê̌	Ê̍	Ê̎	Ê̏	Ê̐
Edieresis.smcp smcp feature	Û̇	Û̈	Û̉	Û̊	Û̋	Û̌	Û̍	Û̎	Û̏	Û̐
Igrave.smcp smcp feature	Ì̇	Ì̈	Ì̉	Ì̊	Ì̋	Ì̌	Ì̍	Ì̎	Ì̏	Ì̐
Iacute.smcp smcp feature	Í̇	Í̈	Í̉	Í̊	Í̋	Í̌	Í̍	Í̎	Í̏	Í̐
Icircumflex.smcp smcp feature	Î̇	Î̈	Î̉	Î̊	Î̋	Î̌	Î̍	Î̎	Î̏	Î̐
Idieresis.smcp smcp feature	İ̇	İ̈	İ̉	İ̊	İ̋	İ̌	İ̍	İ̎	İ̏	İ̐
Ntilde.smcp smcp feature	Ñ̇	Ñ̈	Ñ̉	Ñ̊	Ñ̋	Ñ̌	Ñ̍	Ñ̎	Ñ̏	Ñ̐
Ograve.smcp smcp feature	Ò̇	Ò̈	Ò̉	Ò̊	Ò̋	Ò̌	Ò̍	Ò̎	Ò̏	Ò̐
Oacute.smcp smcp feature	Ó̇	Ó̈	Ó̉	Ó̊	Ó̋	Ó̌	Ó̍	Ó̎	Ó̏	Ó̐
Ocircumflex.smcp smcp feature	Ô̇	Ô̈	Ổ	Ô̊	Ô̋	Ô̌	Ô̍	Ô̎	Ô̏	Ô̐
Otilde.smcp smcp feature	Õ̇	Ṏ	Õ̉	Õ̊	Õ̋	Õ̌	Õ̍	Õ̎	Õ̏	Õ̐
Odieresis.smcp smcp feature	Ö̇	Ö̈	Ö̉	Ö̊	Ö̋	Ö̌	Ö̍	Ö̎	Ö̏	Ö̐
Ugrave.smcp smcp feature	Ù̇	Ù̈	Ù̉	Ù̊	Ù̋	Ù̌	Ù̍	Ù̎	Ù̏	Ù̐
Uacute.smcp smcp feature	Ú̇	Ú̈	Ú̉	Ú̊	Ú̋	Ú̌	Ú̍	Ú̎	Ú̏	Ú̐
Ucircumflex.smcp smcp feature	Û̇	Û̈	Û̉	Û̊	Û̋	Û̌	Û̍	Û̎	Û̏	Û̐
Udieresis.smcp smcp feature	Ü̇	Ü̈	Ü̉	Ü̊	Ü̋	Ǚ	Ü̍	Ü̎	Ü̏	Ü̐
Yacute.smcp smcp feature	Ý̇	Ý̈	Ý̉	Ý̊	Ý̋	Ý̌	Ý̍	Ý̎	Ý̏	Ý̐
Amacron.smcp smcp feature	Ā̇	Ā̈	Ā̉	Ā̊	Ā̋	Ā̌	Ā̍	Ā̎	Ā̏	Ā̐
Abreve.smcp smcp feature	Ă̇	Ă̈	Ẳ	Ă̊	Ă̋	Ă̌	Ă̍	Ă̎	Ă̏	Ă̐
Aogonek.smcp smcp feature	Ą̇	Ą̈	Ą̉	Ą̊	Ą̋	Ą̌	Ą̍	Ą̎	Ą̏	Ą̐
Cacute.smcp smcp feature	Ć̇	Ć̈	Ć̉	Ć̊	Ć̋	Ć̌	Ć̍	Ć̎	Ć̏	Ć̐
Cccircumflex.smcp	Č̇	Č̈	Č̉	Č̊	Č̋	Č̌	Č̍	Č̎	Č̏	Č̐

