



2020-09-24 - 07:12.16
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Overlock Regular
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SPACE
uni0020

EXCLAMATION MARK
uni0021

QUOTATION MARK
uni0022

NUMBER SIGN
uni0023

DOLLAR SIGN
uni0024

PERCENT SIGN
uni0025

AMPERSAND
uni0026

APOSTROPHE
uni0027

LEFT PARENTHESIS
uni0028

RIGHT PARENTHESIS
uni0029

ASTERISK
uni002A

!	!	!	!	!	!	!
"	"	"	"	"	"	"
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*	*	*	*	*	*	*

PLUS SIGN
uni002B

COMMA
uni002C

HYPHEN-MINUS
uni002D

FULL STOP
uni002E

SOLIDUS
uni002F

+	+	+	+	+	+	+
,	,	,	,	,	,	,
-	-	-	-	-	-	-
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/	/	/	/	/	/	/

DIGIT ZERO uni0030	0	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8	8
DIGIT NINE uni0039	9	9	9	9	9	9
COLON uni003A	:	:	:	:	:	:
SEMICOLON uni003B	;	;	;	;	;	;
LESS-THAN SIGN uni003C	<	<	<	<	<	<
EQUALS SIGN uni003D	=	=	=	=	=	=
GREATER-THAN SIGN uni003E	>	>	>	>	>	>
QUESTION MARK uni003F	?	?	?	?	?	?
COMMERCIAL AT uni0040	@	@	@	@	@	@
LATIN CAPITAL LETTER A uni0041	A	A	A	A	A	A
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	K

