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Roboto Slab Thin
Roboto Slab Light
Roboto Slab Regular
Roboto Slab Medium
Roboto Slab Bold
Roboto Slab Black

uni000D						
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

/	/	/	/	/	/	/
---	---	---	---	---	---	---

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 I uni0049	I	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	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
LATIN SMALL LETTER B uni0062	b	b	b	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c	c	c	c
LATIN SMALL LETTER D uni0064	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
f	f	f	f	f	f	f
g	g	g	g	g	g	g
h	h	h	h	h	h	h
i	i	i	i	i	i	i
j	j	j	j	j	j	j
k	k	k	k	k	k	k
l	l	l	l	l	l	l
m	m	m	m	m	m	m
n	n	n	n	n	n	n
o	o	o	o	o	o	o
p	p	p	p	p	p	p
q	q	q	q	q	q	q
r	r	r	r	r	r	r
s	s	s	s	s	s	s
t	t	t	t	t	t	t
u	u	u	u	u	u	u
v	v	v	v	v	v	v
w	w	w	w	w	w	w
x	x	x	x	x	x	x
y	y	y	y	y	y	y
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	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
SUPERSCRRIPT 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	¸	¸	¸	¸	¸	¸	¸
SUPERSCRRIPT 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	×	×	×	×	×	×	×

LATIN CAPITAL LETTER O WITH STROKE uni00D7	Ø	Ø	Ø	Ø	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE uni00D9	Ù	Ù	Ù	Ù	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE uni00DA	Ú	Ú	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX uni00DB	Û	Û	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS uni00DC	Ü	Ü	Ü	Ü	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE uni00DD	Ý	Ý	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN uni00DE	Þ	Þ	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S uni00DF	ß	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE uni00E0	à	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE uni00E1	á	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX uni00E2	â	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE uni00E3	ã	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS uni00E4	ä	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE uni00E5	å	å	å	å	å	å
LATIN SMALL LETTER AE uni00E6	æ	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA uni00E7	ç	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE uni00E8	è	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE uni00E9	é	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX uni00EA	ê	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS uni00EB	ë	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE uni00EC	ì	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE uni00ED	í	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX uni00EE	î	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS uni00EF	ï	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH uni00F0	ð	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE uni00F1	ñ	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE uni00F2	ò	ò	ò	ò	ò	ò

LATIN SMALL LETTER O WITH ACUTE uni00F3	ó	ó	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö	ö	ö
DIVISION SIGN uni00F7	÷	÷	÷	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER A WITH MACRON uni0100	Ā	Ā	Ā	Ā	Ā	Ā
LATIN SMALL LETTER A WITH MACRON uni0101	ā	ā	ā	ā	ā	ā
LATIN CAPITAL LETTER A WITH BREVE uni0102	Ă	Ă	Ă	Ă	Ă	Ă
LATIN SMALL LETTER A WITH BREVE uni0103	ă	ă	ă	ă	ă	ă
LATIN CAPITAL LETTER A WITH OGONEK uni0104	Ą	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH OGONEK uni0105	ą	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER C WITH ACUTE uni0106	Ć	Ć	Ć	Ć	Ć	Ć
LATIN SMALL LETTER C WITH ACUTE uni0107	ć	ć	ć	ć	ć	ć
LATIN CAPITAL LETTER C WITH CIRCUMFLEX uni0108	Ĉ	Ĉ	Ĉ	Ĉ	Ĉ	Ĉ
LATIN SMALL LETTER C WITH CIRCUMFLEX uni0109	ĉ	ĉ	ĉ	ĉ	ĉ	ĉ
LATIN CAPITAL LETTER C WITH DOT ABOVE uni010A	Č	Č	Č	Č	Č	Č
LATIN SMALL LETTER C WITH DOT ABOVE uni010B	č	č	č	č	č	č
LATIN CAPITAL LETTER C WITH CARON uni010C	Č	Č	Č	Č	Č	Č
LATIN SMALL LETTER C WITH CARON uni010D	č	č	č	č	č	č

LATIN CAPITAL LETTER D WITH CARON uni010E	Ď	Ď	Ď	Ď	Ď	Ď	Ď
LATIN SMALL LETTER D WITH CARON uni010F	ď	ď	ď	ď	ď	ď	ď
LATIN CAPITAL LETTER D WITH STROKE uni0110	Ɖ	Ɖ	Ɖ	Ɖ	Ɖ	Ɖ	Ɖ
LATIN SMALL LETTER D WITH STROKE uni0111	ɖ	ɖ	ɖ	ɖ	ɖ	ɖ	ɖ
LATIN CAPITAL LETTER E WITH MACRON uni0112	Ē	Ē	Ē	Ē	Ē	Ē	Ē
LATIN SMALL LETTER E WITH MACRON uni0113	ē	ē	ē	ē	ē	ē	ē
LATIN CAPITAL LETTER E WITH BREVE uni0114	Ĕ	Ĕ	Ĕ	Ĕ	Ĕ	Ĕ	Ĕ
LATIN SMALL LETTER E WITH BREVE uni0115	ĕ	ĕ	ĕ	ĕ	ĕ	ĕ	ĕ
LATIN CAPITAL LETTER E WITH DOT ABOVE uni0116	Ė	Ė	Ė	Ė	Ė	Ė	Ė
LATIN SMALL LETTER E WITH DOT ABOVE uni0117	ė	ė	ė	ė	ė	ė	ė
LATIN CAPITAL LETTER E WITH OGONEK uni0118	Ę	Ę	Ę	Ę	Ę	Ę	Ę
LATIN SMALL LETTER E WITH OGONEK uni0119	ę	ę	ę	ę	ę	ę	ę
LATIN CAPITAL LETTER E WITH CARON uni011A	Ě	Ě	Ě	Ě	Ě	Ě	Ě
LATIN SMALL LETTER E WITH CARON uni011B	ě	ě	ě	ě	ě	ě	ě
LATIN CAPITAL LETTER G WITH CIRCUMFLEX uni011C	Ĝ	Ĝ	Ĝ	Ĝ	Ĝ	Ĝ	Ĝ
LATIN SMALL LETTER G WITH CIRCUMFLEX uni011D	ĝ	ĝ	ĝ	ĝ	ĝ	ĝ	ĝ
LATIN CAPITAL LETTER G WITH BREVE uni011E	Ğ	Ğ	Ğ	Ğ	Ğ	Ğ	Ğ
LATIN SMALL LETTER G WITH BREVE uni011F	ğ	ğ	ğ	ğ	ğ	ğ	ğ
LATIN CAPITAL LETTER G WITH DOT ABOVE uni0120	Ġ	Ġ	Ġ	Ġ	Ġ	Ġ	Ġ
LATIN SMALL LETTER G WITH DOT ABOVE uni0121	ġ	ġ	ġ	ġ	ġ	ġ	ġ
LATIN CAPITAL LETTER G WITH CEDILLA uni0122	Ģ	Ģ	Ģ	Ģ	Ģ	Ģ	Ģ
LATIN SMALL LETTER G WITH CEDILLA uni0123	ģ	ģ	ģ	ģ	ģ	ģ	ģ
LATIN CAPITAL LETTER H WITH CIRCUMFLEX uni0124	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ
LATIN SMALL LETTER H WITH CIRCUMFLEX uni0125	ĥ	ĥ	ĥ	ĥ	ĥ	ĥ	ĥ
LATIN CAPITAL LETTER H WITH STROKE uni0126	Ħ	Ħ	Ħ	Ħ	Ħ	Ħ	Ħ
LATIN SMALL LETTER H WITH STROKE uni0127	ħ	ħ	ħ	ħ	ħ	ħ	ħ
LATIN CAPITAL LETTER I WITH TILDE uni0128	İ	İ	İ	İ	İ	İ	İ
LATIN SMALL LETTER I WITH TILDE	ĩ	ĩ	ĩ	ĩ	ĩ	ĩ	ĩ

