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Open Sans Hebrew Condensed Light  
Open Sans Hebrew Condensed  
Open Sans Hebrew Condensed Bold  
Open Sans Hebrew Condensed Extra Bold  
Open Sans Hebrew Condensed Light Italic  
Open Sans Hebrew Condensed Italic  
Open Sans Hebrew Condensed Bold Italic  
Open Sans Hebrew Condensed Extra Bold

SPACE  
uni0020

QUOTATION MARK  
uni0022

NUMBER SIGN  
uni0023

DOLLAR SIGN  
uni0024

PERCENT SIGN  
uni0025

AMPERSAND  
uni0026

APOSTROPHE  
uni0027

LEFT PARENTHESIS  
uni0028RIGHT PARENTHESIS  
uni0029

ASTERISK  
uni002A

PLUS SIGN  
uni002B

COMMA  
uni002C

HYPHEN-MINUS  
uni002D

FULL STOP uni002E	.	.	.	.	.	.	.	.
SOLIDUS uni002F	/	/	/	/	/	/	/	/
DIGIT ZERO uni0030	0	0	0	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8	8	8	8
DIGIT NINE uni0039	9	9	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	A	A
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I	I

LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	Z	Z	Z	Z	Z	Z	Z	Z
LEFT SQUARE BRACKET uni005B	[	[	[	[	[	[	[	[
REVERSE SOLIDUS uni005C	\	\	\	\	\	\	\	\
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	a
LATIN SMALL LETTER B uni0062	b	b	b	b	b	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c	c	c	c	c	c
LATIN SMALL LETTER D uni0064	d	d	d	d	d	d	d	d

uni0064	~	~	~	~	~	~	~	~
LATIN SMALL LETTER E uni0065	e	e	e	e	e	e	e	e
LATIN SMALL LETTER F uni0066	f	f	f	f	f	f	f	f
LATIN SMALL LETTER G uni0067	g	g	g	g	g	g	g	g
LATIN SMALL LETTER H uni0068	h	h	h	h	h	h	h	h
LATIN SMALL LETTER I uni0069	i	i	i	i	i	i	i	i
LATIN SMALL LETTER J uni006A	j	j	j	j	j	j	j	j
LATIN SMALL LETTER K uni006B	k	k	k	k	k	k	k	k
LATIN SMALL LETTER L uni006C	l	l	l	l	l	l	l	l
LATIN SMALL LETTER M uni006D	m	m	m	m	m	m	m	m
LATIN SMALL LETTER N uni006E	n	n	n	n	n	n	n	n
LATIN SMALL LETTER O uni006F	o	o	o	o	o	o	o	o
LATIN SMALL LETTER P uni0070	p	p	p	p	p	p	p	p
LATIN SMALL LETTER Q uni0071	q	q	q	q	q	q	q	q
LATIN SMALL LETTER R uni0072	r	r	r	r	r	r	r	r
LATIN SMALL LETTER S uni0073	s	s	s	s	s	s	s	s
LATIN SMALL LETTER T uni0074	t	t	t	t	t	t	t	t
LATIN SMALL LETTER U uni0075	u	u	u	u	u	u	u	u
LATIN SMALL LETTER V uni0076	v	v	v	v	v	v	v	v
LATIN SMALL LETTER W uni0077	w	w	w	w	w	w	w	w
LATIN SMALL LETTER X uni0078	x	x	x	x	x	x	x	x
LATIN SMALL LETTER Y uni0079	y	y	y	y	y	y	y	y
LATIN SMALL LETTER Z uni007A	z	z	z	z	z	z	z	z
LEFT CURLY BRACKET uni007B	{	{	{	{	{	{	{	{
VERTICAL LINE uni007C								
RIGHT CURLY BRACKET uni007D	}	}	}	}	}	}	}	}
TILDE uni007E	~	~	~	~	~	~	~	~
NO-BREAK SPACE uni00A0								