LATIN CAPITAL LETTER L
uni004C

L	L	L	L	L	L	L
---	---	---	---	---	---	---

LATIN CAPITAL LETTER M
uni004D

M	M	M	M	M	M	M
---	---	---	---	---	---	---

LATIN CAPITAL LETTER N
uni004E

N	N	N	N	N	N	N
---	---	---	---	---	---	---

LATIN CAPITAL LETTER O
uni004F

O	O	O	O	O	O	O
---	---	---	---	---	---	---

LATIN CAPITAL LETTER P
uni0050

P	P	P	P	P	P	P
---	---	---	---	---	---	---

LATIN CAPITAL LETTER Q
uni0051

Q	Q	Q	Q	Q	Q	Q
---	---	---	---	---	---	---

LATIN CAPITAL LETTER R
uni0052

R	R	R	R	R	R	R
---	---	---	---	---	---	---

LATIN CAPITAL LETTER S
uni0053

S	S	S	S	S	S	S
---	---	---	---	---	---	---

LATIN CAPITAL LETTER T
uni0054

T	T	T	T	T	T	T
---	---	---	---	---	---	---

LATIN CAPITAL LETTER U
uni0055

U	U	U	U	U	U	U
---	---	---	---	---	---	---

LATIN CAPITAL LETTER V
uni0056

V	V	V	V	V	V	V
---	---	---	---	---	---	---

LATIN CAPITAL LETTER W
uni0057

W	W	W	W	W	W	W
---	---	---	---	---	---	---

LATIN CAPITAL LETTER X
uni0058

X	X	X	X	X	X	X
---	---	---	---	---	---	---

LATIN CAPITAL LETTER Y
uni0059

Y	Y	Y	Y	Y	Y	Y
---	---	---	---	---	---	---

LATIN CAPITAL LETTER Z
uni005A

Z	Z	Z	Z	Z	Z	Z
---	---	---	---	---	---	---

LEFT SQUARE BRACKET
uni005B

[[[[[[[
---	---	---	---	---	---	---

REVERSE SOLIDUS
uni005C

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---	---	---	---	---	---	---

RIGHT SQUARE BRACKET
uni005D

]]]]]]]
---	---	---	---	---	---	---

CIRCUMFLEX ACCENT
uni005E

^	^	^	^	^	^	^
---	---	---	---	---	---	---

LOW LINE
uni005F

_	_	_	_	_	_	_
---	---	---	---	---	---	---

GRAVE ACCENT
uni0060

`	`	`	`	`	`	`
---	---	---	---	---	---	---

LATIN SMALL LETTER A
uni0061

a	a	a	a	a	a	a
---	---	---	---	---	---	---

LATIN SMALL LETTER B
uni0062

b	b	b	b	b	b	b
---	---	---	---	---	---	---

LATIN SMALL LETTER C
uni0063

c	c	c	c	c	c	c
---	---	---	---	---	---	---

LATIN SMALL LETTER D
uni0064

d	d	d	d	d	d	d
---	---	---	---	---	---	---

LATIN SMALL LETTER E
uni0065

e	e	e	e	e	e	e
---	---	---	---	---	---	---

f	f	f	f	f	f	f
---	---	---	---	---	---	---

LATIN SMALL LETTER F
uni0066

LATIN SMALL LETTER G uni0067	g	g	g	g	g	g	g
LATIN SMALL LETTER H uni0068	h	h	h	h	h	h	h
LATIN SMALL LETTER I uni0069	i	i	i	i	i	i	i
LATIN SMALL LETTER J uni006A	j	j	j	j	j	j	j
LATIN SMALL LETTER K uni006B	k	k	k	k	k	k	k
LATIN SMALL LETTER L uni006C	l	l	l	l	l	l	l
LATIN SMALL LETTER M uni006D	m	m	m	m	m	m	m
LATIN SMALL LETTER N uni006E	n	n	n	n	n	n	n
LATIN SMALL LETTER O uni006F	o	o	o	o	o	o	o
LATIN SMALL LETTER P uni0070	p	p	p	p	p	p	p
LATIN SMALL LETTER Q uni0071	q	q	q	q	q	q	q
LATIN SMALL LETTER R uni0072	r	r	r	r	r	r	r
LATIN SMALL LETTER S uni0073	s	s	s	s	s	s	s
LATIN SMALL LETTER T uni0074	t	t	t	t	t	t	t
LATIN SMALL LETTER U uni0075	u	u	u	u	u	u	u
LATIN SMALL LETTER V uni0076	v	v	v	v	v	v	v
LATIN SMALL LETTER W uni0077	w	w	w	w	w	w	w
LATIN SMALL LETTER X uni0078	x	x	x	x	x	x	x
LATIN SMALL LETTER Y uni0079	y	y	y	y	y	y	y
LATIN SMALL LETTER Z uni007A	z	z	z	z	z	z	z
LEFT CURLY BRACKET uni007B	{	{	{	{	{	{	{
VERTICAL LINE uni007C				 			
RIGHT CURLY BRACKET uni007D	}	}	}	}	}	}	}
TILDE uni007E	~	~	~	~	~	~	~
INVERTED EXCLAMATION MARK uni00A1	¡	¡	¡	¡	¡	¡	¡
CENT SIGN uni00A2	¢	¢	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£	£	£
YEN SIGN uni00A5	¥	¥	¥	¥	¥	¥	¥

BROKEN BAR uni00A6	¦	¦	¦	¦	¦	¦
SECTION SIGN uni00A7	§	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	ª	ª	ª	ª	ª	ª
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬	¬	¬
REGISTERED SIGN uni00AE	®	®	®	®	®	®
MACRON uni00AF	¯	¯	¯	¯	¯	¯
DEGREE SIGN uni00B0	°	°	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±	±	±
SUPERSCRPT TWO uni00B2	²	²	²	²	²	²
SUPERSCRPT THREE uni00B3	³	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´	´
MICRO SIGN uni00B5	µ	µ	µ	µ	µ	µ
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸	¸
SUPERSCRPT ONE uni00B9	¹	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE	Á	Á	Á	Á	Á	Á