LATIN SMALL LETTER I WITH TILDE uni0129	İ	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LETTER I WITH MACRON uni012A	Ī	Ī	Ī	Ī	Ī	Ī	Ī
LATIN SMALL LETTER I WITH MACRON uni012B	ī	ī	ī	ī	ī	ī	ī
LATIN CAPITAL LETTER I WITH BREVE uni012C	İ̇	İ̇	İ̇	İ̇	İ̇	İ̇	İ̇
LATIN SMALL LETTER I WITH BREVE uni012D	ı̇	ı̇	ı̇	ı̇	ı̇	ı̇	ı̇
LATIN CAPITAL LETTER I WITH OGONEK uni012E	Į	Į	Į	Į	Į	Į	Į
LATIN SMALL LETTER I WITH OGONEK uni012F	į	į	į	į	į	į	į
LATIN CAPITAL LETTER I WITH DOT ABOVE uni0130	İ̈	İ̈	İ̈	İ̈	İ̈	İ̈	İ̈
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LIGATURE IJ uni0132	IJ	IJ	IJ	IJ	IJ	IJ	IJ
LATIN SMALL LIGATURE IJ uni0133	ij	ij	ij	ij	ij	ij	ij
LATIN CAPITAL LETTER J WITH CIRCUMFLEX uni0134	Ĵ	Ĵ	Ĵ	Ĵ	Ĵ	Ĵ	Ĵ
LATIN SMALL LETTER J WITH CIRCUMFLEX uni0135	ĵ	ĵ	ĵ	ĵ	ĵ	ĵ	ĵ
LATIN CAPITAL LETTER K WITH CEDILLA uni0136	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ
LATIN SMALL LETTER K WITH CEDILLA uni0137	ƙ	ƙ	ƙ	ƙ	ƙ	ƙ	ƙ
LATIN SMALL LETTER KRA uni0138	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER L WITH ACUTE uni0139	Ĺ	Ĺ	Ĺ	Ĺ	Ĺ	Ĺ	Ĺ
LATIN SMALL LETTER L WITH ACUTE uni013A	ĺ	ĺ	ĺ	ĺ	ĺ	ĺ	ĺ
LATIN CAPITAL LETTER L WITH CEDILLA uni013B	ƚ	ƚ	ƚ	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER L WITH CEDILLA uni013C	ƚ	ƚ	ƚ	ƚ	ƚ	ƚ	ƚ
LATIN CAPITAL LETTER L WITH CARON uni013D	Ľ	Ľ	Ľ	Ľ	Ľ	Ľ	Ľ
LATIN SMALL LETTER L WITH CARON uni013E	ľ	ľ	ľ	ľ	ľ	ľ	ľ
LATIN CAPITAL LETTER L WITH MIDDLE DOT uni013F	Ł	Ł	Ł	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH MIDDLE DOT uni0140	ł	ł	ł	ł	ł	ł	ł
LATIN CAPITAL LETTER L WITH STROKE uni0141	Ł̶	Ł̶	Ł̶	Ł̶	Ł̶	Ł̶	Ł̶
LATIN SMALL LETTER L WITH STROKE uni0142	ł̶	ł̶	ł̶	ł̶	ł̶	ł̶	ł̶
LATIN CAPITAL LETTER N WITH ACUTE uni0143	Ń	Ń	Ń	Ń	Ń	Ń	Ń
LATIN SMALL LETTER N WITH ACUTE uni0144	ń	ń	ń	ń	ń	ń	ń

uni0144
LATIN CAPITAL LETTER N WITH CEDILLA
uni0145
LATIN SMALL LETTER N WITH CEDILLA
uni0146
LATIN CAPITAL LETTER N WITH CARON
uni0147
LATIN SMALL LETTER N WITH CARON
uni0148
LATIN SMALL LETTER N PRECEDED BY APOSTROPHE
uni0149
LATIN CAPITAL LETTER ENG
uni014A
LATIN SMALL LETTER ENG
uni014B
LATIN CAPITAL LETTER O WITH MACRON
uni014C
LATIN SMALL LETTER O WITH MACRON
uni014D
LATIN CAPITAL LETTER O WITH BREVE
uni014E
LATIN SMALL LETTER O WITH BREVE
uni014F
LATIN CAPITAL LETTER O WITH DOUBLE ACUTE
uni0150
LATIN SMALL LETTER O WITH DOUBLE ACUTE
uni0151
LATIN CAPITAL LIGATURE OE
uni0152
LATIN SMALL LIGATURE OE
uni0153
LATIN CAPITAL LETTER R WITH ACUTE
uni0154
LATIN SMALL LETTER R WITH ACUTE
uni0155
LATIN CAPITAL LETTER R WITH CEDILLA
uni0156
LATIN SMALL LETTER R WITH CEDILLA
uni0157
LATIN CAPITAL LETTER R WITH CARON
uni0158
LATIN SMALL LETTER R WITH CARON
uni0159
LATIN CAPITAL LETTER S WITH ACUTE
uni015A
LATIN SMALL LETTER S WITH ACUTE
uni015B
LATIN CAPITAL LETTER S WITH CIRCUMFLEX
uni015C
LATIN SMALL LETTER S WITH CIRCUMFLEX
uni015D
LATIN CAPITAL LETTER S WITH CEDILLA
uni015E
LATIN SMALL LETTER S WITH CEDILLA
uni015F