INVERTED EXCLAMATION MARK  
uni00A1

CENT SIGN  
uni00A2

POUND SIGN  
uni00A3

CURRENCY SIGN  
uni00A4

YEN SIGN  
uni00A5

BROKEN BAR  
uni00A6

SECTION SIGN  
uni00A7

DIAERESIS  
uni00A8

COPYRIGHT SIGN  
uni00A9

FEMININE ORDINAL INDICATOR  
uni00AA

LEFT-POINTING DOUBLE ANGLE QUOTATION MARK  
uni00AB

NOT SIGN  
uni00AC

SOFT HYPHEN  
uni00AD

REGISTERED SIGN  
uni00AE

MACRON  
uni00AF

DEGREE SIGN  
uni00B0

PLUS-MINUS SIGN  
uni00B1

SUPERSCRPT TWO  
uni00B2

SUPERSCRPT THREE  
uni00B3

ACUTE ACCENT  
uni00B4

MICRO SIGN  
uni00B5

PILCROW SIGN  
uni00B6

MIDDLE DOT  
uni00B7

CEDILLA  
uni00B8

SUPERSCRPT ONE  
uni00B9

MASCULINE ORDINAL INDICATOR  
uni00BA

RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK  
uni00BB

¡	¡	¡	¡	¡	¡	¡	¡	¡
¢	¢	¢	¢	¢	¢	¢	¢	¢
£	£	£	£	£	£	£	£	£
¤	¤	¤	¤	¤	¤	¤	¤	¤
¥	¥	¥	¥	¥	¥	¥	¥	¥
§	§	§	§	§	§	§	§	§
¨	¨	¨	¨	¨	¨	¨	¨	¨
©	©	©	©	©	©	©	©	©
ª	ª	ª	ª	ª	ª	ª	ª	ª
«	«	«	«	«	«	«	«	«
¬	¬	¬	¬	¬	¬	¬	¬	¬
®	®	®	®	®	®	®	®	®
—	—	—	—	—	—	—	—	—
°	°	°	°	°	°	°	°	°
±	±	±	±	±	±	±	±	±
²	²	²	²	²	²	²	²	²
³	³	³	³	³	³	³	³	³
´	´	´	´	´	´	´	´	´
µ	µ	µ	µ	µ	µ	µ	µ	µ
¶	¶	¶	¶	¶	¶	¶	¶	¶
·	·	·	·	·	·	·	·	·
¸	¸	¸	¸	¸	¸	¸	¸	¸
¹	¹	¹	¹	¹	¹	¹	¹	¹
º	º	º	º	º	º	º	º	º
»	»	»	»	»	»	»	»	»

VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾	¾	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À	À	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö
MULTIPLICATION SIGN	×	×	×	×	×	×	×	×

	ø	ø	ø	ø	ø	ø	ø	ø
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE uni00D9	Ù	Ù	Ù	Ù	Ù	Ù	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE uni00DA	Ú	Ú	Ú	Ú	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX uni00DB	Û	Û	Û	Û	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS uni00DC	Ü	Ü	Ü	Ü	Ü	Ü	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE uni00DD	Ý	Ý	Ý	Ý	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN uni00DE	Þ	Þ	Þ	Þ	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S uni00DF	ß	ß	ß	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE uni00E0	à	à	à	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE uni00E1	á	á	á	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX uni00E2	â	â	â	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE uni00E3	ã	ã	ã	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS uni00E4	ä	ä	ä	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE uni00E5	å	å	å	å	å	å	å	å
LATIN SMALL LETTER AE uni00E6	æ	æ	æ	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA uni00E7	ç	ç	ç	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE uni00E8	è	è	è	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE uni00E9	é	é	é	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX uni00EA	ê	ê	ê	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS uni00EB	ë	ë	ë	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE uni00EC	ì	ì	ì	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE uni00ED	í	í	í	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX uni00EE	î	î	î	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS uni00EF	ï	ï	ï	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH uni00F0	ð	ð	ð	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE uni00F1	ñ	ñ	ñ	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE uni00F2	ò	ò	ò	ò	ò	ò	ò	ò

