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Open Sans Hebrew Condensed Extra Bold It

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
LATIN SMALL LETTER F
uni0066
LATIN SMALL LETTER G
uni0067
LATIN SMALL LETTER H
uni0068
LATIN SMALL LETTER I
uni0069
LATIN SMALL LETTER J
uni006A
LATIN SMALL LETTER K
uni006B
LATIN SMALL LETTER L
uni006C
LATIN SMALL LETTER M
uni006D
LATIN SMALL LETTER N
uni006E
LATIN SMALL LETTER O
uni006F
LATIN SMALL LETTER P
uni0070
LATIN SMALL LETTER Q
uni0071
LATIN SMALL LETTER R
uni0072
LATIN SMALL LETTER S
uni0073
LATIN SMALL LETTER T
uni0074
LATIN SMALL LETTER U
uni0075
LATIN SMALL LETTER V
uni0076
LATIN SMALL LETTER W
uni0077
LATIN SMALL LETTER X
uni0078
LATIN SMALL LETTER Y
uni0079
LATIN SMALL LETTER Z
uni007A
LEFT CURLY BRACKET
uni007B
VERTICAL LINE
uni007C
RIGHT CURLY BRACKET
uni007D
TILDE
uni007E
NO-BREAK SPACE
uni00A0

~	~	~	~	~	~	~	~	~
e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f
g	g	g	g	g	g	g	g	g
h	h	h	h	h	h	h	h	h
i	i	i	i	i	i	i	i	i
j	j	j	j	j	j	j	j	j
k	k	k	k	k	k	k	k	k
l	l	l	l	l	l	l	l	l
m	m	m	m	m	m	m	m	m
n	n	n	n	n	n	n	n	n
o	o	o	o	o	o	o	o	o
p	p	p	p	p	p	p	p	p
q	q	q	q	q	q	q	q	q
r	r	r	r	r	r	r	r	r
s	s	s	s	s	s	s	s	s
t	t	t	t	t	t	t	t	t
u	u	u	u	u	u	u	u	u
v	v	v	v	v	v	v	v	v
w	w	w	w	w	w	w	w	w
x	x	x	x	x	x	x	x	x
y	y	y	y	y	y	y	y	y
z	z	z	z	z	z	z	z	z
{	{	{	{	{	{	{	{	{
}	}	}	}	}	}	}	}	}
~	~	~	~	~	~	~	~	~

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	×	×	×	×	×	×	×	×

	uni00D7	⁄	⁄	⁄	⁄	⁄	⁄	⁄
LATIN CAPITAL LETTER O WITH STROKE	uni00D8	Ø	Ø	Ø	Ø	Ø	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE	uni00D9	Ù	Ù	Ù	Ù	Ù	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE	uni00DA	Ú	Ú	Ú	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	uni00DB	Û	Û	Û	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS	uni00DC	Ü	Ü	Ü	Ü	Ü	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE	uni00DD	Ý	Ý	Ý	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN	uni00DE	Þ	Þ	Þ	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S	uni00DF	ß	ß	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE	uni00E0	à	à	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE	uni00E1	á	á	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX	uni00E2	â	â	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE	uni00E3	ã	ã	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS	uni00E4	ä	ä	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE	uni00E5	å	å	å	å	å	å	å
LATIN SMALL LETTER AE	uni00E6	æ	æ	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA	uni00E7	ç	ç	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE	uni00E8	è	è	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE	uni00E9	é	é	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX	uni00EA	ê	ê	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS	uni00EB	ë	ë	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE	uni00EC	ì	ì	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE	uni00ED	í	í	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX	uni00EE	î	î	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS	uni00EF	ï	ï	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH	uni00F0	ð	ð	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE	uni00F1	ñ	ñ	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE	uni00F2	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	'	'	'	'	'	'	'	'
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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
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HEBREW LETTER ALEF WITH QAMATS	uniFB2F	אָ	אָ	אָ	אָ	אָ	אָ	אָ	אָ
HEBREW LETTER ALEF WITH MAPIQ	uniFB30	אֵ	אֵ	אֵ	אֵ	אֵ	אֵ	אֵ	אֵ
HEBREW LETTER BET WITH DAGESH	uniFB31	בּ	בּ	בּ	בּ	בּ	בּ	בּ	בּ
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The first part of the paper discusses the importance of the research and the objectives of the study. It then moves on to a literature review, which provides a background on the topic and identifies the gaps in the existing research. The methodology section describes the research design, data collection, and analysis. The results section presents the findings of the study, and the conclusion summarizes the main points and offers suggestions for future research.