	smcp feature	◌̘	◌̙	◌̚	◌̛	◌̜	◌̝	◌̞	◌̟	◌̠	◌̡
	Ccaron.smcp smcp feature	Č	č	Ć	ć	Ĉ	ĉ	Ċ	ċ	Č̣	č̣
	Dcaron.smcp smcp feature	Ǧ	ǧ	Ǩ	ǩ	Ǭ	ǭ	ǰ	Ǳ	ǲ	ǳ
	Emacron.smcp smcp feature	Ê	ê	Ë	ë	Ė	ė	Ɛ	ɛ	Ḕ	ḕ
	Ebreve.smcp smcp feature	Ē	ē	Ẽ	ẽ	Ḥ	ḥ	Ṁ	ṁ	Ṃ	ṃ
	Edotaccent.smcp smcp feature	Ȧ	ȧ	Ȣ	ȣ	Ȥ	ȥ	Ạ̇	ạ̇	Ȣ̣	ȣ̣
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The first of these is the *Journal of the American Medical Association* (JAMA), which has been a leading voice in the medical profession for over a century. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The second is the *New England Journal of Medicine* (NEJM), which is a leading journal in the field of internal medicine. The third is the *Lancet*, which is a leading journal in the field of general practice. The fourth is the *British Medical Journal* (BMJ), which is a leading journal in the field of general practice. The fifth is the *Journal of the Royal Society of Medicine* (JRS), which is a leading journal in the field of general practice. The sixth is the *Journal of the Royal Society of Medicine* (JRS), which is a leading journal in the field of general practice. The seventh is the *Journal of the Royal Society of Medicine* (JRS), which is a leading journal in the field of general practice. The eighth is the *Journal of the Royal Society of Medicine* (JRS), which is a leading journal in the field of general practice. The ninth is the *Journal of the Royal Society of Medicine* (JRS), which is a leading journal in the field of general practice. The tenth is the *Journal of the Royal Society of Medicine* (JRS), which is a leading journal in the field of general practice.

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

In conclusion, the study has shown that the research objectives have been achieved, and the findings are consistent with the hypotheses. The study has contributed to the understanding of the topic, and it has provided a basis for further research.

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

The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the 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 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the nature, creation, organisation, storage, retrieval, dissemination and use of information, and the study of the social, cultural, economic and political aspects of information and its use. (p. 1)

The 'communication' field is defined as:

...the study of the nature, creation, organisation, storage, retrieval, dissemination and use of communication, and the study of the social, cultural, economic and political aspects of communication and its use. (p. 1)

The 'information science' field is defined as:

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The 'information management' field is defined as:

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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, it will disrupt the whole, and the world will fall into disorder.

The third principle is that of unity. Despite the many differences between the parts of the world, they are all united by a common bond, a shared humanity. It is this unity that gives the world its meaning and purpose, and it is this unity that we must strive to preserve and strengthen.

These three principles—diversity, balance, and unity—are the pillars upon which the world is built. They are the laws that govern the universe, and they are the laws that we must learn to live by if we are to achieve a better world for ourselves and for all.

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

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The study has several strengths, including a large sample size and the use of advanced statistical methods. 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 contributes to the existing body of 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 factors need to be explored in more detail. Future research should focus on identifying the specific factors that are most important and developing strategies to address them.

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

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

Another major player in the medical landscape is the *New England Journal of Medicine* (NEJM), which has been a leading voice in the field of clinical research since its founding in 1812. It is known for its high standards of scientific rigor and its commitment to the advancement of medical knowledge. In recent years, NEJM has become increasingly vocal in its criticism of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

The *Lancet* is another major player in the medical landscape, known for its high standards of scientific rigor and its commitment to the advancement of medical knowledge. In recent years, it has become increasingly vocal in its criticism of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

Finally, the *British Medical Journal* (BMJ) is another major player in the medical landscape, known for its high standards of scientific rigor and its commitment to the advancement of medical knowledge. In recent years, it has become increasingly vocal in its criticism of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

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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 further study. The findings are presented in a clear and accessible manner, making them easy to understand and interpret. The research is a testament to the power of scientific inquiry and the importance of thorough and rigorous 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 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 indicate that there is a significant relationship between the variables under investigation. This relationship is consistent across different subgroups of the sample, suggesting a generalizable pattern. The results also provide valuable insights into the underlying mechanisms of the phenomenon being studied, contributing to the existing knowledge in the field.

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive understanding of the subject matter. The findings have important implications for both theory and practice, and they offer 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 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, and the conclusions are based on a thorough understanding of the data.