uni00C1

LATIN CAPITAL LETTER A WITH CIRCUMFLEX
uni00C2LATIN CAPITAL LETTER A WITH TILDE
uni00C3LATIN CAPITAL LETTER A WITH DIAERESIS
uni00C4LATIN CAPITAL LETTER A WITH RING ABOVE
uni00C5LATIN CAPITAL LETTER AE
uni00C6LATIN CAPITAL LETTER C WITH CEDILLA
uni00C7LATIN CAPITAL LETTER E WITH GRAVE
uni00C8LATIN CAPITAL LETTER E WITH ACUTE
uni00C9LATIN CAPITAL LETTER E WITH CIRCUMFLEX
uni00CALATIN CAPITAL LETTER E WITH DIAERESIS
uni00CBLATIN CAPITAL LETTER I WITH GRAVE
uni00CCLATIN CAPITAL LETTER I WITH ACUTE
uni00CDLATIN CAPITAL LETTER I WITH CIRCUMFLEX
uni00CELATIN CAPITAL LETTER I WITH DIAERESIS
uni00CFLATIN CAPITAL LETTER ETH
uni00D0LATIN CAPITAL LETTER N WITH TILDE
uni00D1LATIN CAPITAL LETTER O WITH GRAVE
uni00D2LATIN CAPITAL LETTER O WITH ACUTE
uni00D3LATIN CAPITAL LETTER O WITH CIRCUMFLEX
uni00D4LATIN CAPITAL LETTER O WITH TILDE
uni00D5LATIN CAPITAL LETTER O WITH DIAERESIS
uni00D6MULTIPLICATION SIGN
uni00D7LATIN CAPITAL LETTER O WITH STROKE
uni00D8LATIN CAPITAL LETTER U WITH GRAVE
uni00D9LATIN CAPITAL LETTER U WITH ACUTE
uni00DALATIN CAPITAL LETTER U WITH CIRCUMFLEX
uni00DBLATIN CAPITAL LETTER U WITH DIAERESIS
uni00DCLATIN CAPITAL LETTER Y WITH ACUTE
uni00DD

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Ã	Ã	Ã	Ã	Ã	Ã	Ã
Ä	Ä	Ä	Ä	Ä	Ä	Ä
Å	Å	Å	Å	Å	Å	Å
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È	È	È	È	È	È	È
É	É	É	É	É	É	É
Ê	Ê	Ê	Ê	Ê	Ê	Ê
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Ô	Ô	Ô	Ô	Ô	Ô	Ô
Õ	Õ	Õ	Õ	Õ	Õ	Õ
Ö	Ö	Ö	Ö	Ö	Ö	Ö
×	×	×	×	×	×	×
Ø	Ø	Ø	Ø	Ø	Ø	Ø
Ù	Ù	Ù	Ù	Ù	Ù	Ù
Ú	Ú	Ú	Ú	Ú	Ú	Ú
Û	Û	Û	Û	Û	Û	Û
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Ý	Ý	Ý	Ý	Ý	Ý	Ý

	Ý	ý	Ý	ý	Ý	ý
LATIN CAPITAL LETTER THORN uni00DE	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER SHARP S uni00DF	ß	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE uni00E0	à	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE uni00E1	á	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX uni00E2	â	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE uni00E3	ã	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS uni00E4	ä	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE uni00E5	å	å	å	å	å	å
LATIN SMALL LETTER AE uni00E6	æ	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA uni00E7	ç	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE uni00E8	è	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE uni00E9	é	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX uni00EA	ê	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS uni00EB	ë	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE uni00EC	ì	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE uni00ED	í	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX uni00EE	î	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS uni00EF	ï	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH uni00F0	ð	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE uni00F1	ñ	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE uni00F2	ò	ò	ò	ò	ò	ò
LATIN SMALL LETTER O WITH ACUTE uni00F3	ó	ó	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö	ö	ö
DIVISION SIGN uni00F7	÷	÷	÷	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE						

uni00F8	ø	ø	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LETTER L WITH STROKE uni0141	Ł	Ł	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH STROKE uni0142	ł	ł	ł	ł	ł	ł
LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ	Œ	Œ	Œ
LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ	œ	œ
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š	Š	Š	Š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š	š
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž	ž
LATIN SMALL LETTER F WITH HOOK uni0192	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	^	^	^	^	^	^
CARON uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
BREVE uni02D8	˘	˘	˘	˘	˘	˘
DOT ABOVE uni02D9	˙	˙	˙	˙	˙	˙
RING ABOVE uni02DA	˚	˚	˚	˚	˚	˚
OGONEK uni02DB	˛	˛	˛	˛	˛	˛
SMALL TILDE uni02DC	˜	˜	˜	˜	˜	˜
DOUBLE ACUTE ACCENT uni02DD	˝	˝	˝	˝	˝	˝
GREEK SMALL LETTER PI uni03C0	π	π	π	π	π	π
EN DASH						