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

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

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

the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

The 'communication' field is defined as:

...the study of the processes of communication, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

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

There is a growing awareness of the need to address the needs of people with mental health problems, and the importance of providing them with appropriate services and support. This has led to a number of initiatives, including the development of mental health services, the establishment of mental health charities, and the implementation of mental health legislation.

The purpose of this paper is to review the current state of mental health services in the UK, and to discuss the challenges facing the sector. It will also consider the role of mental health charities, and the importance of providing support and care for people with mental health problems.

The paper is organized as follows. It begins with a brief overview of the current state of mental health services in the UK. It then discusses the challenges facing the sector, and the role of mental health charities. Finally, it concludes with a discussion of the importance of providing support and care for people with mental health problems.

The current state of mental health services in the UK is characterized by a number of challenges. These include a shortage of mental health professionals, a lack of funding, and a growing demand for services.

One of the main challenges facing the sector is a shortage of mental health professionals. This is particularly true in the area of community mental health services, where there is a significant gap between the number of people in need of services and the number of professionals available to provide them.

Another major challenge is a lack of funding. Mental health services are often underfunded, which can lead to a decline in the quality of care. This is particularly true in the area of community mental health services, where funding is often cut in times of budget cuts.

A third challenge is a growing demand for services. This is due to a number of factors, including an increase in the number of people with mental health problems, and a growing awareness of the need for services. This has led to a significant increase in the number of people waiting for services, and a decline in the quality of care.

The role of mental health charities is becoming increasingly important in the current climate. These organizations provide a range of services, including financial support, advice, and information. They also play a key role in raising awareness of mental health problems, and in advocating for the needs of people with mental health problems.

It is important to recognize the importance of providing support and care for people with mental health problems. This is not only a moral imperative, but it is also a practical one. People with mental health problems are often at risk of social exclusion, and they need support and care to help them to lead a normal life.

The current state of mental health services in the UK is a cause for concern. There are a number of challenges facing the sector, and the role of mental health charities is becoming increasingly important. It is important to recognize the importance of providing support and care for people with mental health problems, and to take steps to address the challenges facing the sector.

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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 deal with the challenges of the 21st century. This has led to a number of initiatives aimed at promoting the development of young people's skills and attitudes. One of the most well-known of these is the United Nations' *World Education Forum* (1994), which has set out a number of goals for the education of young people.

One of the key goals of the *World Education Forum* is to ensure that young people are able to acquire the skills and attitudes needed to succeed in the 21st century. This includes the ability to learn, to work with others, and to solve problems. It also includes the ability to communicate effectively and to be responsible citizens.

There are a number of ways in which young people can be helped to develop these skills and attitudes. One way is through the provision of a high-quality education. This should include both formal and informal learning opportunities, and should be designed to be relevant to the needs of young people in the 21st century.

Another way is through the provision of training and work experience opportunities. This can help young people to develop the skills and attitudes needed to succeed in the workplace. It can also help them to gain a better understanding of the world of work and to develop a sense of responsibility.

There are a number of other ways in which young people can be helped to develop these skills and attitudes. These include the provision of mentorship programs, the provision of leadership training, and the provision of opportunities for young people to take part in community service projects.