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LATIN CAPITAL LETTER S WITH CARON
uni0160

LATIN SMALL LETTER S WITH CARON
uni0161

LATIN CAPITAL LETTER T WITH CEDILLA
uni0162

LATIN SMALL LETTER T WITH CEDILLA
uni0163

LATIN CAPITAL LETTER T WITH CARON
uni0164

LATIN SMALL LETTER T WITH CARON
uni0165

LATIN CAPITAL LETTER T WITH STROKE
uni0166

LATIN SMALL LETTER T WITH STROKE
uni0167

LATIN CAPITAL LETTER U WITH TILDE
uni0168

LATIN SMALL LETTER U WITH TILDE
uni0169

LATIN CAPITAL LETTER U WITH MACRON
uni016A

LATIN SMALL LETTER U WITH MACRON
uni016B

LATIN CAPITAL LETTER U WITH BREVE
uni016C

LATIN SMALL LETTER U WITH BREVE
uni016D

LATIN CAPITAL LETTER U WITH RING ABOVE
uni016E

LATIN SMALL LETTER U WITH RING ABOVE
uni016F

LATIN CAPITAL LETTER U WITH DOUBLE ACUTE
uni0170

LATIN SMALL LETTER U WITH DOUBLE ACUTE
uni0171

LATIN CAPITAL LETTER U WITH OGONEK
uni0172

LATIN SMALL LETTER U WITH OGONEK
uni0173

LATIN CAPITAL LETTER W WITH CIRCUMFLEX
uni0174

LATIN SMALL LETTER W WITH CIRCUMFLEX
uni0175

LATIN CAPITAL LETTER Y WITH CIRCUMFLEX
uni0176

LATIN SMALL LETTER Y WITH CIRCUMFLEX
uni0177

LATIN CAPITAL LETTER Y WITH DIAERESIS
uni0178

LATIN CAPITAL LETTER Z WITH ACUTE
uni0179

LATIN SMALL LETTER Z WITH ACUTE
uni017A

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LATIN CAPITAL LETTER Z WITH DOT ABOVE
uni017B

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LATIN SMALL LETTER Z WITH DOT ABOVE
uni017C

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LATIN CAPITAL LETTER Z WITH CARON
uni017D

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LATIN SMALL LETTER Z WITH CARON
uni017E

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LATIN SMALL LETTER LONG S
uni017F

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LATIN CAPITAL LETTER SCHWA
uni018F

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LATIN SMALL LETTER F WITH HOOK
uni0192

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LATIN CAPITAL LETTER O WITH HORN
uni01A0

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LATIN SMALL LETTER O WITH HORN
uni01A1

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LATIN CAPITAL LETTER U WITH HORN
uni01AF

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LATIN SMALL LETTER U WITH HORN
uni01B0

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LATIN SMALL LETTER J WITH CARON
uni01F0

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LATIN CAPITAL LETTER A WITH RING ABOVE AND
ACUTE
uni01FA

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LATIN SMALL LETTER A WITH RING ABOVE AND ACUTE
uni01FB

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LATIN CAPITAL LETTER AE WITH ACUTE
uni01FC

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LATIN SMALL LETTER AE WITH ACUTE
uni01FD

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LATIN CAPITAL LETTER O WITH STROKE AND ACUTE
uni01FE

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LATIN SMALL LETTER O WITH STROKE AND ACUTE
uni01FF

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LATIN CAPITAL LETTER S WITH COMMA BELOW
uni0218

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LATIN SMALL LETTER S WITH COMMA BELOW
uni0219

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LATIN CAPITAL LETTER T WITH COMMA BELOW
uni021A

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LATIN SMALL LETTER T WITH COMMA BELOW
uni021B

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LATIN SMALL LETTER DOTLESS J
uni0237

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LATIN SMALL LETTER SCHWA
uni0259

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MODIFIER LETTER APOSTROPHE
uni02BC

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MODIFIER LETTER CIRCUMFLEX ACCENT
uni02C6

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CARON
uni02C7

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MODIFIER LETTER MACRON	MACRON	uni02C9	◌̄	◌̄	◌̄	◌̄	◌̄	◌̄
BREVE		uni02D8	◌̆	◌̆	◌̆	◌̆	◌̆	◌̆
DOT ABOVE		uni02D9	◌̇	◌̇	◌̇	◌̇	◌̇	◌̇
RING ABOVE		uni02DA	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
OGONEK		uni02DB	◌̋	◌̋	◌̋	◌̋	◌̋	◌̋
SMALL TILDE		uni02DC	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃
DOUBLE ACUTE ACCENT		uni02DD	◌̌	◌̌	◌̌	◌̌	◌̌	◌̌
MODIFIER LETTER LOW RING		uni02F3	◌̥	◌̥	◌̥	◌̥	◌̥	◌̥
COMBINING GRAVE ACCENT		uni0300	◌̀	◌̀	◌̀	◌̀	◌̀	◌̀
COMBINING ACUTE ACCENT		uni0301	◌́	◌́	◌́	◌́	◌́	◌́
COMBINING CIRCUMFLEX ACCENT		uni0302	◌̂	◌̂	◌̂	◌̂	◌̂	◌̂
COMBINING TILDE		uni0303	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃
COMBINING MACRON		uni0304	◌̄	◌̄	◌̄	◌̄	◌̄	◌̄
COMBINING BREVE		uni0306	◌̆	◌̆	◌̆	◌̆	◌̆	◌̆
COMBINING DOT ABOVE		uni0307	◌̇	◌̇	◌̇	◌̇	◌̇	◌̇
COMBINING DIAERESIS		uni0308	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
COMBINING HOOK ABOVE		uni0309	◌̊	◌̊	◌̊	◌̊	◌̊	◌̊
COMBINING RING ABOVE		uni030A	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
COMBINING DOUBLE ACUTE ACCENT		uni030B	◌̌	◌̌	◌̌	◌̌	◌̌	◌̌
COMBINING CARON		uni030C	◌̋	◌̋	◌̋	◌̋	◌̋	◌̋
COMBINING DOUBLE GRAVE ACCENT		uni030F	◌͂	◌͂	◌͂	◌͂	◌͂	◌͂
COMBINING TURNED COMMA ABOVE		uni0312	◌̆̂	◌̆̂	◌̆̂	◌̆̂	◌̆̂	◌̆̂
COMBINING HORN		uni031B	◌̊̈	◌̊̈	◌̊̈	◌̊̈	◌̊̈	◌̊̈
COMBINING DOT BELOW		uni0323	◌̣	◌̣	◌̣	◌̣	◌̣	◌̣
COMBINING RING BELOW		uni0325	◌̥	◌̥	◌̥	◌̥	◌̥	◌̥
COMBINING COMMA BELOW		uni0326	◌̸	◌̸	◌̸	◌̸	◌̸	◌̸
COMBINING CEDILLA		uni0327	◌̣̈	◌̣̈	◌̣̈	◌̣̈	◌̣̈	◌̣̈
COMBINING OGONEK		uni0329	◌̋̈	◌̋̈	◌̋̈	◌̋̈	◌̋̈	◌̋̈