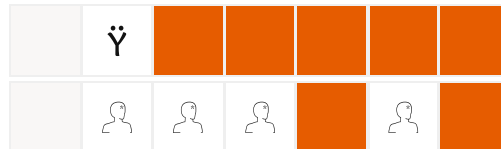
	uni2013	—	—	—	—	—	—
		—	—	—	—	—	—
	EM DASH uni2014						
	LEFT SINGLE QUOTATION MARK uni2018	‘	‘	‘	‘	‘	‘
	RIGHT SINGLE QUOTATION MARK uni2019	’	’	’	’	’	’
	SINGLE LOW-9 QUOTATION MARK uni201A	‚	‚	‚	‚	‚	‚
	LEFT DOUBLE QUOTATION MARK uni201C	“	“	“	“	“	“
	RIGHT DOUBLE QUOTATION MARK uni201D	”	”	”	”	”	”
	DOUBLE LOW-9 QUOTATION MARK uni201E	„	„	„	„	„	„
	DAGGER uni2020	†	†	†	†	†	†
	DOUBLE DAGGER uni2021	‡	‡	‡	‡	‡	‡
	BULLET uni2022	•	•	•	•	•	•
	HORIZONTAL ELLIPSIS uni2026	…	…	…	…	…	…
	PER MILLE SIGN uni2030	‰	‰	‰	‰	‰	‰
	SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<	<	<	<
	SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>	>	>	>
	FRACTION SLASH uni2044	/	/	/	/	/	/
	EURO SIGN uni20AC	€	€	€	€	€	€
	TRADE MARK SIGN uni2122	™	™	™	™	™	™
	OHM SIGN uni2126	Ω	Ω	Ω	Ω	Ω	Ω
	PARTIAL DIFFERENTIAL uni2202	∂	∂	∂	∂	∂	∂
	INCREMENT uni2206	Δ	Δ	Δ	Δ	Δ	Δ
	N-ARY PRODUCT uni220F	∏	∏	∏	∏	∏	∏
	N-ARY SUMMATION uni2211	Σ	Σ	Σ	Σ	Σ	Σ
	MINUS SIGN uni2212	−	−	−	−	−	−
	SQUARE ROOT uni221A	√	√	√	√	√	√
	INFINITY uni221E	∞	∞	∞	∞	∞	∞
	INTEGRAL uni222B	∫	∫	∫	∫	∫	∫

ALMOST EQUAL TO uni2248	≈	≈	≈	≈	≈	≈	≈
NOT EQUAL TO uni2260	≠	≠	≠	≠	≠	≥	≠
LESS-THAN OR EQUAL TO uni2264	≤	≤	≤	≤	≤	≤	≤
GREATER-THAN OR EQUAL TO uni2265	≥	≥	≥	≥	≥	≠	≥
LOZENGE uni25CA	◇	◇	◇	◇	◇	◇	◇
uniF6F9	Ł						
uniF6FA	Œ						
uniF6FD	Š						
uniF6FF	Ž						
uniF721	!						
uniF724	\$	\$	\$	\$	\$	\$	\$
uniF726	&		ä				
uniF730	o	o	o	o	o	o	o
uniF731	1	1	1	1	1	1	1
uniF732	2	2	2	2	2	2	2
uniF733	3	3	3	3	3	3	3
uniF734	4	4	4	4	4	4	4
uniF735	5	5	5	5	5	5	5
uniF736	6	6	6	6	6	6	6
uniF737	7	7	7	7	7	7	7
uniF738	8	8	8	8	8	8	8
uniF739	9	9	9	9	9	9	9
uniF73F	?						
uniF761	A						
uniF762	B						
uniF763	C						
uniF764	D						
uniF765	E						

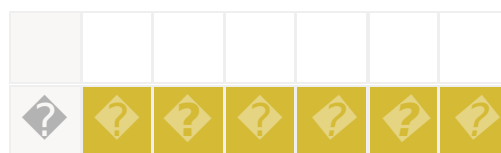
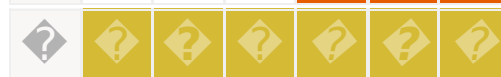
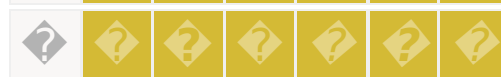
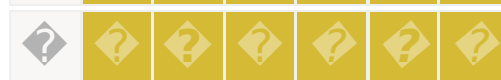
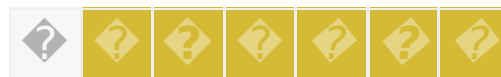
uniF766	F					
	G					
uniF767						
	H					
uniF768	I					
uniF769	J					
uniF76A	K					
uniF76B	L					
uniF76C	M					
uniF76D	N					
uniF76E	O					
uniF76F	P					
uniF770	Q					
uniF771	R					
uniF772	S					
uniF773	T					
uniF774	U					
uniF775	V					
uniF776	W					
uniF777	X					
uniF778	Y					
uniF779	Z					
uniF77A	i					
uniF7A2	¢	¢	¢	¢	¢	¢
uniF7B4	Ã					
uniF7BF	¿					
uniF7E0	À					
uniF7E1	Á					