The study has several limitations, and there are some areas that need to be explored in more detail. However, the results of the study provide a valuable contribution to the field, and the findings are expected to have a significant impact on the practice of the profession.

In conclusion, the study has shown that the research is a complex and challenging task, and it requires a high level of skill and expertise. The findings of the study are expected to be useful to a wide range of stakeholders, and the results are expected to be a valuable addition to the body of knowledge in the field.

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 next section describes the methodology used in the study, including the data collection and analysis techniques. The results of the study are then presented, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a large and representative sample of the population, and the analysis was carried out using advanced statistical techniques. The results of the study are presented in a clear and concise manner, and the implications of the findings are discussed in detail.

The findings of the study have important implications for the field of research. They provide valuable insights into the nature of the phenomenon being studied, and they suggest areas for further research. The results also have practical implications, and they can be used to inform policy and practice.

In conclusion, the research has shown that the phenomenon being studied is a complex and multifaceted one. It is influenced by a number of factors, and it has a wide range of implications. The findings of the study provide a valuable contribution to the field of research, and they suggest areas for further research.

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The research was conducted using a quantitative approach, with data collected from a survey of 100 participants. The data was then analyzed using statistical software to identify patterns and trends. The results of the study show that there is a significant relationship between the variables being studied, and that the findings have important implications for the field.

In conclusion, the study has shown that the research objectives have been met, and that the findings are significant. It is recommended that further research be conducted to explore the topic in more depth, and that the findings be applied in practice where appropriate.

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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 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 insights 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 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.6 billion, and the number of people aged 65 and over has increased from 0.2 billion to 0.5 billion (United Nations, 2002). The United Nations predicts that the number of people aged 65 and over will increase to 1.1 billion by 2050, and the number of people aged 15 and under will decrease to 1.1 billion (United Nations, 2002).

There are a number of factors that are likely to contribute to the increase in the number of people aged 65 and over. One of the main factors is the increase in life expectancy. In 1990, the life expectancy at birth was 47 years for men and 51 years for women. By 2050, the life expectancy at birth is predicted to be 74 years for men and 79 years for women (United Nations, 2002).

Another factor is the decrease in fertility. In 1990, the total fertility rate was 4.7 children per woman. By 2050, the total fertility rate is predicted to be 1.5 children per woman (United Nations, 2002). This decrease in fertility is due to a number of factors, including the increase in the age at which women have children, the increase in the use of contraception, and the increase in the number of women who are in the workforce.

The increase in the number of people aged 65 and over is a global phenomenon. In 1990, there were 0.2 billion people aged 65 and over in the world. By 2050, there are predicted to be 1.1 billion people aged 65 and over in the world. This increase is particularly pronounced in developed countries, where the number of people aged 65 and over is predicted to increase from 0.1 billion in 1990 to 0.6 billion in 2050 (United Nations, 2002).

The increase in the number of people aged 65 and over has a number of implications for society. One of the main implications is the increase in the demand for social services. As the number of people aged 65 and over increases, the demand for social services such as housing, healthcare, and social security will also increase. This increase in demand will place a significant burden on governments and societies.

Another implication is the increase in the cost of healthcare. As the number of people aged 65 and over increases, the cost of healthcare will also increase. This is because older people are more likely to have chronic conditions and require more medical care. The increase in the cost of healthcare will place a significant burden on governments and societies.

The increase in the number of people aged 65 and over is a challenge for society. However, there are a number of ways in which society can prepare for this increase. One of the main ways is to increase the age at which people retire. This will help to reduce the demand for social services and healthcare. Another way is to increase the number of people who are in the workforce. This will help to increase the revenue of governments and societies.

The increase in the number of people aged 65 and over is a global phenomenon. It is a challenge for society, but there are a number of ways in which society can prepare for this increase. By increasing the age at which people retire and increasing the number of people who are in the workforce, society can reduce the burden of the increase in the number of people aged 65 and over.

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

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

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

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

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The 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 work will inspire others to continue the exploration of this important topic.

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There are a number of factors which have contributed to the increase in the number of people in the world who are under 15 years of age. One of the main factors is the increase in the number of people who are having children at a younger age. This is due to a number of factors, including the fact that people are having children at a younger age than in the past, and the fact that people are having more children than in the past.

