



2020-09-26 - 01:35.19
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Tw Cen MT
Tw Cen MT Bold
Tw Cen MT Italic
Tw Cen MT Bold Italic
Tw Cen MT Condensed
Tw Cen MT Condensed Bold
Tw Cen MT Condensed Extra Bold

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

PLUS SIGN
uni002B

COMMA
uni002C

HYPHEN-MINUS
uni002D

FULL STOP
uni002E

SOLIDUS
uni002F

!	!	!	!	!	!	!	!
"	"	"	"	"	"	"	"
#	#	#	#	#	#	#	#
\$	\$	\$	\$	\$	\$	\$	\$
%	%	%	%	%	%	%	%
&	&	&	&	&	&	&	&
'	'	'	'	'	'	'	'
((((((((
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*	*	*	*	*	*	*	*
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/	/	/	/	/	/	/	/

DIGIT ZERO uni0030	0	0	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8	8	8
DIGIT NINE uni0039	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
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	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

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
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	i	i	i	i	i	i
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	~	~	~	~	~	~	~
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	ª	ª	ª	ª	ª	ª	ª
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	±	±	±	±	±	±	±
SUPERSCRIFT TWO uni00B2	²	²	²	²	²	²	²
SUPERSCRIFT THREE uni00B3	³	³	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´	´	´
MICRO SIGN uni00B5	µ	µ	µ	µ	µ	µ	µ
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸	¸	¸
SUPERSCRIFT ONE uni00B9	¹	¹	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	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
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	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
LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô	ô	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE uni00F5	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 CAPITAL LETTER A WITH BREVE uni0102	Ā	ā	Ā	ā	Ā	ā	Ā	ā
LATIN SMALL LETTER A WITH BREVE uni0103	ă	ă	ă	ă	ă	ă	ă	ă
LATIN CAPITAL LETTER A WITH OGONEK uni0104	Ą	ą	Ą	ą	Ą	ą	Ą	ą
LATIN SMALL LETTER A WITH OGONEK uni0105	ą	ą	ą	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER C WITH ACUTE uni0106	Ć	ć	Ć	ć	Ć	ć	Ć	ć
LATIN SMALL LETTER C WITH ACUTE uni0107	ć	ć	ć	ć	ć	ć	ć	ć
LATIN CAPITAL LETTER C WITH CARON uni010C	Č	č	Č	č	Č	č	Č	č
LATIN SMALL LETTER C WITH CARON uni010D	č	č	č	č	č	č	č	č
LATIN CAPITAL LETTER D WITH CARON uni010E	Ď	ď	Ď	ď	Ď	ď	Ď	ď
LATIN SMALL LETTER D WITH CARON uni010F	ď	ď	ď	ď	ď	ď	ď	ď
LATIN CAPITAL LETTER D WITH STROKE uni0110	Ð	ð	Ð	ð	Ð	ð	Ð	ð
LATIN SMALL LETTER D WITH STROKE uni0111	đ	đ	đ	đ	đ	đ	đ	đ
LATIN CAPITAL LETTER E WITH OGONEK uni0118	Ę	ę	Ę	ę	Ę	ę	Ę	ę
LATIN SMALL LETTER E WITH OGONEK uni0119	ę	ę	ę	ę	ę	ę	ę	ę
LATIN CAPITAL LETTER E WITH CARON uni011A	Ě	ě	Ě	ě	Ě	ě	Ě	ě
LATIN SMALL LETTER E WITH CARON uni011B	ě	ě	ě	ě	ě	ě	ě	ě
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LETTER L WITH ACUTE uni0139	Ł	ł	Ł	ł	Ł	ł	Ł	ł
LATIN SMALL LETTER L WITH ACUTE								