uniF7E2	Â					
uniF7E3	Ã					
uniF7E4	Ä					
uniF7E5	Å					
uniF7E6	Æ					
uniF7E7	Ç					
uniF7E8	È					
uniF7E9	É					
uniF7EA	Ê					
uniF7EB	Ë					
uniF7EC	Ì					
uniF7ED	Í					
uniF7EE	Î					
uniF7EF	Ï					
uniF7F0	Ð					
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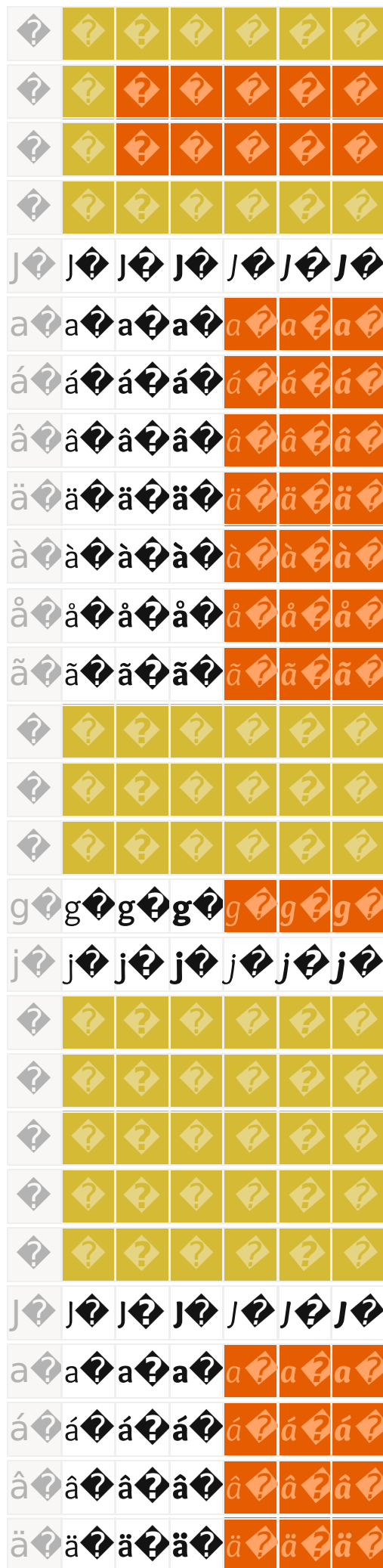
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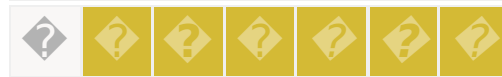
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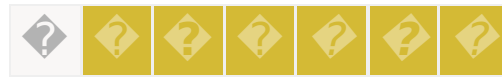
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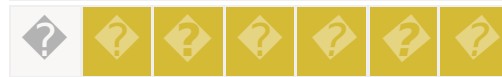
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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 2001). The number of people who are malnourished has increased from 1.2 billion to 1.6 billion (FAO 2001).

There is a growing awareness of the need to improve the nutritional status of the world's population. The World Health Organization (WHO) has set a target of reducing the number of undernourished people in the world by 50% by the year 2015 (WHO 2001).

One of the main causes of malnutrition is the lack of access to adequate food. This is often due to poverty, which prevents people from being able to afford to buy enough food to eat. Another cause of malnutrition is the lack of access to clean water and sanitation, which can lead to the spread of diseases that can cause malnutrition.

There are a number of ways in which the nutritional status of the world's population can be improved. One way is to increase the production of food, so that there is enough food to go around. Another way is to improve the distribution of food, so that everyone has access to it.