Another factor is the increase in the number of people who are surviving into old age. This is due to a number of factors, including the fact that people are living longer than in the past, and the fact that people are having more children than in the past. This is due to a number of factors, including the fact that people are having children at a younger age than in the past, and the fact that people are having more children than in the past.

The increase in the number of people in the world who are under 15 years of age is a major challenge for the world. It is a challenge because it means that there are more people who need to be educated, and more people who need to be employed. It is a challenge because it means that there are more people who need to be supported by the state, and more people who need to be supported by the family.

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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 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. The conclusions drawn from the study are based on the evidence presented and are supported by the data.

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

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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 suggest that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The research also has important implications for [specific areas], which should be taken into account in future research and practice.

the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion. The number of people aged 65 and over has increased from 200 million to 350 million. The number of people aged 15–64 years has increased from 1.5 billion to 2.1 billion.

There are a number of factors that have contributed to the increase in the number of people in the world who are under 15 years of age. One of the main factors is the increase in the number of people who are surviving infancy. In the 1950s, only about 50% of children survived to the age of 5 years. Today, over 90% of children survive to the age of 5 years.

Another factor is the increase in the number of people who are surviving to the age of 15 years. In the 1950s, only about 20% of people survived to the age of 15 years. Today, over 80% of people survive to the age of 15 years.

The increase in the number of people who are surviving to the age of 15 years is due to a number of factors. One of the main factors is the improvement in medical care. In the 1950s, many children died from diseases that are now easily treated. Today, these diseases are treated with antibiotics and other medicines.

Another factor is the improvement in nutrition. In the 1950s, many children were malnourished. Today, more children are getting enough food to eat. This is due to the increase in the number of people who are growing up in developed countries.

The increase in the number of people who are surviving to the age of 15 years is also due to the increase in the number of people who are surviving to the age of 10 years. In the 1950s, only about 10% of people survived to the age of 10 years. Today, over 70% of people survive to the age of 10 years.

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The increase in the number of people who are surviving to the age of 10 years is also due to the increase in the number of people who are surviving to the age of 5 years. In the 1950s, only about 5% of people survived to the age of 5 years. Today, over 60% of people survive to the age of 5 years.

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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 all 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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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. This includes the need to address the rights of children in conflict with the law, and the rights of children in need of special protection.

The UNCRC also sets out the need for children to be heard in decisions that affect them. This is a principle that is central to the UNCRC, and it is one that is increasingly being recognized in national laws and policies.

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The purpose of this paper is to review the current state of knowledge on the rights of the child, and to discuss the implications for the future.

1. Introduction

The rights of the child are a topic of increasing importance in the 1990s. This is due to a number of factors, including the following:

- The increasing number of children in the world who are under 15 years of age (United Nations 1994).
- The growing awareness of the need to address the needs of children in the 1990s (UNICEF 1989, 1990, 1991, 1992, 1993, 1994).
- The increasing number of children who are living in poverty (United Nations 1994).

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The United Nations Convention on the Rights of the Child (UNCRC) is the first legally binding international instrument to set out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC sets out a range of rights for children, including the right to life, the right to education, and 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 national laws and policies, and has been used by child rights activists to demand better protection for children. It is a testament to the growing awareness of the need to address the needs of children in the 1990s.

The UNCRC is a comprehensive document that covers a wide range of issues. It sets out the rights of children in general, and also addresses specific issues such as the rights of disabled children, the rights of children in conflict with the law, and the rights of children in need of special protection. It is a document that is relevant to all children, and to all countries.

The UNCRC is a document that is based on the principle of the best interests of the child. This principle is the cornerstone of the UNCRC, and it is the basis for all of the rights that are set out in the Convention. It is a principle that is simple in its concept, but profound in its implications.

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The increase in the prevalence of mental health problems has led to a corresponding increase in the number of people with a mental health problem who are in contact with the mental health services. In 1990, there were 1.5 million people in the UK with a mental health problem who were in contact with the mental health services (Mental Health Act 1983, 1990).

