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⠠⠊⠝ ⠁ ⠺⠕⠗⠇⠙ ⠙⠕⠍⠊⠝⠁⠞⠑⠙ ⠃⠽ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠊⠉⠁⠇ ⠁⠙⠧⠁⠝⠉⠑⠍⠑⠝⠞⠎⠂ ⠓⠥⠍⠁⠝ ⠇⠊⠋⠑ ⠓⠁⠎ ⠃⠑⠑⠝ ⠋⠥⠝⠙⠁⠍⠑⠝⠞⠁⠇⠇⠽ ⠞⠗⠁⠝⠎⠋⠕⠗⠍⠑⠙⠲ ⠠⠞⠓⠑ ⠺⠁⠽ ⠺⠑ ⠉⠕⠍⠍⠥⠝⠊⠉⠁⠞⠑⠂ ⠺⠕⠗⠅⠂ ⠁⠝⠙ ⠑⠧⠑⠝ ⠞⠓⠊⠝⠅ ⠓⠁⠎ ⠑⠧⠕⠇⠧⠑⠙ ⠊⠝ ⠞⠁⠝⠙⠑⠍ ⠺⠊⠞⠓ ⠞⠓⠑ ⠞⠕⠕⠇⠎ ⠺⠑ ⠉⠗⠑⠁⠞⠑⠲ ⠠⠞⠁⠅⠑⠂ ⠋⠕⠗ ⠊⠝⠎⠞⠁⠝⠉⠑⠂ ⠞⠓⠑ ⠎⠍⠁⠗⠞⠏⠓⠕⠝⠑⠂ ⠺⠓⠊⠉⠓ ⠓⠁⠎ ⠃⠑⠉⠕⠍⠑ ⠁⠝ ⠊⠝⠙⠊⠎⠏⠑⠝⠎⠁⠃⠇⠑ ⠏⠁⠗⠞ ⠕⠋ ⠕⠥⠗ ⠙⠁⠊⠇⠽ ⠗⠕⠥⠞⠊⠝⠑⠎⠲ ⠠⠊⠞ ⠎⠑⠗⠧⠑⠎ ⠁⠎ ⠁⠝ ⠑⠭⠞⠑⠝⠎⠊⠕⠝ ⠕⠋ ⠕⠥⠗⠎⠑⠇⠧⠑⠎⠂ ⠁⠉⠞⠊⠝⠛ ⠝⠕⠞ ⠕⠝⠇⠽ ⠁⠎ ⠁ ⠉⠕⠍⠍⠥⠝⠊⠉⠁⠞⠊⠕⠝ ⠙⠑⠧⠊⠉⠑ ⠃⠥⠞ ⠁⠇⠎⠕ ⠁⠎ ⠁ ⠎⠕⠥⠗⠉⠑ ⠕⠋ ⠑⠝⠞⠑⠗⠞⠁⠊⠝⠍⠑⠝⠞⠂ ⠁ ⠏⠑⠗⠎⠕⠝⠁⠇ ⠁⠎⠎⠊⠎⠞⠁⠝⠞⠂ ⠁⠝⠙ ⠑⠧⠑⠝ ⠁ ⠓⠑⠁⠇⠞⠓ ⠞⠗⠁⠉⠅⠑⠗⠲ ⠠⠞⠓⠑ ⠏⠑⠗⠧⠁⠎⠊⠧⠑ ⠊⠝⠋⠇⠥⠑⠝⠉⠑ ⠕⠋ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠽ ⠓⠁⠎ ⠁⠇⠎⠕ ⠇⠑⠙ ⠞⠕ ⠞⠓⠑ ⠃⠇⠥⠗⠗⠊⠝⠛ ⠕⠋ ⠃⠕⠥⠝⠙⠁⠗⠊⠑⠎ ⠃⠑⠞⠺⠑⠑⠝ ⠞⠓⠑ ⠏⠓⠽⠎⠊⠉⠁⠇ ⠁⠝⠙ ⠙⠊⠛⠊⠞⠁⠇ ⠺⠕⠗⠇⠙⠎⠂ ⠺⠓⠑⠗⠑ ⠧⠊⠗⠞⠥⠁⠇ ⠑⠭⠏⠑⠗⠊⠑⠝⠉⠑⠎ ⠉⠁⠝ ⠝⠕⠺ ⠗⠊⠧⠁⠇⠂ ⠕⠗ ⠑⠧⠑⠝ ⠎⠥⠗⠏⠁⠎⠎⠂ ⠗⠑⠁⠇-⠺⠕⠗⠇⠙ ⠊⠝⠞⠑⠗⠁⠉⠞⠊⠕⠝⠎⠲ ⠠⠞⠓⠊⠎ ⠎⠓⠊⠋⠞ ⠓⠁⠎ ⠊⠝⠞⠗⠕⠙⠥⠉⠑⠙ ⠃⠕⠞⠓ ⠕⠏⠏⠕⠗⠞⠥⠝⠊⠞⠊⠑⠎ ⠁⠝⠙ ⠉⠓⠁⠇⠇⠑⠝⠛⠑⠎⠂ ⠋⠕⠗⠉⠊⠝⠛ ⠎⠕⠉⠊⠑⠞⠊⠑⠎ ⠞⠕ ⠗⠑⠞⠓⠊⠝⠅ ⠞⠓⠑⠊⠗ ⠗⠑⠇⠁⠞⠊⠕⠝⠎⠓⠊⠏ ⠺⠊⠞⠓ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠽ ⠁⠝⠙ ⠊⠞⠎ ⠗⠕⠇⠑ ⠊⠝ ⠎⠓⠁⠏⠊⠝⠛ ⠞⠓⠑ ⠋⠥⠞⠥⠗⠑⠲  
  