	LATIN SMALL LETTER O WITH ACUTE uni00F3	ó	ó	ó	ó	ó	ó	ó	ó
	LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô	ô	ô	ô	ô	ô
	LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ	õ	õ	õ	õ	õ
	LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö	ö	ö	ö	ö
	DIVISION SIGN uni00F7	÷	÷	÷	÷	÷	÷	÷	÷
	LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø	ø	ø	ø	ø
	LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù	ù	ù	ù
	LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú	ú	ú	ú
	LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û	û	û	û
	LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü	ü	ü	ü
	LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý	ý	ý	ý
	LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ	þ	þ	þ
	LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
	LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı	ı	ı
	LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ	Œ	Œ	Œ	Œ	Œ
	LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ	œ	œ	œ	œ
	LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š	Š	Š	Š	Š	Š
	LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š	š	š	š
	LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
	LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž	Ž	Ž	Ž
	LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž	ž	ž	ž
	LATIN SMALL LETTER F WITH HOOK uni0192	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ
	MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
	CARON uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
	BREVE uni02D8	˘	˘	˘	˘	˘	˘	˘	˘
	DOT ABOVE uni02D9	˙	˙	˙	˙	˙	˙	˙	˙
	RING ABOVE uni02DA	˚	˚	˚	˚	˚	˚	˚	˚



OGONEK uni02DB	◌̛	◌̛	◌̛	◌̛	◌̛	◌̛	◌̛	◌̛
SMALL TILDE uni02DC	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃
DOUBLE ACUTE ACCENT uni02DD	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨
HEBREW POINT SHEVA uni05B0	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ
HEBREW POINT HATAF SEGOL uni05B1	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW POINT HATAF PATAH uni05B2	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT HATAF QAMATS uni05B3	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ
HEBREW POINT HIRIQ uni05B4	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ
HEBREW POINT TSERE uni05B5	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT SEGOL uni05B6	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW POINT PATAH uni05B7	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT QAMATS uni05B8	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ
HEBREW POINT HOLAM uni05B9	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ
HEBREW POINT HOLAM HASER FOR VAV uni05BA	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT QUBUTS uni05BB	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT DAGESH OR MAPIQ uni05BC	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ
HEBREW POINT METEG uni05BD	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW PUNCTUATION MAQAF uni05BE	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW POINT SHIN DOT uni05C1	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ
HEBREW POINT SIN DOT uni05C2	◌ױ	◌ױ	◌ױ	◌ױ	◌ױ	◌ױ	◌ױ	◌ױ
HEBREW POINT QAMATS QATAN uni05C7	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ
HEBREW LETTER ALEF uni05D0	א	א	א	א	א	א	א	א
HEBREW LETTER BET uni05D1	ב	ב	ב	ב	ב	ב	ב	ב
HEBREW LETTER GIMEL uni05D2	ג	ג	ג	ג	ג	ג	ג	ג
HEBREW LETTER DALET uni05D3	ד	ד	ד	ד	ד	ד	ד	ד
HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN	ז	ז	ז	ז	ז	ז	ז	ז

HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח	ח	ח	ח
HEBREW LETTER TET uni05D8	ט	ט	ט	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM uni05DD	ם	ם	ם	ם	ם	ם	ם	ם
HEBREW LETTER MEM uni05DE	מ	מ	מ	מ	מ	מ	מ	מ
HEBREW LETTER FINAL NUN uni05DF	ן	ן	ן	ן	ן	ן	ן	ן
HEBREW LETTER NUN uni05E0	נ	נ	נ	נ	נ	נ	נ	נ
HEBREW LETTER SAMEKH uni05E1	ס	ס	ס	ס	ס	ס	ס	ס
HEBREW LETTER AYIN uni05E2	ע	ע	ע	ע	ע	ע	ע	ע
HEBREW LETTER FINAL PE uni05E3	ף	ף	ף	ף	ף	ף	ף	ף
HEBREW LETTER PE uni05E4	פ	פ	פ	פ	פ	פ	פ	פ
HEBREW LETTER FINAL TSADI uni05E5	ץ	ץ	ץ	ץ	ץ	ץ	ץ	ץ
HEBREW LETTER TSADI uni05E6	צ	צ	צ	צ	צ	צ	צ	צ
HEBREW LETTER QOF uni05E7	ק	ק	ק	ק	ק	ק	ק	ק
HEBREW LETTER RESH uni05E8	ר	ר	ר	ר	ר	ר	ר	ר
HEBREW LETTER SHIN uni05E9	ש	ש	ש	ש	ש	ש	ש	ש
HEBREW LETTER TAV uni05EA	ת	ת	ת	ת	ת	ת	ת	ת
HEBREW PUNCTUATION GERESH uni05F3	'	'	'	'	'	'	'	'
HEBREW PUNCTUATION GERSHAYIM uni05F4	"	"	"	"	"	"	"	"
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	/	/	/	/	/	/	/	/
NEW SHEQEL SIGN	uni20AA	₪	₪	₪	₪	₪	₪	₪	₪
EURO SIGN	uni20AC	€	€	€	€	€	€	€	€
TRADE MARK SIGN	uni2122	™	™	™	™	™	™	™	™
INTEGRAL	uni222B	∫	∫	∫	∫	∫	∫	∫	∫
NOT EQUAL TO	uni2260	≠	≠	≠	≠	≠	≠	≠	≠
LATIN SMALL LIGATURE FI	uniFB01	fi	fi	fi	fi	fi	fi	fi	fi
LATIN SMALL LIGATURE FL	uniFB02	fl	fl	fl	fl	fl	fl	fl	fl
HEBREW LETTER SHIN WITH SHIN DOT	uniFB2A	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH SIN DOT	uniFB2B	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER SHIN WITH DAGESH AND SHIN DOT	uniFB2C	שׁ׃	שׁ׃	שׁ׃	שׁ׃	שׁ׃	שׁ׃	שׁ׃	שׁ׃
HEBREW LETTER SHIN WITH DAGESH AND SIN DOT	uniFB2D	שׂ׃	שׂ׃	שׂ׃	שׂ׃	שׂ׃	שׂ׃	שׂ׃	שׂ׃
HEBREW LETTER ALEF WITH PATAH	uniFB2E	אֲ	אֲ	אֲ	אֲ	אֲ	אֲ	אֲ	אֲ
HEBREW LETTER ALEF WITH QAMATS	uniFB2F	אָ	אָ	אָ	אָ	אָ	אָ	אָ	אָ
HEBREW LETTER ALEF WITH MAPIQ	uniFB30	אׁ	אׁ	אׁ	אׁ	אׁ	אׁ	אׁ	אׁ
HEBREW LETTER BET WITH DAGESH	uniFB31	בּ	בּ	בּ	בּ	בּ	בּ	בּ	בּ
HEBREW LETTER GIMEL WITH DAGESH	uniFB32	גּ	גּ	גּ	גּ	גּ	גּ	גּ	גּ



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

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

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



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The conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests potential directions for future studies. The paper concludes by emphasizing the importance of continued research in this area and the need for a collaborative effort to advance the field.

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

The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research in the field. The 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 manner. The findings have implications for the field and for future research. The study also highlights the need for further research to explore the topic in more detail.

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

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

The study has several limitations, and there are some areas for future research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. Future research should focus on conducting field studies to test the results of the study in a more realistic setting.

In conclusion, the study has provided valuable insights into the research topic, and the findings are consistent with the findings of previous research. The study has identified several limitations, and there are some areas for future research. The study has provided a solid foundation for future research on the 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.









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

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

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The findings of the study have several implications for practice and policy. First, the results suggest that there is a need for further research in this area. Second, the findings indicate that certain interventions may be effective in addressing the issues being studied. Finally, the study highlights the importance of ongoing monitoring and evaluation of programs and policies.