The increase in the prevalence of mental health problems has also led to a corresponding increase in the number of people with a mental health problem who are in contact with the criminal justice system. In 1990, there were 1.5 million people in the UK with a mental health problem who were in contact with the criminal justice system (Mental Health Act 1983, 1990).

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The purpose of this paper is to review the current state of knowledge about child care and protection services, and to discuss the implications for policy and practice.

1. Introduction

The first section of the paper discusses the current state of knowledge about child care and protection services. The second section discusses the implications for policy and practice.

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The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and survival, to the right to education and participation. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

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The UNCRC is a landmark document in the history of children's rights. It is the first time that children have been recognized as individuals with rights, and not just as passive recipients of adult care. The UNCRC sets out a range of rights for children, including the right to life, the right to education, the right to health, 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. This includes the need to address the rights of children in conflict with the law, and the rights of children in need of special protection.

The UNCRC also sets out a range of principles that should guide the implementation of children's rights. These include the principle of non-discrimination, the principle of the best interests of the child, and the principle of the right to life.

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical applications, which can be used to inform policy and practice. The paper concludes by emphasizing the need for further research in this area and providing suggestions for future studies.

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There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The World Health Organization (WHO) has developed a 'Global Strategy on Ageing and Health' (WHO, 1999) which aims to 'enable older people to live longer, healthier, and more active lives'. The WHO strategy is based on three pillars: 'active ageing', 'healthy ageing', and 'longevity'. Active ageing is defined as 'the process of developing and maintaining the ability to meet life's challenges'. Healthy ageing is defined as 'the process of maintaining and improving the health of older people'. Longevity is defined as 'the process of extending the life span of older people'.

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...the study of the nature, creation, organisation, storage, retrieval, dissemination and use of information, and the study of the social, cultural, economic and political aspects of information and its use. (p. 1)

The 'communication' field is defined as:

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The 'information science' field is defined as:

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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 number of reports and guidelines for the development of children's services (UNICEF 1990, 1992, 1993, 1994).

The purpose of this paper is to review the current state of knowledge about children's services, and to discuss the implications for policy and practice.

The paper is organized as follows. First, a brief overview of the current state of knowledge about children's services is provided.

Second, the implications for policy and practice are discussed. Finally, some conclusions are drawn.

1. Introduction

The United Nations Children's Fund (UNICEF) has been instrumental in the development of children's services in many countries. In 1990, UNICEF published a report on the state of the world's children, which highlighted the need for a new approach to children's services (UNICEF 1990).

The report identified a number of key issues, including the need to address the needs of children in the 1990s, the need to develop a new approach to children's services, and the need to ensure that children's services are based on the best available evidence.

The report also identified a number of key principles for the development of children's services, including the need to ensure that children's services are based on the best available evidence, the need to ensure that children's services are accessible to all children, and the need to ensure that children's services are of high quality.

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

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to children's rights, one that recognizes the need for a range of measures to be taken to protect children's rights in all areas of life.

One of the key areas of concern is the need to protect children's rights in the workplace. This is particularly important in the context of the growing number of children who are working in the informal sector, and who are often exposed to hazardous conditions and low wages.

Another key area of concern is the need to protect children's rights in the context of the armed forces. This is particularly important in the context of the growing number of children who are being recruited into the armed forces, and who are often exposed to violence and human rights abuses.

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The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and survival, to the right to education and participation. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

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There is a growing awareness that the needs of children are not being met in many parts of the world. The United Nations Children's Fund (UNICEF) has estimated that 100 million children are malnourished, 100 million are illiterate, 100 million are in need of shelter, and 100 million are in need of health care (UNICEF 1994).

The United Nations Development Programme (UNDP) has estimated that 1 billion people live on less than \$2 a day, and 1 billion people live on less than \$1 a day (UNDP 1994).

The United Nations World Food Programme (WFP) has estimated that 1 billion people are hungry, and 1 billion people are malnourished (WFP 1994).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has estimated that 1 billion people are illiterate, and 1 billion people are in need of health care (UNESCO 1994).

The United Nations Population Fund (UNFPA) has estimated that 1 billion people are in need of shelter, and 1 billion people are in need of health care (UNFPA 1994).

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The UNCRC is a landmark document in the history of children's rights. It sets out a comprehensive framework of rights for children, and has been ratified by over 100 countries. The Convention is based on the principle that children are entitled to the same rights as adults, and that these rights should be protected and promoted.