  
  
⠠⠓⠕⠺⠑⠧⠑⠗⠂ ⠁⠎ ⠺⠑ ⠃⠑⠉⠕⠍⠑ ⠍⠕⠗⠑ ⠊⠝⠞⠑⠗⠉⠕⠝⠝⠑⠉⠞⠑⠙ ⠞⠓⠗⠕⠥⠛⠓ ⠙⠊⠛⠊⠞⠁⠇ ⠏⠇⠁⠞⠋⠕⠗⠍⠎⠂ ⠝⠑⠺ ⠙⠊⠇⠑⠍⠍⠁⠎ ⠑⠍⠑⠗⠛⠑ ⠁⠗⠕⠥⠝⠙ ⠏⠗⠊⠧⠁⠉⠽⠂ ⠎⠑⠉⠥⠗⠊⠞⠽⠂ ⠁⠝⠙ ⠞⠓⠑ ⠑⠞⠓⠊⠉⠎ ⠕⠋ ⠙⠁⠞⠁ ⠥⠎⠁⠛⠑⠲ ⠠⠎⠕⠉⠊⠁⠇ ⠍⠑⠙⠊⠁⠂ ⠋⠕⠗ ⠊⠝⠎⠞⠁⠝⠉⠑⠂ ⠺⠓⠊⠇⠑ ⠊⠝⠊⠞⠊⠁⠇⠇⠽ ⠎⠑⠑⠝ ⠁⠎ ⠁ ⠗⠑⠧⠕⠇⠥⠞⠊⠕⠝⠁⠗⠽ ⠺⠁⠽ ⠞⠕ ⠃⠗⠊⠝⠛ ⠏⠑⠕⠏⠇⠑ ⠉⠇⠕⠎⠑⠗⠂ ⠓⠁⠎ ⠑⠭⠏⠕⠎⠑⠙ ⠧⠥⠇⠝⠑⠗⠁⠃⠊⠇⠊⠞⠊⠑⠎ ⠊⠝ ⠓⠕⠺ ⠏⠑⠗⠎⠕⠝⠁⠇ ⠊⠝⠋⠕⠗⠍⠁⠞⠊⠕⠝ ⠊⠎ ⠓⠁⠝⠙⠇⠑⠙⠲ ⠠⠙⠁⠞⠁ ⠃⠗⠑⠁⠉⠓⠑⠎⠂ ⠊⠙⠑⠝⠞⠊⠞⠽ ⠞⠓⠑⠋⠞⠂ ⠁⠝⠙ ⠞⠓⠑ ⠍⠁⠝⠊⠏⠥⠇⠁⠞⠊⠕⠝ ⠕⠋ ⠊⠝⠋⠕⠗⠍⠁⠞⠊⠕⠝ ⠋⠕⠗ ⠏⠕⠇⠊⠞⠊⠉⠁⠇ ⠕⠗ ⠋⠊⠝⠁⠝⠉⠊⠁⠇ ⠛⠁⠊⠝ ⠓⠁⠧⠑ ⠁⠇⠇ ⠗⠁⠊⠎⠑⠙ ⠉⠕⠝⠉⠑⠗⠝⠎ ⠁⠃⠕⠥⠞ ⠓⠕⠺ ⠍⠥⠉⠓ ⠉⠕⠝⠞⠗⠕⠇ ⠺⠑ ⠞⠗⠥⠇⠽ ⠓⠁⠧⠑ ⠕⠧⠑⠗ ⠕⠥⠗ ⠙⠊⠛⠊⠞⠁⠇ ⠋⠕⠕⠞⠏⠗⠊⠝⠞⠎⠲ ⠠⠙⠑⠎⠏⠊⠞⠑ ⠞⠓⠑⠎⠑ ⠉⠕⠝⠉⠑⠗⠝⠎⠂ ⠍⠊⠇⠇⠊⠕⠝⠎ ⠉⠕⠝⠞⠊⠝⠥⠑ ⠞⠕ ⠑⠝⠛⠁⠛⠑ ⠺⠊⠞⠓ ⠞⠓⠑⠎⠑ ⠏⠇⠁⠞⠋⠕⠗⠍⠎⠂ ⠕⠋⠞⠑⠝ ⠥⠝⠁⠺⠁⠗⠑ ⠕⠋ ⠞⠓⠑ ⠑⠭⠞⠑⠝⠞ ⠞⠕ ⠺⠓⠊⠉⠓ ⠞⠓⠑⠊⠗ ⠏⠑⠗⠎⠕⠝⠁⠇ ⠙⠁⠞⠁ ⠊⠎ ⠓⠁⠗⠧⠑⠎⠞⠑⠙ ⠁⠝⠙ ⠁⠝⠁⠇⠽⠵⠑⠙⠲ ⠠⠞⠓⠑ ⠉⠕⠝⠧⠑⠝⠊⠑⠝⠉⠑ ⠁⠝⠙ ⠃⠑⠝⠑⠋⠊⠞⠎ ⠕⠋ ⠞⠓⠑⠎⠑ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠊⠑⠎ ⠞⠑⠝⠙ ⠞⠕ ⠕⠧⠑⠗⠎⠓⠁⠙⠕⠺ ⠞⠓⠑ ⠏⠕⠞⠑⠝⠞⠊⠁⠇ ⠗⠊⠎⠅⠎⠂ ⠉⠗⠑⠁⠞⠊⠝⠛ ⠁ ⠏⠁⠗⠁⠙⠕⠭ ⠕⠋ ⠙⠑⠏⠑⠝⠙⠑⠝⠉⠑ ⠁⠝⠙ ⠧⠥⠇⠝⠑⠗⠁⠃⠊⠇⠊⠞⠽⠲  
  