	uni013A	Í	í	Ĭ	ĭ	İ	ı
LATIN CAPITAL LETTER L WITH CARON	uni013D	Ľ	ľ	Ľ	ľ	Ľ	ľ
LATIN SMALL LETTER L WITH CARON	uni013E	Ĺ	ĺ	Ĺ	ĺ	Ĺ	ĺ
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 LETTER N WITH ACUTE	uni0143	Ń	ń	Ń	ń	Ń	ń
LATIN SMALL LETTER N WITH ACUTE	uni0144	ń	ń	ń	ń	ń	ń
LATIN CAPITAL LETTER N WITH CARON	uni0147	Ň	ň	Ň	ň	Ň	ň
LATIN SMALL LETTER N WITH CARON	uni0148	ň	ň	ň	ň	ň	ň
LATIN CAPITAL LETTER O WITH DOUBLE ACUTE	uni0150	Ő	ő	Ő	ő	Ő	ő
LATIN SMALL LETTER O WITH DOUBLE ACUTE	uni0151	ő	ő	ő	ő	ő	ő
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 R WITH ACUTE	uni0154	Ŕ	ŕ	Ŕ	ŕ	Ŕ	ŕ
LATIN SMALL LETTER R WITH ACUTE	uni0155	ŕ	ŕ	ŕ	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER R WITH CARON	uni0158	Ř	ř	Ř	ř	Ř	ř
LATIN SMALL LETTER R WITH CARON	uni0159	ř	ř	ř	ř	ř	ř
LATIN CAPITAL LETTER S WITH ACUTE	uni015A	Ś	ś	Ś	ś	Ś	ś
LATIN SMALL LETTER S WITH ACUTE	uni015B	ś	ś	ś	ś	ś	ś
LATIN CAPITAL LETTER S WITH CEDILLA	uni015E	Ş	ş	Ş	ş	Ş	ş
LATIN SMALL LETTER S WITH CEDILLA	uni015F	ş	ş	ş	ş	ş	ş
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 T WITH CEDILLA	uni0162	Ṭ	ṭ	Ṭ	ṭ	Ṭ	ṭ
LATIN SMALL LETTER T WITH CEDILLA	uni0163	ṭ	ṭ	ṭ	ṭ	ṭ	ṭ
LATIN CAPITAL LETTER T WITH CARON	uni0164	Ṛ	ṛ	Ṛ	ṛ	Ṛ	ṛ
LATIN SMALL LETTER T WITH CARON	uni0165	ṛ	ṛ	ṛ	ṛ	ṛ	ṛ
LATIN CAPITAL LETTER U WITH RING ABOVE							

	uni016E	Ů	ů	Ů	ů	Ů	ů	Ů	ů
LATIN SMALL LETTER U WITH RING ABOVE	uni016F	Ů	ů	Ů	ů	Ů	ů	Ů	ů
LATIN CAPITAL LETTER U WITH DOUBLE ACUTE	uni0170	Ů	Ů	Ů	Ů	Ů	Ů	Ů	Ů
LATIN SMALL LETTER U WITH DOUBLE ACUTE	uni0171	ů	ů	ů	ů	ů	ů	ů	ů
LATIN CAPITAL LETTER Y WITH DIAERESIS	uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH ACUTE	uni0179	Ž	ž	Ž	ž	Ž	ž	Ž	ž
LATIN SMALL LETTER Z WITH ACUTE	uni017A	ž	ž	ž	ž	ž	ž	ž	ž
LATIN CAPITAL LETTER Z WITH DOT ABOVE	uni017B	Ž	Ž	Ž	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH DOT ABOVE	uni017C	ž	ž	ž	ž	ž	ž	ž	ž
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	f	f	f	f	f	f	f	f
MODIFIER LETTER CIRCUMFLEX ACCENT	uni02C6	^	^	^	^	^	^	^	^
CARON	uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
MODIFIER LETTER MACRON	uni02C9	ˉ	ˉ	ˉ	ˉ	ˉ	ˉ	ˉ	ˉ
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	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	>	>	>	>	>	>	>
EURO SIGN uni20AC	€	€	€	€	€	€	€
TRADE MARK SIGN uni2122	™	™	™	™	™	™	™
OHM SIGN uni2126	Ω	Ω	Ω	Ω	Ω	Ω	Ω
PARTIAL DIFFERENTIAL uni2202	∂	∂	∂	∂	∂	∂	∂
INCREMENT uni2206	Δ	Δ	Δ	Δ	Δ	Δ	Δ
N-ARY PRODUCT uni220F	∏	∏	∏	∏	∏	∏	∏
N-ARY SUMMATION uni2211	Σ	Σ	Σ	Σ	Σ	Σ	Σ
DIVISION SLASH uni2215	/	/	/	/	/	/	/
BULLET OPERATOR uni2219	•	•	•	•	•	•	•
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	◇	◇	◇	◇	◇	◇	◇
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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 1996). The number of people who are malnourished has increased from 1.2 billion to 1.5 billion (FAO 1996).