COMBINING SHORT STROKE OVERLAY uni0328	◌͂	◌͂	◌͂	◌͂	◌͂	◌͂	◌͂
COMBINING SHORT STROKE OVERLAY uni0335	◌͆	◌͆	◌͆	◌͆	◌͆	◌͆	◌͆
COMBINING LONG STROKE OVERLAY uni0336	◌͇	◌͇	◌͇	◌͇	◌͇	◌͇	◌͇
COMBINING SHORT SOLIDUS OVERLAY uni0337	◌͈	◌͈	◌͈	◌͈	◌͈	◌͈	◌͈
COMBINING LONG SOLIDUS OVERLAY uni0338	◌͉	◌͉	◌͉	◌͉	◌͉	◌͉	◌͉
GREEK TONOS uni0384	◌́	◌́	◌́	◌́	◌́	◌́	◌́
GREEK DIALYTIKA TONOS uni0385	◌͂̓	◌͂̓	◌͂̓	◌͂̓	◌͂̓	◌͂̓	◌͂̓
GREEK CAPITAL LETTER ALPHA WITH TONOS uni0386	Ά	Ά	Ά	Ά	Ά	Ά	Ά
GREEK ANO TELEIA uni0387	◌͂ͅ	◌͂ͅ	◌͂ͅ	◌͂ͅ	◌͂ͅ	◌͂ͅ	◌͂ͅ
GREEK CAPITAL LETTER EPSILON WITH TONOS uni0388	Έ	Έ	Έ	Έ	Έ	Έ	Έ
GREEK CAPITAL LETTER ETA WITH TONOS uni0389	Ή	Ή	Ή	Ή	Ή	Ή	Ή
GREEK CAPITAL LETTER IOTA WITH TONOS uni038A	Ί	Ί	Ί	Ί	Ί	Ί	Ί
GREEK CAPITAL LETTER OMICRON WITH TONOS uni038C	Ό	Ό	Ό	Ό	Ό	Ό	Ό
GREEK CAPITAL LETTER UPSILON WITH TONOS uni038E	Ύ	Ύ	Ύ	Ύ	Ύ	Ύ	Ύ
GREEK CAPITAL LETTER OMEGA WITH TONOS uni038F	Ώ	Ώ	Ώ	Ώ	Ώ	Ώ	Ώ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND TONOS uni0390	ῖ́	ῖ́	ῖ́	ῖ́	ῖ́	ῖ́	ῖ́
GREEK CAPITAL LETTER ALPHA uni0391	Α	Α	Α	Α	Α	Α	Α
GREEK CAPITAL LETTER BETA uni0392	Β	Β	Β	Β	Β	Β	Β
GREEK CAPITAL LETTER GAMMA uni0393	Γ	Γ	Γ	Γ	Γ	Γ	Γ
GREEK CAPITAL LETTER DELTA uni0394	Δ	Δ	Δ	Δ	Δ	Δ	Δ
GREEK CAPITAL LETTER EPSILON uni0395	Ε	Ε	Ε	Ε	Ε	Ε	Ε
GREEK CAPITAL LETTER ZETA uni0396	Ζ	Ζ	Ζ	Ζ	Ζ	Ζ	Ζ
GREEK CAPITAL LETTER ETA uni0397	Η	Η	Η	Η	Η	Η	Η
GREEK CAPITAL LETTER THETA uni0398	Θ	Θ	Θ	Θ	Θ	Θ	Θ
GREEK CAPITAL LETTER IOTA uni0399	Ι	Ι	Ι	Ι	Ι	Ι	Ι
GREEK CAPITAL LETTER KAPPA uni039A	Κ	Κ	Κ	Κ	Κ	Κ	Κ
GREEK CAPITAL LETTER LAMDA uni039B	Λ	Λ	Λ	Λ	Λ	Λ	Λ
GREEK CAPITAL LETTER MU	Μ	Μ	Μ	Μ	Μ	Μ	Μ