The UNCRC is a key document in the development of children's rights. It provides a framework for the development of national laws and policies, and for the monitoring of children's rights. It is also a key document in the development of international law, and is a basis for the development of international treaties and agreements.

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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 number of reports and guidelines on the rights of the child (UNICEF 1989, 1990, 1991, 1992, 1993, 1994).

The purpose of this paper is to review the current state of knowledge on the rights of the child, and to discuss the implications for the future.

1. Introduction

The rights of the child are a topic of increasing importance in the 1990s. This is due to a number of factors, including the following:

- The increasing number of children in the world who are under 15 years of age (United Nations 1994).
- The growing awareness of the need to address the needs of children in the 1990s (UNICEF 1989, 1990, 1991, 1992, 1993, 1994).
- The increasing number of children who are living in poverty (United Nations 1994).

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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 developed world. This is particularly true in the case of children in the developing world, who are often the most vulnerable to human rights abuses.

There is a need to develop a new approach to children's rights, one that is based on the principles of the UNCRC, and that takes account of the needs of children in the developing world. This approach should be based on the following principles:

- The right to life: All children have the right to life, and this right should be protected in all circumstances.
- The right to health: All children have the right to health, and this right should be protected in all circumstances.
- The right to education: All children have the right to education, and this right should be protected in all circumstances.
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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 number of reports and guidelines for the development of children's services (UNICEF 1990, 1992, 1993, 1994).

The purpose of this paper is to review the current state of knowledge about children's services, and to discuss the implications for policy and practice.

1. Introduction

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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 time in history that a treaty has been signed by more than 100 countries. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues. It includes provisions on the right to life, the right to a name and nationality, the right to a family, the right to education, the right to health, and the right to participate in decisions that affect them. It also sets out the responsibilities of parents, families, and the state to protect and promote these rights.

The UNCRC is a landmark document, and its adoption is a significant step towards the realization of the rights of children. It provides a framework for the development of national laws and policies to protect and promote these rights, and is a key tool for the promotion of children's rights.

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

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

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The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and survival to the right to participation. It is a document that is both aspirational and practical, and it provides a framework for the development of children's rights legislation and policy.

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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 a set of 27 goals for children, known as the 'Agenda for Children' (United Nations 1990). The goals are designed to ensure that all children have access to basic education, health care, and nutrition.

The United Nations has also developed a set of 10 principles for the care of children, known as the 'Convention on the Rights of the Child' (United Nations 1989). The principles are designed to ensure that children are treated with dignity and respect, and that their basic rights are protected.

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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 work will inspire others to continue the exploration of this important 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. The paper concludes by emphasizing the importance of continued research in this area and the need for a collaborative effort to advance the field.

the 1990s, the number of people in the 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 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 also provided valuable insights into the role of the researcher in this process and the importance of a systematic and rigorous approach to research.

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In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings are based on a 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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In conclusion, the study has provided valuable insights into the subject matter and has contributed to the existing body of knowledge. The findings suggest that further research is needed to explore the underlying mechanisms and to test the generalizability of the results. The authors hope that this paper will serve as a useful reference for researchers and practitioners alike.

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The conclusions drawn from the study suggest that the findings have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The paper also identifies areas for further research and provides suggestions for how these can be addressed in future studies.

In conclusion, the paper presents a detailed and thorough analysis of the research topic. It provides a clear and concise summary of the findings and offers valuable insights into the subject matter. The research is well-structured and easy to follow, making it a valuable resource for anyone interested in the field.

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 determine the relationships between the variables of interest.

The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the hypotheses of the study and contributes to the understanding of the phenomenon being investigated.

The implications of the findings suggest that there are practical applications for the research. These implications can be used to inform policy and practice in the field of study.

In conclusion, the study has provided valuable insights into the relationship between the variables of interest. Further research is needed to explore the topic in more depth and to validate the findings of this study.

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The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research in the field. The study also found that there are some limitations to the research, and further research is needed to explore the topic in more depth.

In conclusion, the study has shown that the variables are related in a positive way. This has important implications for the field, and it suggests that further research is needed to explore the topic in more detail.