  
  
⠠⠍⠕⠗⠑⠕⠧⠑⠗⠂ ⠞⠓⠑ ⠗⠊⠎⠑ ⠕⠋ ⠁⠗⠞⠊⠋⠊⠉⠊⠁⠇ ⠊⠝⠞⠑⠇⠇⠊⠛⠑⠝⠉⠑ (⠠⠁⠠⠊) ⠁⠝⠙ ⠍⠁⠉⠓⠊⠝⠑ ⠇⠑⠁⠗⠝⠊⠝⠛ ⠓⠁⠎ ⠋⠥⠗⠞⠓⠑⠗ ⠁⠉⠉⠑⠇⠑⠗⠁⠞⠑⠙ ⠞⠓⠑ ⠏⠁⠉⠑ ⠕⠋ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠊⠉⠁⠇ ⠙⠑⠧⠑⠇⠕⠏⠍⠑⠝⠞⠲ ⠠⠁⠠⠊ ⠁⠇⠛⠕⠗⠊⠞⠓⠍⠎ ⠝⠕⠺ ⠏⠕⠺⠑⠗ ⠑⠧⠑⠗⠽⠞⠓⠊⠝⠛ ⠋⠗⠕⠍ ⠏⠑⠗⠎⠕⠝⠁⠇⠊⠵⠑⠙ ⠗⠑⠉⠕⠍⠍⠑⠝⠙⠁⠞⠊⠕⠝⠎ ⠕⠝ ⠎⠞⠗⠑⠁⠍⠊⠝⠛ ⠏⠇⠁⠞⠋⠕⠗⠍⠎ ⠞⠕ ⠁⠥⠞⠕⠝⠕⠍⠕⠥⠎ ⠧⠑⠓⠊⠉⠇⠑⠎ ⠁⠝⠙ ⠑⠧⠑⠝ ⠁⠙⠧⠁⠝⠉⠑⠙ ⠍⠑⠙⠊⠉⠁⠇ ⠙⠊⠁⠛⠝⠕⠎⠞⠊⠉⠎⠲ ⠠⠞⠓⠑⠎⠑ ⠎⠽⠎⠞⠑⠍⠎ ⠁⠗⠑ ⠙⠑⠎⠊⠛⠝⠑⠙ ⠞⠕ ⠇⠑⠁⠗⠝ ⠁⠝⠙ ⠁⠙⠁⠏⠞⠂ ⠃⠑⠉⠕⠍⠊⠝⠛ ⠍⠕⠗⠑ ⠑⠋⠋⠊⠉⠊⠑⠝⠞ ⠺⠊⠞⠓ ⠑⠁⠉⠓ ⠊⠝⠞⠑⠗⠁⠉⠞⠊⠕⠝⠲ ⠠⠺⠓⠊⠇⠑ ⠞⠓⠑ ⠏⠕⠞⠑⠝⠞⠊⠁⠇ ⠃⠑⠝⠑⠋⠊⠞⠎ ⠕⠋ ⠠⠁⠠⠊ ⠁⠗⠑ ⠊⠍⠍⠑⠝⠎⠑⠂ ⠞⠓⠑⠗⠑ ⠊⠎ ⠁⠝ ⠕⠝⠛⠕⠊⠝⠛ ⠙⠑⠃⠁⠞⠑ ⠁⠃⠕⠥⠞ ⠞⠓⠑ ⠊⠍⠏⠇⠊⠉⠁⠞⠊⠕⠝⠎ ⠕⠋ ⠁⠇⠇⠕⠺⠊⠝⠛ ⠍⠁⠉⠓⠊⠝⠑⠎ ⠞⠕ ⠍⠁⠅⠑ ⠙⠑⠉⠊⠎⠊⠕⠝⠎ ⠞⠗⠁⠙⠊⠞⠊⠕⠝⠁⠇⠇⠽ ⠗⠑⠎⠑⠗⠧⠑⠙ ⠋⠕⠗ ⠓⠥⠍⠁⠝⠎⠲ ⠠⠉⠕⠝⠉⠑⠗⠝⠎ ⠁⠃⠕⠥⠞ ⠚⠕⠃ ⠙⠊⠎⠏⠇⠁⠉⠑⠍⠑⠝⠞⠂ ⠃⠊⠁⠎ ⠊⠝ ⠠⠁⠠⠊ ⠎⠽⠎⠞⠑⠍⠎⠂ ⠁⠝⠙ ⠞⠓⠑ ⠍⠕⠗⠁⠇ ⠉⠕⠝⠎⠑⠟⠥⠑⠝⠉⠑⠎ ⠕⠋ ⠁⠥⠞⠕⠝⠕⠍⠕⠥⠎ ⠙⠑⠉⠊⠎⠊⠕⠝-⠍⠁⠅⠊⠝⠛ ⠉⠕⠝⠞⠊⠝⠥⠑ ⠞⠕ ⠎⠏⠁⠗⠅ ⠓⠑⠁⠞⠑⠙ ⠙⠊⠎⠉⠥⠎⠎⠊⠕⠝⠎ ⠁⠍⠕⠝⠛ ⠑⠞⠓⠊⠉⠊⠎⠞⠎⠂ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠊⠎⠞⠎⠂ ⠁⠝⠙ ⠏⠕⠇⠊⠉⠽⠍⠁⠅⠑⠗⠎⠲  
  
  
  