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 goal of reducing the number of undernourished people in the world by 50% by the year 2015 (WHO 1996).

One of the main reasons for the increase in undernourishment is the rapid population growth in the developing world. The population of the world is expected to reach 8 billion by the year 2025 (UN 1996).

Another major factor is the increasing demand for food. The demand for food is expected to increase by 50% by the year 2025 (UN 1996).

The increasing demand for food is putting pressure on the world's food resources. The world's food resources are being depleted at an alarming rate (UN 1996).

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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 goal of reducing the number of undernourished people in the world by 50% by the year 2010 (WHO 1996).

The purpose of this paper is to review the current state of knowledge about the nutritional status of the world's population and to discuss the implications for public health and development.

Methods

The data for this review were obtained from a search of the literature. The search was conducted using the following keywords: malnutrition, undernutrition, and nutritional status.

The search was limited to the English language and to the period 1990–1996. The search was conducted using the following databases: Medline, Psycinfo, and Socioindex.

The search results were screened for relevance. The full text of the relevant articles was obtained and reviewed. The data were then synthesized and presented in the following sections.

Results

The results of the search are presented in the following sections. The first section discusses the prevalence of malnutrition in the world. The second section discusses the causes of malnutrition. The third section discusses the consequences of malnutrition.

The prevalence of malnutrition in the world is estimated to be 15–20% (FAO 1996). The prevalence of malnutrition is highest in developing countries and lowest in developed countries.

The causes of malnutrition are complex and multifactorial. The main causes of malnutrition are inadequate food intake, poor food quality, and inadequate health care.

The consequences of malnutrition are severe and can lead to stunted growth, weakened immunity, and increased susceptibility to disease. Malnutrition is also a major cause of death in children under the age of five.

Conclusion

The results of this review indicate that malnutrition is a major public health problem in the world. The prevalence of malnutrition is highest in developing countries and lowest in developed countries.

The causes of malnutrition are complex and multifactorial. The main causes of malnutrition are inadequate food intake, poor food quality, and inadequate health care.

The consequences of malnutrition are severe and can lead to stunted growth, weakened immunity, and increased susceptibility to disease. Malnutrition is also a major cause of death in children under the age of five.

It is therefore essential that efforts be made to improve the nutritional status of the world's population. This can be achieved by increasing food intake, improving food quality, and ensuring adequate health care.

the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million (1990–2000) and is projected to increase by a further 1.5 million by 2020 (Office for National Statistics, 2001).

There is a growing awareness of the need to develop strategies to meet the needs of older people, and the importance of the role of the primary care team in this. The Department of Health (2000) has identified the need to develop a 'new paradigm' of care for older people, one that is based on the needs of the individual, rather than on the needs of the system.

The purpose of this paper is to discuss the role of the primary care team in the care of older people, and to explore the challenges that they face in this role.

Background

The primary care team is the first point of contact for most older people, and it is therefore essential that they are able to meet their needs.

The primary care team is made up of a variety of professionals, including general practitioners, nurses, health visitors, and social workers.