GREEK CAPITAL LETTER MU uni039C	Μ	Μ	Μ	Μ	Μ	Μ	Μ
GREEK CAPITAL LETTER NU uni039D	Ν	Ν	Ν	Ν	Ν	Ν	Ν
GREEK CAPITAL LETTER XI uni039E	Ξ	Ξ	Ξ	Ξ	Ξ	Ξ	Ξ
GREEK CAPITAL LETTER OMICRON uni039F	Ο	Ο	Ο	Ο	Ο	Ο	Ο
GREEK CAPITAL LETTER PI uni03A0	Π	Π	Π	Π	Π	Π	Π
GREEK CAPITAL LETTER RHO uni03A1	Ρ	Ρ	Ρ	Ρ	Ρ	Ρ	Ρ
GREEK CAPITAL LETTER SIGMA uni03A3	Σ	Σ	Σ	Σ	Σ	Σ	Σ
GREEK CAPITAL LETTER TAU uni03A4	Τ	Τ	Τ	Τ	Τ	Τ	Τ
GREEK CAPITAL LETTER UPSILON uni03A5	Υ	Υ	Υ	Υ	Υ	Υ	Υ
GREEK CAPITAL LETTER PHI uni03A6	Φ	Φ	Φ	Φ	Φ	Φ	Φ
GREEK CAPITAL LETTER CHI uni03A7	Χ	Χ	Χ	Χ	Χ	Χ	Χ
GREEK CAPITAL LETTER PSI uni03A8	Ψ	Ψ	Ψ	Ψ	Ψ	Ψ	Ψ
GREEK CAPITAL LETTER OMEGA uni03A9	Ω	Ω	Ω	Ω	Ω	Ω	Ω
GREEK CAPITAL LETTER IOTA WITH DIALYTIKA uni03AA	Ϊ	Ϊ	Ϊ	Ϊ	Ϊ	Ϊ	Ϊ
GREEK CAPITAL LETTER UPSILON WITH DIALYTIKA uni03AB	Ϋ	Ϋ	Ϋ	Ϋ	Ϋ	Ϋ	Ϋ
GREEK SMALL LETTER ALPHA WITH TONOS uni03AC	Ά	Ά	Ά	Ά	Ά	Ά	Ά
GREEK SMALL LETTER EPSILON WITH TONOS uni03AD	Έ	Έ	Έ	Έ	Έ	Έ	Έ
GREEK SMALL LETTER ETA WITH TONOS uni03AE	Ή	Ή	Ή	Ή	Ή	Ή	Ή
GREEK SMALL LETTER IOTA WITH TONOS uni03AF	Ί	Ί	Ί	Ί	Ί	Ί	Ί
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND TONOS uni03B0	ΰ	ΰ	ΰ	ΰ	ΰ	ΰ	ΰ
GREEK SMALL LETTER ALPHA uni03B1	α	α	α	α	α	α	α
GREEK SMALL LETTER BETA uni03B2	β	β	β	β	β	β	β
GREEK SMALL LETTER GAMMA uni03B3	γ	γ	γ	γ	γ	γ	γ
GREEK SMALL LETTER DELTA uni03B4	δ	δ	δ	δ	δ	δ	δ
GREEK SMALL LETTER EPSILON uni03B5	ε	ε	ε	ε	ε	ε	ε
GREEK SMALL LETTER ZETA uni03B6	ζ	ζ	ζ	ζ	ζ	ζ	ζ
GREEK SMALL LETTER ETA uni03B7	η	η	η	η	η	η	η
GREEK SMALL LETTER THETA uni03B8	θ	θ	θ	θ	θ	θ	θ

GREEK SMALL LETTER THETA uni03B8	θ	ϑ	ϑ	ϑ	ϑ	ϑ	ϑ
GREEK SMALL LETTER IOTA uni03B9	ι	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER KAPPA uni03BA	κ	ϰ	ϰ	ϰ	ϰ	ϰ	ϰ
GREEK SMALL LETTER LAMDA uni03BB	λ	Ϡ	Ϡ	Ϡ	Ϡ	Ϡ	Ϡ
GREEK SMALL LETTER MU uni03BC	μ	Ϣ	Ϣ	Ϣ	Ϣ	Ϣ	Ϣ
GREEK SMALL LETTER NU uni03BD	ν	ϣ	ϣ	ϣ	ϣ	ϣ	ϣ
GREEK SMALL LETTER XI uni03BE	ξ	ϥ	ϥ	ϥ	ϥ	ϥ	ϥ
GREEK SMALL LETTER OMICRON uni03BF	ο	ϧ	ϧ	ϧ	ϧ	ϧ	ϧ
GREEK SMALL LETTER PI uni03C0	π	ϩ	ϩ	ϩ	ϩ	ϩ	ϩ
GREEK SMALL LETTER RHO uni03C1	ρ	ϫ	ϫ	ϫ	ϫ	ϫ	ϫ
GREEK SMALL LETTER FINAL SIGMA uni03C2	ς	Ϭ	Ϭ	Ϭ	Ϭ	Ϭ	Ϭ
GREEK SMALL LETTER SIGMA uni03C3	σ	ϭ	ϭ	ϭ	ϭ	ϭ	ϭ
GREEK SMALL LETTER TAU uni03C4	τ	Ϯ	Ϯ	Ϯ	Ϯ	Ϯ	Ϯ
GREEK SMALL LETTER UPSILON uni03C5	υ	ϯ	ϯ	ϯ	ϯ	ϯ	ϯ
GREEK SMALL LETTER PHI uni03C6	φ	ϰ	ϰ	ϰ	ϰ	ϰ	ϰ
GREEK SMALL LETTER CHI uni03C7	χ	ϲ	ϲ	ϲ	ϲ	ϲ	ϲ
GREEK SMALL LETTER PSI uni03C8	ψ	ϴ	ϴ	ϴ	ϴ	ϴ	ϴ
GREEK SMALL LETTER OMEGA uni03C9	ω	϶	϶	϶	϶	϶	϶
GREEK SMALL LETTER IOTA WITH DIALYTIKA uni03CA	ϊ	Ϸ	Ϸ	Ϸ	Ϸ	Ϸ	Ϸ
GREEK SMALL LETTER UPSILON WITH DIALYTIKA uni03CB	ϣ	ϸ	ϸ	ϸ	ϸ	ϸ	ϸ
GREEK SMALL LETTER OMICRON WITH TONOS uni03CC	ό	Ϲ	Ϲ	Ϲ	Ϲ	Ϲ	Ϲ
GREEK SMALL LETTER UPSILON WITH TONOS uni03CD	ύ	Ϻ	Ϻ	Ϻ	Ϻ	Ϻ	Ϻ
GREEK SMALL LETTER OMEGA WITH TONOS uni03CE	ώ	ϻ	ϻ	ϻ	ϻ	ϻ	ϻ
GREEK THETA SYMBOL uni03D1	Ϸ	ϼ	ϼ	ϼ	ϼ	ϼ	ϼ
GREEK UPSILON WITH HOOK SYMBOL uni03D2	Ϸ	Ͻ	Ͻ	Ͻ	Ͻ	Ͻ	Ͻ
GREEK PI SYMBOL uni03D6	Ϸ	Ͽ	Ͽ	Ͽ	Ͽ	Ͽ	Ͽ
CYRILLIC CAPITAL LETTER IE WITH GRAVE uni0400	È	Ê	Ê	Ê	Ê	Ê	Ê
CYRILLIC CAPITAL LETTER IO	Ë	Ë	Ë	Ë	Ë	Ë	Ë