It is important to note that these initiatives should be designed to be inclusive and to reach all young people, regardless of their background or circumstances. This is because the skills and attitudes needed to succeed in the 21st century are essential for all young people, and it is important to ensure that everyone has the opportunity to develop them.

There are a number of challenges that need to be overcome in order to ensure that these initiatives are successful. These include the need to ensure that there is enough funding to support these initiatives, the need to ensure that there are enough qualified people to deliver them, and the need to ensure that they are evaluated properly.

Despite these challenges, it is clear that there is a need to develop a new generation of young people who are able to deal with the challenges of the 21st century. This requires a concerted effort from all of us, and it is important that we all do our part to ensure that we are successful in this endeavor.

There are a number of ways in which we can all contribute to this effort. We can do this by supporting the provision of a high-quality education, by providing training and work experience opportunities, and by supporting other initiatives aimed at promoting the development of young people's skills and attitudes.

It is important to note that this is a long-term effort, and it will take time to see the results of our actions. However, it is important that we do not give up, and that we continue to work towards this goal. Only then can we ensure that we have a bright future for all young people in the 21st century.

There are a number of other initiatives that are being undertaken around the world aimed at promoting the development of young people's skills and attitudes. These include the *World Skills Competition*, the *World Youth Forum*, and the *World Education Forum*. It is important that we all support these initiatives, and that we work together to ensure that they are successful.

It is important to note that the development of young people's skills and attitudes is not just the responsibility of governments and organizations. It is also the responsibility of all of us, and it is important that we all do our part to ensure that we are successful in this endeavor. Only then can we ensure that we have a bright future for all young people in the 21st century.

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 suggest that there is a significant relationship between the variables under investigation. This relationship is supported by the statistical analysis and the theoretical framework. The results have important implications for the field of study and provide a basis for further research. The study also identifies areas for future research, highlighting the need for a more in-depth exploration of the subject matter.

In conclusion, the study has provided a comprehensive understanding of the subject matter and has identified key findings that have important implications for the field. The research was conducted in a systematic and rigorous manner, ensuring the reliability and validity of the findings. The results of the study are presented in a clear and concise manner, highlighting the key findings and their implications.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large and diverse sample of participants, ensuring the representativeness of the findings. The analysis was conducted using advanced statistical techniques, allowing for a detailed and accurate interpretation of the results. The findings of the study are presented in a clear and concise manner, highlighting the key points and the implications of the research.

The results of the study indicate that there is a significant relationship between the variables under investigation. This finding is consistent with the theoretical framework and provides support for the hypotheses of the study. The implications of these findings are discussed in detail, highlighting the potential applications of the research in the field. The study also identifies some limitations and suggests areas for future research, ensuring the ongoing development and refinement of the field.

In conclusion, the study has provided valuable insights into the subject matter and has contributed to the existing body of knowledge. The findings are robust and reliable, and the methodology used in the study is sound and transparent. The study also highlights the importance of continued research in this area and the need for a collaborative and interdisciplinary approach to address the challenges faced by the field.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a 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 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 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 of research. The study also highlights the need for further research in this area, as there are still many questions that need to be answered.

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

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

In conclusion, the research has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The research is a valuable contribution to the field and offers a solid foundation for future studies. The findings 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 rigorous research in understanding the world around us.

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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 identify patterns and trends. The results of the study show that there is a significant positive correlation between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the intervention being studied is effective in achieving the desired outcomes. Second, the study highlights the need for further research in this area to explore the underlying mechanisms and to test the findings in a larger, more diverse sample.

In conclusion, the study provides valuable insights into the relationship between the variables being studied. The findings support the hypothesis that the intervention is effective, and they have important implications for future research and practice.

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

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The 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 effect. 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 future research in this area.

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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 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.

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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, the right to play, and the right to be heard. It also includes provisions on the protection of children from abuse, exploitation, and neglect.

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