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

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million, and the number of people aged 75 and over has increased from 4.5 million to 6.5 million (Office of National Statistics 2000). The number of people aged 65 and over is projected to increase to 15.5 million by 2020, and the number of people aged 75 and over to 8.5 million (Office of National Statistics 2000).

There is a growing awareness of the need to develop strategies to meet the needs of older people, and to ensure that they are able to live independently and actively in their own homes for as long as possible. This has led to a number of initiatives, including the development of age-friendly communities, and the establishment of age-friendly networks.

Age-friendly communities are communities that are designed to be accessible and inclusive for older people. They are communities that offer a range of services and facilities that meet the needs of older people, and that encourage them to participate in community life.

Age-friendly networks are networks of organizations and individuals that work together to support older people. They provide a range of services and facilities, and they encourage older people to participate in community life.

The development of age-friendly communities and age-friendly networks is a key priority for the UK government, and it is essential that we continue to develop and improve these initiatives in the future.

There are a number of factors that can contribute to the development of age-friendly communities and age-friendly networks. These include the availability of services and facilities, the involvement of older people in the development process, and the support of the local authorities.

It is essential that we continue to develop and improve these initiatives in the future, and that we ensure that they are able to meet the needs of older people in the UK.

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The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The results also have practical applications, providing a basis for the development of new 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 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 unanswered questions and areas for exploration.

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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 has developed the Convention on the Rights of the Child (1989) and the United Nations Children's Fund (UNICEF) has developed the Innocent Initiative (1990). The United Nations Children's Fund (UNICEF) has developed the Innocent Initiative (1990).

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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 set out a series of goals for children in the 1990s, including the goal of 'improving the quality of life for children' (United Nations 1994). This goal is reflected in the United Nations Convention on the Rights of the Child (United Nations 1989), which is the most widely ratified human rights treaty in the world.

The United Nations Convention on the Rights of the Child (United Nations 1989) is a landmark document in the history of children's rights. It sets out the rights of children in a comprehensive and legally binding way. The Convention is based on the principle that children are not just passive recipients of care, but active participants in their own lives.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants. The data was then analyzed using statistical software. The results of the study show that there is a significant relationship between the variables being studied.

The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they provide evidence for the theory being tested. Third, they offer practical advice for future research.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the validity and reliability of the research, evidence for the theory being tested, and practical advice for future research.









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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).

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 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 develop a new generation of young people who are able to take advantage of the opportunities that the new technologies offer. This has led to a number of initiatives aimed at promoting the use of information technology in education. One of the most well-known of these is the 'Computers in Schools' programme, which was launched in 1990 by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The 'Computers in Schools' programme aims to provide schools with the resources and training they need to use computers effectively in the classroom. This includes providing schools with computers, software, and training for teachers and students. The programme also aims to promote the use of computers in education by providing information and advice to schools and teachers.

There are a number of reasons why the 'Computers in Schools' programme is important. First, it helps to ensure that all schools have access to computers, which is essential for the effective use of information technology in education. Second, it provides teachers and students with the training and resources they need to use computers effectively. Third, it promotes the use of computers in education, which is essential for the development of a new generation of young people who are able to take advantage of the opportunities that the new technologies offer.

The 'Computers in Schools' programme is a key initiative in the development of information technology in education. It is essential for ensuring that all schools have access to computers, and for providing teachers and students with the training and resources they need to use computers effectively. It is also essential for promoting the use of computers in education, which is essential for the development of a new generation of young people who are able to take advantage of the opportunities that the new technologies offer.

There are a number of challenges associated with the implementation of the 'Computers in Schools' programme. One of the main challenges is the cost of computers and software. This can be a significant barrier for many schools, particularly in developing countries. Another challenge is the lack of trained teachers and students. This can make it difficult to use computers effectively in the classroom.

There are a number of ways in which these challenges can be overcome. One way is to provide schools with financial support to purchase computers and software. Another way is to provide teachers and students with training and resources. This can be done through a number of different methods, including workshops, seminars, and courses.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC sets out a comprehensive set of rights for children, and is the first time in history that children have been recognized as holders of rights in their own right.

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