uni0401

CYRILLIC CAPITAL LETTER DJE
uni0402CYRILLIC CAPITAL LETTER GJE
uni0403CYRILLIC CAPITAL LETTER UKRAINIAN IE
uni0404CYRILLIC CAPITAL LETTER DZE
uni0405CYRILLIC CAPITAL LETTER BYELORUSSIAN-UKRAINIAN I
uni0406CYRILLIC CAPITAL LETTER YI
uni0407CYRILLIC CAPITAL LETTER JE
uni0408CYRILLIC CAPITAL LETTER LJE
uni0409CYRILLIC CAPITAL LETTER NJE
uni040ACYRILLIC CAPITAL LETTER TSHE
uni040BCYRILLIC CAPITAL LETTER KJE
uni040CCYRILLIC CAPITAL LETTER I WITH GRAVE
uni040DCYRILLIC CAPITAL LETTER SHORT U
uni040ECYRILLIC CAPITAL LETTER DZHE
uni040FCYRILLIC CAPITAL LETTER A
uni0410CYRILLIC CAPITAL LETTER BE
uni0411CYRILLIC CAPITAL LETTER VE
uni0412CYRILLIC CAPITAL LETTER GHE
uni0413CYRILLIC CAPITAL LETTER DE
uni0414CYRILLIC CAPITAL LETTER IE
uni0415CYRILLIC CAPITAL LETTER ZHE
uni0416CYRILLIC CAPITAL LETTER ZE
uni0417CYRILLIC CAPITAL LETTER I
uni0418CYRILLIC CAPITAL LETTER SHORT I
uni0419CYRILLIC CAPITAL LETTER KA
uni041ACYRILLIC CAPITAL LETTER EL
uni041BCYRILLIC CAPITAL LETTER EM
uni041C

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Ћ	Ћ	Ћ	Ћ	Ћ	Ћ	Ћ
Ќ	Ќ	Ќ	Ќ	Ќ	Ќ	Ќ
Й	Й	Й	Й	Й	Й	Й
Ў	Ў	Ў	Ў	Ў	Ў	Ў
Џ	Џ	Џ	Џ	Џ	Џ	Џ
А	А	А	А	А	А	А
Б	Б	Б	Б	Б	Б	Б
В	В	В	В	В	В	В
Г	Г	Г	Г	Г	Г	Г
Д	Д	Д	Д	Д	Д	Д
Е	Е	Е	Е	Е	Е	Е
Ж	Ж	Ж	Ж	Ж	Ж	Ж
З	З	З	З	З	З	З
И	И	И	И	И	И	И
Й	Й	Й	Й	Й	Й	Й
К	К	К	К	К	К	К
Л	Л	Л	Л	Л	Л	Л
М	М	М	М	М	М	М

CYRILLIC CAPITAL LETTER EN
uni041D

CYRILLIC CAPITAL LETTER O
uni041E

CYRILLIC CAPITAL LETTER PE
uni041F

CYRILLIC CAPITAL LETTER ER
uni0420

CYRILLIC CAPITAL LETTER ES
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CYRILLIC CAPITAL LETTER TE
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CYRILLIC CAPITAL LETTER U
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CYRILLIC CAPITAL LETTER EF
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CYRILLIC CAPITAL LETTER HA
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CYRILLIC CAPITAL LETTER TSE
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CYRILLIC CAPITAL LETTER CHE
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CYRILLIC CAPITAL LETTER SHA
uni0428

CYRILLIC CAPITAL LETTER SHCHA
uni0429

CYRILLIC CAPITAL LETTER HARD SIGN
uni042A

CYRILLIC CAPITAL LETTER YERU
uni042B

CYRILLIC CAPITAL LETTER SOFT SIGN
uni042C

CYRILLIC CAPITAL LETTER E
uni042D

CYRILLIC CAPITAL LETTER YU
uni042E

CYRILLIC CAPITAL LETTER YA
uni042F

CYRILLIC SMALL LETTER A
uni0430

CYRILLIC SMALL LETTER BE
uni0431

CYRILLIC SMALL LETTER VE
uni0432

CYRILLIC SMALL LETTER GHE
uni0433

CYRILLIC SMALL LETTER DE
uni0434

CYRILLIC SMALL LETTER IE
uni0435

CYRILLIC SMALL LETTER ZHE
uni0436

CYRILLIC SMALL LETTER ZE
uni0437

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CYRILLIC SMALL LETTER I uni0438	И	И	И	И	И	И	И
CYRILLIC SMALL LETTER SHORT I uni0439	Й	Й	Й	Й	Й	Й	Й
CYRILLIC SMALL LETTER KA uni043A	К	К	К	К	К	К	К
CYRILLIC SMALL LETTER EL uni043B	Л	Л	Л	Л	Л	Л	Л
CYRILLIC SMALL LETTER EM uni043C	М	М	М	М	М	М	М
CYRILLIC SMALL LETTER EN uni043D	Н	Н	Н	Н	Н	Н	Н
CYRILLIC SMALL LETTER O uni043E	О	О	О	О	О	О	О
CYRILLIC SMALL LETTER PE uni043F	П	П	П	П	П	П	П
CYRILLIC SMALL LETTER ER uni0440	Р	Р	Р	Р	Р	Р	Р
CYRILLIC SMALL LETTER ES uni0441	С	С	С	С	С	С	С
CYRILLIC SMALL LETTER TE uni0442	Т	Т	Т	Т	Т	Т	Т
CYRILLIC SMALL LETTER U uni0443	У	У	У	У	У	У	У
CYRILLIC SMALL LETTER EF uni0444	Ф	Ф	Ф	Ф	Ф	Ф	Ф
CYRILLIC SMALL LETTER HA uni0445	Х	Х	Х	Х	Х	Х	Х
CYRILLIC SMALL LETTER TSE uni0446	Ц	Ц	Ц	Ц	Ц	Ц	Ц
CYRILLIC SMALL LETTER CHE uni0447	Ч	Ч	Ч	Ч	Ч	Ч	Ч
CYRILLIC SMALL LETTER SHA uni0448	Ш	Ш	Ш	Ш	Ш	Ш	Ш
CYRILLIC SMALL LETTER SHCHA uni0449	Щ	Щ	Щ	Щ	Щ	Щ	Щ
CYRILLIC SMALL LETTER HARD SIGN uni044A	Ъ	Ъ	Ъ	Ъ	Ъ	Ъ	Ъ
CYRILLIC SMALL LETTER YERU uni044B	Ы	Ы	Ы	Ы	Ы	Ы	Ы
CYRILLIC SMALL LETTER SOFT SIGN uni044C	Ь	Ь	Ь	Ь	Ь	Ь	Ь
CYRILLIC SMALL LETTER E uni044D	Э	Э	Э	Э	Э	Э	Э
CYRILLIC SMALL LETTER YU uni044E	Ю	Ю	Ю	Ю	Ю	Ю	Ю
CYRILLIC SMALL LETTER YA uni044F	Я	Я	Я	Я	Я	Я	Я
CYRILLIC SMALL LETTER IE WITH GRAVE uni0450	È	È	È	È	È	È	È
CYRILLIC SMALL LETTER IO uni0451	Ё	Ё	Ё	Ё	Ё	Ё	Ё
CYRILLIC SMALL LETTER DJE uni0452	Ђ	Ђ	Ђ	Ђ	Ђ	Ђ	Ђ
CYRILLIC SMALL LETTER GJE uni0453	Ѓ	Ѓ	Ѓ	Ѓ	Ѓ	Ѓ	Ѓ