⠠⠞⠓⠑ ⠺⠕⠗⠅⠏⠇⠁⠉⠑⠂ ⠞⠕⠕⠂ ⠓⠁⠎ ⠥⠝⠙⠑⠗⠛⠕⠝⠑ ⠁ ⠙⠗⠁⠍⠁⠞⠊⠉ ⠞⠗⠁⠝⠎⠋⠕⠗⠍⠁⠞⠊⠕⠝ ⠊⠝ ⠞⠓⠑ ⠙⠊⠛⠊⠞⠁⠇ ⠁⠛⠑⠲ ⠠⠗⠑⠍⠕⠞⠑ ⠺⠕⠗⠅⠂ ⠕⠝⠉⠑ ⠉⠕⠝⠎⠊⠙⠑⠗⠑⠙ ⠁ ⠇⠥⠭⠥⠗⠽ ⠕⠗ ⠁ ⠏⠑⠗⠅ ⠋⠕⠗ ⠁ ⠎⠑⠇⠑⠉⠞ ⠋⠑⠺⠂ ⠃⠑⠉⠁⠍⠑ ⠁ ⠝⠑⠉⠑⠎⠎⠊⠞⠽ ⠙⠥⠗⠊⠝⠛ ⠞⠓⠑ ⠛⠇⠕⠃⠁⠇ ⠠⠉⠠⠕⠠⠧⠠⠊⠠⠙-⠂⠔ ⠏⠁⠝⠙⠑⠍⠊⠉⠲ ⠠⠞⠓⠑ ⠎⠥⠙⠙⠑⠝ ⠎⠓⠊⠋⠞ ⠞⠕ ⠗⠑⠍⠕⠞⠑ ⠺⠕⠗⠅ ⠓⠊⠛⠓⠇⠊⠛⠓⠞⠑⠙ ⠃⠕⠞⠓ ⠞⠓⠑ ⠁⠙⠧⠁⠝⠞⠁⠛⠑⠎ ⠁⠝⠙ ⠙⠊⠎⠁⠙⠧⠁⠝⠞⠁⠛⠑⠎ ⠕⠋ ⠁ ⠙⠊⠎⠞⠗⠊⠃⠥⠞⠑⠙ ⠺⠕⠗⠅⠋⠕⠗⠉⠑⠲ ⠠⠕⠝ ⠕⠝⠑ ⠓⠁⠝⠙⠂ ⠑⠍⠏⠇⠕⠽⠑⠑⠎ ⠑⠝⠚⠕⠽⠑⠙ ⠊⠝⠉⠗⠑⠁⠎⠑⠙ ⠋⠇⠑⠭⠊⠃⠊⠇⠊⠞⠽⠂ ⠗⠑⠙⠥⠉⠑⠙ ⠉⠕⠍⠍⠥⠞⠊⠝⠛ ⠞⠊⠍⠑⠂ ⠁⠝⠙ ⠞⠓⠑ ⠁⠃⠊⠇⠊⠞⠽ ⠞⠕ ⠺⠕⠗⠅ ⠋⠗⠕⠍ ⠧⠊⠗⠞⠥⠁⠇⠇⠽ ⠁⠝⠽⠺⠓⠑⠗⠑⠲ ⠠⠕⠝ ⠞⠓⠑ ⠕⠞⠓⠑⠗ ⠓⠁⠝⠙⠂ ⠉⠓⠁⠇⠇⠑⠝⠛⠑⠎ ⠎⠥⠉⠓ ⠁⠎ ⠍⠁⠊⠝⠞⠁⠊⠝⠊⠝⠛ ⠺⠕⠗⠅-⠇⠊⠋⠑ ⠃⠁⠇⠁⠝⠉⠑⠂ ⠞⠓⠑ ⠃⠇⠥⠗⠗⠊⠝⠛ ⠕⠋ ⠏⠗⠕⠋⠑⠎⠎⠊⠕⠝⠁⠇ ⠁⠝⠙ ⠏⠑⠗⠎⠕⠝⠁⠇ ⠃⠕⠥⠝⠙⠁⠗⠊⠑⠎⠂ ⠁⠝⠙ ⠋⠑⠑⠇⠊⠝⠛⠎ ⠕⠋ ⠊⠎⠕⠇⠁⠞⠊⠕⠝ ⠃⠑⠉⠁⠍⠑ ⠎⠊⠛⠝⠊⠋⠊⠉⠁⠝⠞ ⠉⠕⠝⠉⠑⠗⠝⠎⠲ ⠠⠉⠕⠍⠏⠁⠝⠊⠑⠎ ⠺⠑⠗⠑ ⠋⠕⠗⠉⠑⠙ ⠞⠕ ⠗⠑⠞⠓⠊⠝⠅ ⠓⠕⠺ ⠞⠓⠑⠽ ⠍⠑⠁⠎⠥⠗⠑ ⠏⠗⠕⠙⠥⠉⠞⠊⠧⠊⠞⠽⠂ ⠋⠕⠎⠞⠑⠗ ⠉⠕⠇⠇⠁⠃⠕⠗⠁⠞⠊⠕⠝⠂ ⠁⠝⠙ ⠍⠁⠊⠝⠞⠁⠊⠝ ⠉⠕⠗⠏⠕⠗⠁⠞⠑ ⠉⠥⠇⠞⠥⠗⠑ ⠊⠝ ⠁ ⠧⠊⠗⠞⠥⠁⠇ ⠑⠝⠧⠊⠗⠕⠝⠍⠑⠝⠞⠲ ⠠⠞⠓⠑ ⠏⠁⠝⠙⠑⠍⠊⠉ ⠁⠇⠎⠕ ⠁⠉⠉⠑⠇⠑⠗⠁⠞⠑⠙ ⠞⠓⠑ ⠁⠙⠕⠏⠞⠊⠕⠝ ⠕⠋ ⠙⠊⠛⠊⠞⠁⠇ ⠞⠕⠕⠇⠎ ⠎⠥⠉⠓ ⠁⠎ ⠧⠊⠙⠑⠕ ⠉⠕⠝⠋⠑⠗⠑⠝⠉⠊⠝⠛ ⠎⠕⠋⠞⠺⠁⠗⠑⠂ ⠏⠗⠕⠚⠑⠉⠞ ⠍⠁⠝⠁⠛⠑⠍⠑⠝⠞ ⠏⠇⠁⠞⠋⠕⠗⠍⠎⠂ ⠁⠝⠙ ⠉⠇⠕⠥⠙-⠃⠁⠎⠑⠙ ⠎⠞⠕⠗⠁⠛⠑ ⠎⠕⠇⠥⠞⠊⠕⠝⠎⠂ ⠍⠁⠅⠊⠝⠛ ⠞⠓⠑⠍ ⠊⠝⠞⠑⠛⠗⠁⠇ ⠞⠕ ⠞⠓⠑ ⠍⠕⠙⠑⠗⠝ ⠺⠕⠗⠅ ⠑⠭⠏⠑⠗⠊⠑⠝⠉⠑⠲  
  
