

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 J								

uni004A	J	J	J	J	J	<i>J</i>	<i>J</i>	<i>J</i>	<i>J</i>
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	<i>K</i>	<i>K</i>	<i>K</i>	<i>K</i>
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L	<i>L</i>	<i>L</i>	<i>L</i>	<i>L</i>
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O	<i>O</i>	<i>O</i>	<i>O</i>	<i>O</i>
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P	<i>P</i>	<i>P</i>	<i>P</i>	<i>P</i>
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q	<i>Q</i>	<i>Q</i>	<i>Q</i>	<i>Q</i>
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R	<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T	<i>T</i>	<i>T</i>	<i>T</i>	<i>T</i>
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U	<i>U</i>	<i>U</i>	<i>U</i>	<i>U</i>
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W	<i>W</i>	<i>W</i>	<i>W</i>	<i>W</i>
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>
LATIN CAPITAL LETTER Z uni005A	Z	Z	Z	Z	Z	<i>Z</i>	<i>Z</i>	<i>Z</i>	<i>Z</i>
LEFT SQUARE BRACKET uni005B	[[[[[<i>[</i>	<i>[</i>	<i>[</i>	<i>[</i>
REVERSE SOLIDUS uni005C	\	\	\	\	\	<i>\</i>	<i>\</i>	<i>\</i>	<i>\</i>
RIGHT SQUARE BRACKET uni005D]]]]]	<i>]</i>	<i>]</i>	<i>]</i>	<i>]</i>
CIRCUMFLEX ACCENT uni005E	^	^	^	^	^	<i>^</i>	<i>^</i>	<i>^</i>	<i>^</i>
LOW LINE uni005F	—	—	—	—	—	<i>—</i>	<i>—</i>	<i>—</i>	<i>—</i>
GRAVE ACCENT uni0060	`	`	`	`	`	<i>`</i>	<i>`</i>	<i>`</i>	<i>`</i>
LATIN SMALL LETTER A uni0061	a	a	a	a	a	<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>
LATIN SMALL LETTER B uni0062	b	b	b	b	b	<i>b</i>	<i>b</i>	<i>b</i>	<i>b</i>
LATIN SMALL LETTER C uni0063	c	c	c	c	c	<i>c</i>	<i>c</i>	<i>c</i>	<i>c</i>
LATIN SMALL LETTER D uni0064	d	d	d	d	d	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>
LATIN SMALL LETTER E uni0065	e	e	e	e	e	<i>e</i>	<i>e</i>	<i>e</i>	<i>e</i>

LATIN SMALL LETTER F
uni0066

f	f	f	f	f	<i>f</i>	<i>f</i>	f	f
g	g	g	g	g	<i>g</i>	<i>g</i>	g	g

LATIN SMALL LETTER G
uni0067

LATIN SMALL LETTER H
uni0068

h	h	h	h	h	<i>h</i>	<i>h</i>	h	h
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER I
uni0069

i	i	i	i	i	<i>i</i>	<i>i</i>	i	i
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER J
uni006A

j	j	j	j	j	<i>j</i>	<i>j</i>	j	j
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER K
uni006B

k	k	k	k	k	<i>k</i>	<i>k</i>	k	k
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER L
uni006C

l	l	l	l	l	<i>l</i>	<i>l</i>	l	l
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER M
uni006D

m	m	m	m	m	<i>m</i>	<i>m</i>	m	m
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER N
uni006E

n	n	n	n	n	<i>n</i>	<i>n</i>	n	n
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER O
uni006F

o	o	o	o	o	<i>o</i>	<i>o</i>	o	o
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER P
uni0070

p	p	p	p	p	<i>p</i>	<i>p</i>	p	p
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER Q
uni0071

q	q	q	q	q	<i>q</i>	<i>q</i>	q	q
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER R
uni0072

r	r	r	r	r	<i>r</i>	<i>r</i>	r	r
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER S
uni0073

s	s	s	s	s	<i>s</i>	<i>s</i>	s	s
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER T
uni0074

t	t	t	t	t	<i>t</i>	<i>t</i>	t	t
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER U
uni0075

u	u	u	u	u	<i>u</i>	<i>u</i>	u	u
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER V
uni0076

v	v	v	v	v	<i>v</i>	<i>v</i>	v	v
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER W
uni0077

w	w	w	w	w	<i>w</i>	<i>w</i>	w	w
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER X
uni0078

x	x	x	x	x	<i>x</i>	<i>x</i>	x	x
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER Y
uni0079

y	y	y	y	y	<i>y</i>	<i>y</i>	y	y
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER Z
uni007A

z	z	z	z	z	<i>z</i>	<i>z</i>	z	z
---	---	---	----------	----------	----------	----------	----------	----------

LEFT CURLY BRACKET
uni007B

{	{	{	{	{	<i>{</i>	<i>{</i>	{	{
---	---	---	----------	----------	----------	----------	----------	----------

VERTICAL LINE
uni007C

			 	 	<i> </i>	<i> </i>	 	
--	--	--	----------	----------	----------	----------	----------	----------