	uni0453	І	І	І	І	І	І
CYRILLIC SMALL LETTER UKRAINIAN IE	uni0454	Є	Є	Є	Є	Є	Є
CYRILLIC SMALL LETTER DZE	uni0455	Ѕ	Ѕ	Ѕ	Ѕ	Ѕ	Ѕ
CYRILLIC SMALL LETTER BYELORUSSIAN-UKRAINIAN I	uni0456	і	і	і	і	і	і
CYRILLIC SMALL LETTER YI	uni0457	ї	ї	ї	ї	ї	ї
CYRILLIC SMALL LETTER JE	uni0458	ј	ј	ј	ј	ј	ј
CYRILLIC SMALL LETTER LJE	uni0459	Љ	Љ	Љ	Љ	Љ	Љ
CYRILLIC SMALL LETTER NJE	uni045A	Њ	Њ	Њ	Њ	Њ	Њ
CYRILLIC SMALL LETTER TSHE	uni045B	ћ	ћ	ћ	ћ	ћ	ћ
CYRILLIC SMALL LETTER KJE	uni045C	Ќ	Ќ	Ќ	Ќ	Ќ	Ќ
CYRILLIC SMALL LETTER I WITH GRAVE	uni045D	ѐ	ѐ	ѐ	ѐ	ѐ	ѐ
CYRILLIC SMALL LETTER SHORT U	uni045E	љ	љ	љ	љ	љ	љ
CYRILLIC SMALL LETTER DZHE	uni045F	џ	џ	џ	џ	џ	џ
CYRILLIC CAPITAL LETTER OMEGA	uni0460	Ѡ	Ѡ	Ѡ	Ѡ	Ѡ	Ѡ
CYRILLIC SMALL LETTER OMEGA	uni0461	ѡ	ѡ	ѡ	ѡ	ѡ	ѡ
CYRILLIC CAPITAL LETTER YAT	uni0462	Ѣ	Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
CYRILLIC SMALL LETTER YAT	uni0463	ѣ	ѣ	ѣ	ѣ	ѣ	ѣ
CYRILLIC CAPITAL LETTER IOTIFIED E	uni0464	Ѥ	Ѥ	Ѥ	Ѥ	Ѥ	Ѥ
CYRILLIC SMALL LETTER IOTIFIED E	uni0465	ѥ	ѥ	ѥ	ѥ	ѥ	ѥ
CYRILLIC CAPITAL LETTER LITTLE YUS	uni0466	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER LITTLE YUS	uni0467	ѧ	ѧ	ѧ	ѧ	ѧ	ѧ
CYRILLIC CAPITAL LETTER IOTIFIED LITTLE YUS	uni0468	Ѩ	Ѩ	Ѩ	Ѩ	Ѩ	Ѩ
CYRILLIC SMALL LETTER IOTIFIED LITTLE YUS	uni0469	ѩ	ѩ	ѩ	ѩ	ѩ	ѩ
CYRILLIC CAPITAL LETTER BIG YUS	uni046A	Ѫ	Ѫ	Ѫ	Ѫ	Ѫ	Ѫ
CYRILLIC SMALL LETTER BIG YUS	uni046B	ѫ	ѫ	ѫ	ѫ	ѫ	ѫ
CYRILLIC CAPITAL LETTER IOTIFIED BIG YUS	uni046C	Ѭ	Ѭ	Ѭ	Ѭ	Ѭ	Ѭ
CYRILLIC SMALL LETTER IOTIFIED BIG YUS	uni046D	ѭ	ѭ	ѭ	ѭ	ѭ	ѭ
CYRILLIC CAPITAL LETTER KSI	uni046E	Ѯ	Ѯ	Ѯ	Ѯ	Ѯ	Ѯ

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CYRILLIC CAPITAL LETTER SHORT I WITH TAIL
uni048A

CYRILLIC SMALL LETTER SHORT I WITH TAIL
uni048B

CYRILLIC CAPITAL LETTER SEMISOFT SIGN
uni048C

CYRILLIC SMALL LETTER SEMISOFT SIGN
uni048D

CYRILLIC CAPITAL LETTER ER WITH TICK
uni048E

CYRILLIC SMALL LETTER ER WITH TICK
uni048F

CYRILLIC CAPITAL LETTER GHE WITH UPTURN
uni0490

CYRILLIC SMALL LETTER GHE WITH UPTURN
uni0491

CYRILLIC CAPITAL LETTER GHE WITH STROKE
uni0492

CYRILLIC SMALL LETTER GHE WITH STROKE
uni0493

CYRILLIC CAPITAL LETTER GHE WITH MIDDLE HOOK
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CYRILLIC SMALL LETTER GHE WITH MIDDLE HOOK
uni0495

CYRILLIC CAPITAL LETTER ZHE WITH DESCENDER
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CYRILLIC SMALL LETTER ZHE WITH DESCENDER
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CYRILLIC CAPITAL LETTER ZE WITH DESCENDER
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CYRILLIC SMALL LETTER ZE WITH DESCENDER
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CYRILLIC CAPITAL LETTER KA WITH DESCENDER
uni049A