  
  
⠠⠑⠙⠥⠉⠁⠞⠊⠕⠝⠂ ⠇⠊⠅⠑ ⠞⠓⠑ ⠺⠕⠗⠅⠏⠇⠁⠉⠑⠂ ⠓⠁⠎ ⠁⠇⠎⠕ ⠃⠑⠑⠝ ⠙⠑⠑⠏⠇⠽ ⠁⠋⠋⠑⠉⠞⠑⠙ ⠃⠽ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠊⠉⠁⠇ ⠁⠙⠧⠁⠝⠉⠑⠍⠑⠝⠞⠎⠲ ⠠⠕⠝⠇⠊⠝⠑ ⠇⠑⠁⠗⠝⠊⠝⠛ ⠏⠇⠁⠞⠋⠕⠗⠍⠎ ⠓⠁⠧⠑ ⠙⠑⠍⠕⠉⠗⠁⠞⠊⠵⠑⠙ ⠁⠉⠉⠑⠎⠎ ⠞⠕ ⠅⠝⠕⠺⠇⠑⠙⠛⠑⠂ ⠑⠝⠁⠃⠇⠊⠝⠛ ⠊⠝⠙⠊⠧⠊⠙⠥⠁⠇⠎ ⠋⠗⠕⠍ ⠁⠇⠇ ⠉⠕⠗⠝⠑⠗⠎ ⠕⠋ ⠞⠓⠑ ⠛⠇⠕⠃⠑ ⠞⠕ ⠏⠁⠗⠞⠊⠉⠊⠏⠁⠞⠑ ⠊⠝ ⠉⠕⠥⠗⠎⠑⠎ ⠕⠋⠋⠑⠗⠑⠙ ⠃⠽ ⠏⠗⠑⠎⠞⠊⠛⠊⠕⠥⠎ ⠥⠝⠊⠧⠑⠗⠎⠊⠞⠊⠑⠎ ⠁⠝⠙ ⠊⠝⠎⠞⠊⠞⠥⠞⠊⠕⠝⠎⠲ ⠠⠎⠞⠥⠙⠑⠝⠞⠎ ⠝⠕ ⠇⠕⠝⠛⠑⠗ ⠝⠑⠑⠙ ⠞⠕ ⠃⠑ ⠏⠓⠽⠎⠊⠉⠁⠇⠇⠽ ⠏⠗⠑⠎⠑⠝⠞ ⠊⠝ ⠁ ⠉⠇⠁⠎⠎⠗⠕⠕⠍ ⠞⠕ ⠗⠑⠉⠑⠊⠧⠑ ⠁⠝ ⠑⠙⠥⠉⠁⠞⠊⠕⠝⠂ ⠁⠝⠙ ⠍⠁⠝⠽ ⠓⠁⠧⠑ ⠞⠁⠅⠑⠝ ⠁⠙⠧⠁⠝⠞⠁⠛⠑ ⠕⠋ ⠞⠓⠑ ⠋⠇⠑⠭⠊⠃⠊⠇⠊⠞⠽ ⠕⠋⠋⠑⠗⠑⠙ ⠃⠽ ⠑-⠇⠑⠁⠗⠝⠊⠝⠛⠲ ⠠⠓⠕⠺⠑⠧⠑⠗⠂ ⠞⠓⠑ ⠙⠊⠛⠊⠞⠁⠇ ⠙⠊⠧⠊⠙⠑ ⠗⠑⠍⠁⠊⠝⠎ ⠁ ⠎⠊⠛⠝⠊⠋⠊⠉⠁⠝⠞ ⠊⠎⠎⠥⠑⠂ ⠁⠎ ⠝⠕⠞ ⠁⠇⠇ ⠎⠞⠥⠙⠑⠝⠞⠎ ⠓⠁⠧⠑ ⠁⠉⠉⠑⠎⠎ ⠞⠕ ⠞⠓⠑ ⠝⠑⠉⠑⠎⠎⠁⠗⠽ ⠞⠑⠉⠓⠝⠕⠇⠕⠛⠽ ⠕⠗ ⠗⠑⠇⠊⠁⠃⠇⠑ ⠊⠝⠞⠑⠗⠝⠑⠞ ⠉⠕⠝⠝⠑⠉⠞⠊⠕⠝⠎⠲ ⠠⠞⠓⠑ ⠞⠗⠁⠝⠎⠊⠞⠊⠕⠝ ⠞⠕ ⠕⠝⠇⠊⠝⠑ ⠇⠑⠁⠗⠝⠊⠝⠛ ⠓⠁⠎ ⠁⠇⠎⠕ ⠗⠁⠊⠎⠑⠙ ⠟⠥⠑⠎⠞⠊⠕⠝⠎ ⠁⠃⠕⠥⠞ ⠞⠓⠑ ⠑⠋⠋⠑⠉⠞⠊⠧⠑⠝⠑⠎⠎ ⠕⠋ ⠧⠊⠗⠞⠥⠁⠇ ⠊⠝⠎⠞⠗⠥⠉⠞⠊⠕⠝⠂ ⠏⠁⠗⠞⠊⠉⠥⠇⠁⠗⠇⠽ ⠊⠝ ⠎⠥⠃⠚⠑⠉⠞⠎ ⠞⠓⠁⠞ ⠗⠑⠟⠥⠊⠗⠑ ⠓⠁⠝⠙⠎-⠕⠝ ⠑⠭⠏⠑⠗⠊⠑⠝⠉⠑ ⠕⠗ ⠋⠁⠉⠑-⠞⠕-⠋⠁⠉⠑ ⠊⠝⠞⠑⠗⠁⠉⠞⠊⠕⠝⠲ ⠠⠑⠙⠥⠉⠁⠞⠕⠗⠎ ⠁⠗⠑ ⠉⠕⠝⠞⠊⠝⠥⠁⠇⠇⠽ ⠑⠭⠏⠇⠕⠗⠊⠝⠛ ⠝⠑⠺ ⠍⠑⠞⠓⠕⠙⠎ ⠞⠕ ⠑⠝⠛⠁⠛⠑ ⠎⠞⠥⠙⠑⠝⠞⠎ ⠊⠝ ⠁ ⠙⠊⠛⠊⠞⠁⠇ ⠑⠝⠧⠊⠗⠕⠝⠍⠑⠝⠞⠂ ⠊⠝⠉⠕⠗⠏⠕⠗⠁⠞⠊⠝⠛ ⠍⠥⠇⠞⠊⠍⠑⠙⠊⠁ ⠉⠕⠝⠞⠑⠝⠞⠂ ⠊⠝⠞⠑⠗⠁⠉⠞⠊⠧⠑ ⠎⠊⠍⠥⠇⠁⠞⠊⠕⠝⠎⠂ ⠁⠝⠙ ⠧⠊⠗⠞⠥⠁⠇ ⠇⠁⠃⠎ ⠞⠕ ⠑⠝⠓⠁⠝⠉⠑ ⠞⠓⠑ ⠇⠑⠁⠗⠝⠊⠝⠛ ⠑⠭⠏⠑⠗⠊⠑⠝⠉⠑⠲  
  
  
  
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In a world dominated by technological advancements, human life has been fundamentally transformed. The way we communicate, work, and even think has evolved in tandem with the tools we create. Take, for instance, the smartphone, which has become an indispensable part of our daily routines. It serves as an extension of ourselves, acting not only as a communication device but also as a source of entertainment, a personal assistant, and even a health tracker. The pervasive influence of technology has also led to the blurring of boundaries between the physical and digital worlds, where virtual experiences can now rival, or even surpass, real-world interactions. This shift has introduced both opportunities and challenges, forcing societies to rethink their relationship with technology and its role in shaping the future.  
  