There are also a number of ways in which the nutritional status of the world's population can be improved by improving the health of the population. This can be done by providing access to clean water and sanitation, and by providing access to health care.

There are a number of ways in which the nutritional status of the world's population can be improved by improving the education of the population. This can be done by providing access to education, and by providing access to information about nutrition.

There are a number of ways in which the nutritional status of the world's population can be improved by improving the environment. This can be done by protecting the environment, and by providing access to natural resources.

There are a number of ways in which the nutritional status of the world's population can be improved by improving the economy. This can be done by providing access to economic opportunities, and by providing access to financial services.

There are a number of ways in which the nutritional status of the world's population can be improved by improving the social structure. This can be done by providing access to social services, and by providing access to social support.

There are a number of ways in which the nutritional status of the world's population can be improved by improving the culture. This can be done by providing access to cultural services, and by providing access to cultural support.

There are a number of ways in which the nutritional status of the world's population can be improved by improving the technology. This can be done by providing access to technological services, and by providing access to technological support.

There are a number of ways in which the nutritional status of the world's population can be improved by improving the infrastructure. This can be done by providing access to infrastructure services, and by providing access to infrastructure support.

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There is a growing awareness of the need to address the needs of people with mental health problems. The Department of Health (2000) has set out a vision for the future of mental health care, which includes a commitment to 'improving the lives of people with mental health problems'.

One of the key challenges facing the mental health services is how to ensure that people with mental health problems are able to live their lives to the full, and that they are able to participate in the community. This is a challenge that requires a multi-disciplinary approach, involving the mental health services, the police, the courts, and the community.

One of the key areas of research in this field is the study of the factors that influence the risk of violence in people with mental health problems. This research has identified a number of factors that are associated with an increased risk of violence, including a history of violence, a diagnosis of a serious mental illness, and a lack of social support.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1999 (Department of Health 2000).

There is a growing emphasis on the importance of the public sector in the provision of health care, and the need to ensure that the public sector is able to meet the needs of the population. This has led to a number of initiatives to improve the efficiency and effectiveness of the public sector, including the introduction of the Health Service Act 1999, the establishment of the National Health Service Commissioning Board, and the introduction of the Health Service Act 2001.

The Health Service Act 1999 was a landmark piece of legislation that gave the Secretary of State for Health the power to set the strategic direction of the NHS, and to appoint and dismiss the Chief Executive of the NHS.

The National Health Service Commissioning Board was established in 2001, and is responsible for commissioning health services for the NHS. It is made up of representatives from the Secretary of State for Health, the Chief Executive of the NHS, and the Chief Executive of the Health Service Commissioning Board.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age. In 1995, 1.5 million people over 50 years of age were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age. In 1995, 1.5 million people under 25 years of age were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from ethnic minority groups. In 1995, 1.5 million people from ethnic minority groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the Irish Republic. In 1995, 1.5 million people from the Irish Republic were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from the Caribbean. In 1995, 1.5 million people from the Caribbean were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the Indian subcontinent. In 1995, 1.5 million people from the Indian subcontinent were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from the Chinese community. In 1995, 1.5 million people from the Chinese community were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the Pakistani community. In 1995, 1.5 million people from the Pakistani community were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from the Bangladeshi community. In 1995, 1.5 million people from the Bangladeshi community were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the African community. In 1995, 1.5 million people from the African community were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from the Asian community. In 1995, 1.5 million people from the Asian community were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the European community. In 1995, 1.5 million people from the European community were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from the Middle Eastern community. In 1995, 1.5 million people from the Middle Eastern community were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the South Asian community. In 1995, 1.5 million people from the South Asian community were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from the Black community. In 1995, 1.5 million people from the Black community were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the White community. In 1995, 1.5 million people from the White community were employed in the public sector, compared with 1 million in 1980.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1999). The public sector has become a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which it is funded.

The public sector is a complex organisation, and it is difficult to understand how it works. The public sector is made up of many different organisations, each of which has its own role to play. The public sector is also a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which it is funded.