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

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

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

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

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The first of these is the fact that the world is not a uniform whole, but a complex of many different parts, each with its own characteristics and laws. This is the principle of diversity, which is the foundation of all knowledge. Without diversity, there would be no progress, no discovery, no growth. It is the richness of the world that makes it so interesting and so challenging. We must learn to appreciate the differences between things, and to understand how they are connected. Only then can we begin to see the world as it really is, and not as we imagine it to be.

The second principle is that of unity. While the world is made of many different parts, it is also a single, unified whole. Everything is connected to everything else, and nothing exists in isolation. This is the principle of unity, which is the foundation of all harmony. Without unity, there would be no order, no peace, no stability. It is the unity of the world that makes it so beautiful and so wonderful. We must learn to see the world as a single, unified whole, and not as a collection of separate parts. Only then can we begin to understand the true nature of the world, and the place of man in it.

The third principle is that of balance. The world is a delicate balance of many different forces, and it is only through balance that it can remain stable and harmonious. This is the principle of balance, which is the foundation of all wisdom. Without balance, there would be no justice, no fairness, no equity. It is the balance of the world that makes it so just and so fair. We must learn to maintain the balance of the world, and to live in harmony with it. Only then can we begin to achieve the true happiness and fulfillment of life.

These three principles—diversity, unity, and balance—are the foundation of all knowledge, all wisdom, and all happiness. They are the principles that guide us through the complexities of the world, and that help us to understand the true nature of the universe. We must learn to live by these principles, and to strive for the harmony and balance that they represent. Only then can we begin to see the world as it really is, and to live the life that we were born to live.

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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.

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) and the number of people in the private sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1999) (Department of Health 2000).

There is a growing emphasis on the need to improve the quality of care and to ensure that the public sector is able to meet the needs of the population. This has led to a number of initiatives, including the introduction of the Health Care Act 1999, which aims to improve the quality of care and to ensure that the public sector is able to meet the needs of the population. The Act also aims to improve the efficiency of the public sector and to ensure that it is able to provide the best possible value for money.

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

In conclusion, the study has provided a comprehensive understanding of the subject matter and has identified key areas for future research. The findings have important implications for the field and offer valuable insights into the underlying mechanisms. The study contributes to the existing body of knowledge and opens up new avenues for future research.

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

The tenth of these is the fact that the system is inclusive. It is not a system that is exclusive, and it is not a system that is discriminatory. It is a system that is able to include everyone, and it is able to ensure that everyone has a voice. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eleventh of these is the fact that the system is innovative. It is not a system that is stagnant, and it is not a system that is uncreative. It is a system that is able to come up with new ideas, and it is able to implement them. 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 adaptable. It is not a system that is inflexible, and it is not a system that is rigid. It is a system that is able to 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.

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The twentieth of these is the fact that the system is adaptable. It is not a system that is inflexible, and it is not a system that is rigid. It is a system that is able to 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 first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, ensuring the representativeness of the findings. The analysis was 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 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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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, 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 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 both qualitative and quantitative methods, allowing for a comprehensive understanding of the subject matter. The results of the study are presented in a clear and concise manner, highlighting the key findings and the implications of the research.

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

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

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

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

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

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

100%

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

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

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

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The first of these is the *Journal of the American Medical Association* (JAMA), which has been a leading voice in the medical profession for over a century. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The second is the *New England Journal of Medicine* (NEJM), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The third is the *Lancet*, which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The fourth is the *British Medical Journal* (BMJ), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The fifth is the *Annals of the New York Academy of Sciences* (ANAS), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The sixth is the *Journal of the American Society of Nephrology* (JASN), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The seventh is the *Journal of the American Society of Hypertension* (JASH), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The eighth is the *Journal of the American Society of Geriatrics* (JAGS), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The ninth is the *Journal of the American Society of Geriatrics* (JAGS), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The tenth is the *Journal of the American Society of Geriatrics* (JAGS), which is a leading journal in the field of clinical medicine. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health.

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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 whole. 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 we can all work together to achieve our common goals.

These three principles—diversity, balance, and unity—are the keys to understanding the world and to improving our lives. They are the principles that guide us through the complexities of existence, and they are the principles that give us the courage and the wisdom to face whatever challenges may come our way.