RIGHT CURLY BRACKET
uni007D

}	}	}	}	}	<i>}</i>	<i>}</i>	}	}
---	---	---	----------	----------	----------	----------	----------	----------

TILDE
uni007E

~	~	~	~	~	<i>~</i>	<i>~</i>	~	~
---	---	---	----------	----------	----------	----------	----------	----------

NO-BREAK SPACE
uni00A0

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

INVERTED EXCLAMATION MARK
uni00A1

!	!	!	!	!	<i>!</i>	<i>!</i>	!	!
---	---	---	----------	----------	----------	----------	----------	----------

CENT SIGN uni00A2	¢	¢	¢	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£	£	£	£
YEN SIGN uni00A5	¥	¥	¥	¥	¥	¥	¥	¥
BROKEN BAR uni00A6								
SECTION SIGN uni00A7	§	§	§	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	a	a	a	a	a	a	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	±	±	±	±	±	±	±	±
SUPERSCRRIPT TWO uni00B2	²	²	²	²	²	²	²	²
SUPERSCRRIPT THREE uni00B3	³	³	³	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´	´	´	´
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸	¸	¸	¸
SUPERSCRRIPT ONE uni00B9	¹	¹	¹	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	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	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
	Â	Â	Â	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2								
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	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

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
	ú	ú	ú	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH ACUTE uni00FA								
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	^	^	^	^	^	^	^	^
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	˝	˝	˝	˝	˝	˝	˝	˝
COMBINING GRAVE ACCENT uni0300								

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	™	™	™	™	™	™	™	™
INFINITY uni221E	∞	∞	∞	∞	∞	∞	∞	∞
INTEGRAL uni222B	∫	∫	∫	∫	∫	∫	∫	∫
NOT EQUAL TO uni2260	≠	≠	≠	≠	≠	≠	≠	≠
LESS-THAN OR EQUAL TO uni2264	≤	≤	≤	≤	≤	≤	≤	≤
GREATER-THAN OR EQUAL TO uni2265	≥	≥	≥	≥	≥	≥	≥	≥
LOZENGE uni25CA	◇	◇	◇	◇	◇	◇	◇	◇
LATIN SMALL LIGATURE FI uniFB01	fi	fi	fi	fi	fi	if	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl	fl	fl	fl	lf	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								

rafehhb
Cannot display because feature tag is missing in name.



NULL
Cannot display because feature tag is missing in name.



dotlessi.001
Ending "001" ≠ OT Feature (cannot display this character)
feature



NULL
Cannot display because feature tag is missing in name.



uni00A0
"Uni" in name but missing unicode: uni00A0



NULL
Cannot display because feature tag is missing in name.



rafehhb
Cannot display because feature tag is missing in name.



NULL
Cannot display because feature tag is missing in name.



NULL
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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of children in the world who are under 5 years of age has increased by 1.1 billion in the same period. The number of children in the world who are under 15 years of age is projected to increase by 1.5 billion by the year 2025 (United Nations 1999).

There is a growing concern that the rapid increase in the number of children in the world is leading to a corresponding increase in the number of children who are living in poverty. This is because the number of children who are living in poverty has increased by 1.1 billion in the same period as the increase in the number of children in the world. The number of children in the world who are living in poverty is projected to increase by 1.5 billion by the year 2025 (United Nations 1999).

The rapid increase in the number of children in the world is also leading to a corresponding increase in the number of children who are living in poverty. This is because the number of children who are living in poverty has increased by 1.1 billion in the same period as the increase in the number of children in the world. The number of children in the world who are living in poverty is projected to increase by 1.5 billion by the year 2025 (United Nations 1999).

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.6 billion, and the number of people aged 65 and over has increased from 0.4 billion to 0.6 billion (United Nations, 2002). The United Nations predicts that by 2050, the number of people aged 65 and over will have increased to 1.2 billion, and the number of people under 15 years of age will have decreased to 1.1 billion (United Nations, 2002).

There are a number of factors that are likely to contribute to the increase in the number of people aged 65 and over. One of the main factors is the increase in life expectancy. In 1990, the life expectancy at birth was 47 years for men and 51 years for women. By 2050, the life expectancy at birth is predicted to be 74 years for men and 79 years for women (United Nations, 2002). This increase in life expectancy is due to a number of factors, including improvements in medical care, better nutrition, and a more stable environment.

Another factor that is likely to contribute to the increase in the number of people aged 65 and over is the decrease in the number of people in the working age population. In 1990, the number of people aged 15 and over was 1.5 billion. By 2050, the number of people aged 15 and over is predicted to be 1.1 billion (United Nations, 2002). This decrease in the number of people in the working age population is due to a number of factors, including a decrease in the birth rate and a decrease in the number of people who are able to work for a long period of time.

The increase in the number of people aged 65 and over has a number of implications for society. One of the main implications is the need for more social security and health care services. As the number of people aged 65 and over increases, the number of people who are dependent on social security and health care services will also increase. This will place a greater burden on the government and on society as a whole.

Another implication of the increase in the number of people aged 65 and over is the need for more housing and care services. As the number of people aged 65 and over increases, the number of people who need housing and care services will also increase. This will place a greater burden on the government and on society as a whole.