  
  
However, as we become more interconnected through digital platforms, new dilemmas emerge around privacy, security, and the ethics of data usage. Social media, for instance, while initially seen as a revolutionary way to bring people closer, has exposed vulnerabilities in how personal information is handled. Data breaches, identity theft, and the manipulation of information for political or financial gain have all raised concerns about how much control we truly have over our digital footprints. Despite these concerns, millions continue to engage with these platforms, often unaware of the extent to which their personal data is harvested and analyzed. The convenience and benefits of these technologies tend to overshadow the potential risks, creating a paradox of dependence and vulnerability.  
  
  
  
Moreover, the rise of artificial intelligence (AI) and machine learning has further accelerated the pace of technological development. AI algorithms now power everything from personalized recommendations on streaming platforms to autonomous vehicles and even advanced medical diagnostics. These systems are designed to learn and adapt, becoming more efficient with each interaction. While the potential benefits of AI are immense, there is an ongoing debate about the implications of allowing machines to make decisions traditionally reserved for humans. Concerns about job displacement, bias in AI systems, and the moral consequences of autonomous decision-making continue to spark heated discussions among ethicists, technologists, and policymakers.  
  
  
  
The workplace, too, has undergone a dramatic transformation in the digital age. Remote work, once considered a luxury or a perk for a select few, became a necessity during the global COVID-19 pandemic. The sudden shift to remote work highlighted both the advantages and disadvantages of a distributed workforce. On one hand, employees enjoyed increased flexibility, reduced commuting time, and the ability to work from virtually anywhere. On the other hand, challenges such as maintaining work-life balance, the blurring of professional and personal boundaries, and feelings of isolation became significant concerns. Companies were forced to rethink how they measure productivity, foster collaboration, and maintain corporate culture in a virtual environment. The pandemic also accelerated the adoption of digital tools such as video conferencing software, project management platforms, and cloud-based storage solutions, making them integral to the modern work experience.  
  
  
  
Education, like the workplace, has also been deeply affected by technological advancements. Online learning platforms have democratized access to knowledge, enabling individuals from all corners of the globe to participate in courses offered by prestigious universities and institutions. Students no longer need to be physically present in a classroom to receive an education, and many have taken advantage of the flexibility offered by e-learning. However, the digital divide remains a significant issue, as not all students have access to the necessary technology or reliable internet connections. The transition to online learning has also raised questions about the effectiveness of virtual instruction, particularly in subjects that require hands-on experience or face-to-face interaction. Educators are continually exploring new methods to engage students in a digital environment, incorporating multimedia content, interactive simulations, and virtual labs to enhance the learning experience.  
  
  
  
Beyond education and work, the entertainment industry has also seen a massive shift. Streaming services such as Netflix, Hulu, and Disney+ have revolutionized how we consume media, offering on-demand access to a vast library of content. Traditional television networks have been forced to adapt to this new reality, with many launching their own streaming platforms to compete. The rise of digital content has also given birth to new forms of entertainment, such as eSports, where professional gamers compete in front of global audiences. These competitions, often streamed live, attract millions of viewers and have become a lucrative industry in their own right. The integration of virtual reality (VR) and augmented reality (AR) into gaming has further blurred the lines between the real and virtual worlds, offering immersive experiences that were once the stuff of science fiction.  
  
  
  
As technology continues to evolve, so too does our relationship with the environment. The global push for sustainability has led to the development of green technologies aimed at reducing our carbon footprint and mitigating the effects of climate change. Renewable energy sources such as solar and wind power are becoming more affordable and widespread, while electric vehicles are gaining popularity as an alternative to gasoline-powered cars. Smart cities, designed to optimize energy use and reduce waste, are being developed in countries around the world. These cities utilize sensors, data analytics, and AI to monitor and manage resources efficiently, from electricity and water consumption to traffic flow and waste disposal. While these innovations hold great promise, they also require careful consideration of the long-term environmental impacts of the technology itself, such as the energy required to power data centers and the disposal of electronic waste.  
  
  
  
In conclusion, the digital age has brought about unprecedented change in nearly every aspect of human life. From how we work and learn to how we entertain ourselves and interact with the environment, technology has become deeply embedded in the fabric of society. While the benefits of these advancements are clear, it is essential to remain mindful of the challenges they present. Issues such as privacy, security, job displacement, and environmental sustainability must be addressed as we continue to push the boundaries of what is possible in the digital world. Ultimately, the future will be shaped not only by the technologies we develop but also by the choices we make in how we use them.