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The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are single, with 1.5 million single people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are married, with 1.5 million married people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are divorced, with 1.5 million divorced people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are widowed, with 1.5 million widowed people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are cohabiting, with 1.5 million cohabiting people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living alone, with 1.5 million people living alone employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a civil partnership, with 1.5 million people in a civil partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a common-law relationship, with 1.5 million people in a common-law relationship employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a registered partnership, with 1.5 million people in a registered partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a civil union, with 1.5 million people in a civil union employed in the public sector in 1995, compared with 1 million in 1980.

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion, and the number of people aged 65 and over has increased from 0.5 billion to 0.7 billion (United Nations 2002). The number of people aged 65 and over is projected to increase to 1.2 billion by 2050 (United Nations 2002).

There is a growing awareness of the need to address the needs of older people in the workplace. The World Health Organization (WHO) has identified the need for a 'healthy ageing' approach to the workplace (WHO 2002). The WHO defines 'healthy ageing' as 'the process of developing and maintaining the functional ability that enables older people to live the lives they want' (WHO 2002, p. 1).

The WHO has identified a number of factors that contribute to healthy ageing, including: (1) a healthy body; (2) a healthy mind; (3) a healthy social environment; and (4) a healthy environment (WHO 2002). The WHO has also identified a number of strategies for promoting healthy ageing, including: (1) promoting a healthy lifestyle; (2) providing social support; (3) providing a safe environment; and (4) providing access to health care (WHO 2002).

The WHO has also identified a number of challenges to healthy ageing, including: (1) the increasing number of older people in the world; (2) the increasing number of older people who are living in poverty; (3) the increasing number of older people who are living with chronic diseases; and (4) the increasing number of older people who are living in isolation (WHO 2002).

The WHO has also identified a number of opportunities for promoting healthy ageing, including: (1) the increasing number of older people who are living in the community; (2) the increasing number of older people who are living with chronic diseases; and (3) the increasing number of older people who are living in isolation (WHO 2002).

The WHO has also identified a number of strategies for promoting healthy ageing, including: (1) promoting a healthy lifestyle; (2) providing social support; (3) providing a safe environment; and (4) providing access to health care (WHO 2002).

The WHO has also identified a number of challenges to healthy ageing, including: (1) the increasing number of older people in the world; (2) the increasing number of older people who are living in poverty; (3) the increasing number of older people who are living with chronic diseases; and (4) the increasing number of older people who are living in isolation (WHO 2002).

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion, and the number of people aged 65 and over has increased from 0.5 billion to 0.7 billion (United Nations 2002). The number of people aged 65 and over is projected to increase to 1.2 billion by 2050 (United Nations 2002).

There is a growing awareness of the need to address the needs of older people in the workplace. The World Health Organization (WHO) has identified the need for a 'healthy ageing' approach to the workplace (WHO 2002). The WHO defines 'healthy ageing' as 'the process of developing and maintaining the functional ability that enables older people to live the lives they want' (WHO 2002, p. 1).

The WHO has identified a number of factors that contribute to healthy ageing, including: (1) a healthy body; (2) a healthy mind; (3) a healthy social environment; and (4) a healthy environment (WHO 2002). The WHO has also identified a number of strategies for promoting healthy ageing, including: (1) promoting a healthy lifestyle; (2) providing social support; (3) providing a safe environment; and (4) providing access to health care (WHO 2002).

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There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The Department of Health (2000) has identified the need to develop a 'new paradigm' for the care of the ageing population, one that is based on a 'continuum of care' rather than a 'dual system' of care. The 'new paradigm' is based on the principle that care should be provided in the community wherever possible, and that care should be tailored to the needs of the individual. The 'new paradigm' is based on the principle that care should be provided in the community wherever possible, and that care should be tailored to the needs of the individual.

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There is a growing awareness of the need to address the health and social care needs of the ageing population. The UK government has set out a strategy for ageing in the UK (Department of Health 2000). The strategy aims to ensure that people aged 65 and over have the opportunity to live as long and as healthy a life as possible. The strategy also aims to ensure that people aged 65 and over have access to the services and support they need to live independently and safely.

The strategy is based on three main principles: (1) people should be able to live as long and as healthy a life as possible; (2) people should be able to live independently and safely; and (3) people should be able to access the services and support they need. The strategy is based on the following assumptions: (1) people aged 65 and over are a heterogeneous group; (2) people aged 65 and over have different needs; and (3) people aged 65 and over have different resources.

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