The increase in the number of people aged 65 and over is a major challenge for society. It is a challenge that will require a number of solutions. One of the main solutions is to improve the health care system. This will involve increasing the number of health care workers, improving the quality of care, and ensuring that everyone has access to care.

Another solution is to improve the social security system. This will involve increasing the number of people who are able to work for a long period of time, and ensuring that everyone has access to social security services. This will help to reduce the burden on the government and on society as a whole.

The increase in the number of people aged 65 and over is a challenge that will require a number of solutions. It is a challenge that will require the cooperation of the government, the private sector, and society as a whole. Only by working together can we ensure that everyone has a good quality of life in the 21st century.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the public sector has increased by 2.5 million (1990–1999).

There is a growing emphasis on the need to improve the quality of public services and to ensure that the public sector is efficient and effective. This has led to a number of initiatives, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The purpose of this paper is to examine the impact of public sector reform on the quality of public services. The paper will first review the literature on public sector reform and quality of public services. It will then discuss the impact of public sector reform on the quality of public services in the UK.

The paper is organized as follows. Section 2 reviews the literature on public sector reform and quality of public services. Section 3 discusses the impact of public sector reform on the quality of public services in the UK. Section 4 concludes.

2. Literature review

There is a growing body of literature on public sector reform and quality of public services. This section reviews the literature on public sector reform and quality of public services.

The literature on public sector reform and quality of public services is divided into two main areas: the impact of public sector reform on the quality of public services and the impact of public sector reform on the cost of public services.

The impact of public sector reform on the quality of public services has been examined in a number of studies. These studies have found that public sector reform can have both positive and negative impacts on the quality of public services.

On the one hand, public sector reform can improve the quality of public services by reducing the cost of public services and increasing the efficiency of public services. On the other hand, public sector reform can also have negative impacts on the quality of public services.

For example, public sector reform can lead to a reduction in the number of public sector employees, which can result in a reduction in the quality of public services. Public sector reform can also lead to a reduction in the number of public sector services, which can result in a reduction in the quality of public services.

However, public sector reform can also have positive impacts on the quality of public services. For example, public sector reform can lead to an increase in the number of public sector employees, which can result in an increase in the quality of public services. Public sector reform can also lead to an increase in the number of public sector services, which can result in an increase in the quality of public services.

The impact of public sector reform on the cost of public services has also been examined in a number of studies. These studies have found that public sector reform can have both positive and negative impacts on the cost of public services.

On the one hand, public sector reform can reduce the cost of public services by reducing the number of public sector employees and increasing the efficiency of public services. On the other hand, public sector reform can also have negative impacts on the cost of public services.

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In conclusion, the literature on public sector reform and quality of public services is divided into two main areas: the impact of public sector reform on the quality of public services and the impact of public sector reform on the cost of public services. Both areas have found that public sector reform can have both positive and negative impacts on the quality of public services and the cost of public services.

3. Impact of public sector reform on the quality of public services in the UK

This section discusses the impact of public sector reform on the quality of public services in the UK. It will first review the literature on public sector reform and quality of public services in the UK. It will then discuss the impact of public sector reform on the quality of public services in the UK.

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On the one hand, public sector reform can improve the quality of public services in the UK by reducing the cost of public services and increasing the efficiency of public services. On the other hand, public sector reform can also have negative impacts on the quality of public services in the UK.

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There is a growing emphasis on the need to improve the efficiency of the public sector. This has led to a number of initiatives, including the introduction of competition, the restructuring of public services, and the introduction of performance targets. These initiatives have led to a number of changes in the way that public services are delivered, including the introduction of private sector management practices and the restructuring of public services.

The public sector has a number of advantages, including the fact that it is owned by the state and is therefore not subject to the same pressures as the private sector. It also has a number of disadvantages, including the fact that it is often less efficient than the private sector and is often subject to political interference.

The public sector is a complex and controversial issue. There are a number of different views on the role of the public sector in the economy and in society. It is important to consider these views when making decisions about the future of the public sector.

The public sector is a vital part of the economy and of society. It provides a number of essential services, including health care, education, and social security. It is important to ensure that the public sector is able to provide these services in an efficient and effective manner.

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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 2001). The number of people who are obese has increased from 100 million in 1975 to 300 million in 2000 (WHO 2000).

Obesity is a complex condition, and the aetiology is multifactorial. The most commonly cited risk factors for obesity are a sedentary lifestyle and a diet high in energy-dense foods (Bouchard & Tremblay 1998).

Obesity is a major public health problem, and it is important to understand the factors that contribute to its development. This paper will review the current evidence on the aetiology of obesity, and discuss the implications for public health policy.

The prevalence of obesity has increased dramatically in many countries over the past few decades. In the United Kingdom, the prevalence of obesity in adults has increased from 10% in 1980 to 20% in 2000 (Health Survey for England 2001).

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

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

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

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

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

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

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

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

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

the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.1 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 6.5 million by 2020, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key objectives for the NHS to meet the needs of older people. These objectives are: (1) to improve the health and social care of older people; (2) to improve the experience of older people in the NHS; (3) to improve the efficiency of the NHS; and (4) to improve the value for money of the NHS.

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