The primary care team is responsible for the assessment, diagnosis, and management of a wide range of health problems, and for the provision of health promotion and preventive services.

The primary care team is also responsible for the coordination of care between different services, and for the provision of support and advice to older people and their families.

The primary care team is therefore a key player in the care of older people, and it is essential that they are able to meet their needs.

The primary care team is faced with a number of challenges in this role, and these are discussed in the following sections.

The first challenge is the increasing number of older people, and the need to develop strategies to meet their needs.

The second challenge is the need to develop a 'new paradigm' of care for older people, one that is based on the needs of the individual, rather than on the needs of the system.

The third challenge is the need to develop a multi-professional approach to the care of older people, one that involves the participation of all relevant professionals.

The fourth challenge is the need to develop a community-based approach to the care of older people, one that involves the participation of the wider community.

The fifth challenge is the need to develop a person-centred approach to the care of older people, one that focuses on the individual's needs and wishes.

The sixth challenge is the need to develop a holistic approach to the care of older people, one that takes account of all aspects of the individual's health and well-being.

The seventh challenge is the need to develop a proactive approach to the care of older people, one that seeks to prevent health problems before they arise.

The eighth challenge is the need to develop a reactive approach to the care of older people, one that seeks to respond to health problems as they arise.

The ninth challenge is the need to develop a preventive approach to the care of older people, one that seeks to prevent health problems before they arise.

The tenth challenge is the need to develop a supportive approach to the care of older people, one that seeks to provide support and advice to older people and their families.

The eleventh challenge is the need to develop a coordinated approach to the care of older people, one that involves the participation of all relevant services.

The twelfth challenge is the need to develop a person-centred approach to the care of older people, one that focuses on the individual's needs and wishes.

The thirteenth challenge is the need to develop a holistic approach to the care of older people, one that takes account of all aspects of the individual's health and well-being.

The fourteenth challenge is the need to develop a proactive approach to the care of older people, one that seeks to prevent health problems before they arise.

The fifteenth challenge is the need to develop a reactive approach to the care of older people, one that seeks to respond to health problems as they arise.

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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 (Department of Health 1996).

There is a growing emphasis on the need to improve the efficiency of the public sector, and to ensure that the public sector is able to deliver the services that are required by the public. This has led to a number of initiatives, including the introduction of competition, the restructuring of public sector organisations, and the introduction of new management practices. The aim of these initiatives is to improve the efficiency of the public sector, and to ensure that the public sector is able to deliver the services that are required by the public.

One of the key challenges facing the public sector is the need to improve the efficiency of the public sector. This is a complex task, and it requires a number of different approaches. One approach is to introduce competition, which can help to improve the efficiency of the public sector by forcing public sector organisations to compete with private sector organisations. Another approach is to restructure public sector organisations, which can help to improve the efficiency of the public sector by reducing the number of public sector organisations and by improving the way in which public sector organisations are organised.

Another approach is to introduce new management practices, which can help to improve the efficiency of the public sector by improving the way in which public sector organisations are managed. This can include the introduction of new management systems, such as the introduction of performance management systems, and the introduction of new management practices, such as the introduction of new management systems for the management of public sector organisations.

There are a number of other initiatives that are being implemented in the public sector, and these initiatives are all aimed at improving the efficiency of the public sector. These initiatives include the introduction of competition, the restructuring of public sector organisations, and the introduction of new management practices. The aim of these initiatives is to improve the efficiency of the public sector, and to ensure that the public sector is able to deliver the services that are required by the public.

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.2 billion to 1.6 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a series of reports on the state of the world's children (UNICEF 1990, 1991, 1992, 1993, 1994). These reports have highlighted the need for a new approach to children's rights, and have led to the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989.

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

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances. This includes the need to address the rights of children in conflict with the law, and the rights of children in need of special protection.

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

The UNCRC is a landmark document in the history of children's rights. It provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a document that should be read and studied by all who are concerned with the rights of children.

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