CYRILLIC SMALL LETTER KA WITH DESCENDER
uni049B

CYRILLIC CAPITAL LETTER KA WITH VERTICAL STROKE
uni049C

CYRILLIC SMALL LETTER KA WITH VERTICAL STROKE
uni049D

CYRILLIC CAPITAL LETTER KA WITH STROKE
uni049E

CYRILLIC SMALL LETTER KA WITH STROKE
uni049F

CYRILLIC CAPITAL LETTER BASHKIR KA
uni04A0

CYRILLIC SMALL LETTER BASHKIR KA
uni04A1

CYRILLIC CAPITAL LETTER EN WITH DESCENDER
uni04A2

CYRILLIC SMALL LETTER EN WITH DESCENDER
uni04A3

CYRILLIC CAPITAL LIGATURE EN GHE
uni04A4

CYRILLIC SMALL LIGATURE EN GHE
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CYRILLIC CAPITAL LETTER PE WITH MIDDLE HOOK
uni04A6

CYRILLIC SMALL LETTER PE WITH MIDDLE HOOK
uni04A7

CYRILLIC CAPITAL LETTER ABKHASIAN HA
uni04A8

CYRILLIC SMALL LETTER ABKHASIAN HA
uni04A9

CYRILLIC CAPITAL LETTER ES WITH DESCENDER
uni04AA

CYRILLIC SMALL LETTER ES WITH DESCENDER
uni04AB

CYRILLIC CAPITAL LETTER TE WITH DESCENDER
uni04AC

CYRILLIC SMALL LETTER TE WITH DESCENDER
uni04AD

CYRILLIC CAPITAL LETTER STRAIGHT U
uni04AE

CYRILLIC SMALL LETTER STRAIGHT U
uni04AF

CYRILLIC CAPITAL LETTER STRAIGHT U WITH STROKE
uni04B0

CYRILLIC SMALL LETTER STRAIGHT U WITH STROKE
uni04B1

CYRILLIC CAPITAL LETTER HA WITH DESCENDER
uni04B2

CYRILLIC SMALL LETTER HA WITH DESCENDER
uni04B3

CYRILLIC CAPITAL LIGATURE TE TSE
uni04B4

CYRILLIC SMALL LIGATURE TE TSE
uni04B5

CYRILLIC CAPITAL LETTER CHE WITH DESCENDER
uni04B6

CYRILLIC SMALL LETTER CHE WITH DESCENDER
uni04B7

CYRILLIC CAPITAL LETTER CHE WITH VERTICAL
STROKE
uni04B8

CYRILLIC SMALL LETTER CHE WITH VERTICAL STROKE
uni04B9

CYRILLIC CAPITAL LETTER SHHA
uni04BA

CYRILLIC SMALL LETTER SHHA
uni04BB

CYRILLIC CAPITAL LETTER ABKHASIAN CHE
uni04BC

CYRILLIC SMALL LETTER ABKHASIAN CHE
uni04BD

CYRILLIC CAPITAL LETTER ABKHASIAN CHE WITH
DESCENDER
uni04BE

CYRILLIC SMALL LETTER ABKHASIAN CHE WITH
DESCENDER
uni04BF

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CYRILLIC LETTER PALOCHKA uni04C0	І	І	І	І	І	І	І
CYRILLIC CAPITAL LETTER ZHE WITH BREVE uni04C1	Ӂ	Ӂ	Ӂ	Ӂ	Ӂ	Ӂ	Ӂ
CYRILLIC SMALL LETTER ZHE WITH BREVE uni04C2	ӂ	ӂ	ӂ	ӂ	ӂ	ӂ	ӂ
CYRILLIC CAPITAL LETTER KA WITH HOOK uni04C3	К̆	К̆	К̆	К̆	К̆	К̆	К̆
CYRILLIC SMALL LETTER KA WITH HOOK uni04C4	к̆	к̆	к̆	к̆	к̆	к̆	к̆
CYRILLIC CAPITAL LETTER EL WITH TAIL uni04C5	Л̆	Л̆	Л̆	Л̆	Л̆	Л̆	Л̆
CYRILLIC SMALL LETTER EL WITH TAIL uni04C6	л̆	л̆	л̆	л̆	л̆	л̆	л̆
CYRILLIC CAPITAL LETTER EN WITH HOOK uni04C7	Н̆	Н̆	Н̆	Н̆	Н̆	Н̆	Н̆
CYRILLIC SMALL LETTER EN WITH HOOK uni04C8	н̆	н̆	н̆	н̆	н̆	н̆	н̆
CYRILLIC CAPITAL LETTER EN WITH TAIL uni04C9	Н̇	Н̇	Н̇	Н̇	Н̇	Н̇	Н̇
CYRILLIC SMALL LETTER EN WITH TAIL uni04CA	н̇	н̇	н̇	н̇	н̇	н̇	н̇
CYRILLIC CAPITAL LETTER KHAKASSIAN CHE uni04CB	Ч̆	Ч̆	Ч̆	Ч̆	Ч̆	Ч̆	Ч̆
CYRILLIC SMALL LETTER KHAKASSIAN CHE uni04CC	ч̆	ч̆	ч̆	ч̆	ч̆	ч̆	ч̆
CYRILLIC CAPITAL LETTER EM WITH TAIL uni04CD	М̆	М̆	М̆	М̆	М̆	М̆	М̆
CYRILLIC SMALL LETTER EM WITH TAIL uni04CE	м̆	м̆	м̆	м̆	м̆	м̆	м̆
CYRILLIC SMALL LETTER PALOCHKA uni04CF	І	І	І	І	І	І	І
CYRILLIC CAPITAL LETTER A WITH BREVE uni04D0	Ă̆	Ă̆	Ă̆	Ă̆	Ă̆	Ă̆	Ă̆
CYRILLIC SMALL LETTER A WITH BREVE uni04D1	ă̆	ă̆	ă̆	ă̆	ă̆	ă̆	ă̆
CYRILLIC CAPITAL LETTER A WITH DIAERESIS uni04D2	Ä̆	Ä̆	Ä̆	Ä̆	Ä̆	Ä̆	Ä̆
CYRILLIC SMALL LETTER A WITH DIAERESIS uni04D3	ä̆	ä̆	ä̆	ä̆	ä̆	ä̆	ä̆
CYRILLIC CAPITAL LIGATURE A IE uni04D4	Æ̆	Æ̆	Æ̆	Æ̆	Æ̆	Æ̆	Æ̆
CYRILLIC SMALL LIGATURE A IE uni04D5	æ̆	æ̆	æ̆	æ̆	æ̆	æ̆	æ̆
CYRILLIC CAPITAL LETTER IE WITH BREVE uni04D6	Ě̆	Ě̆	Ě̆	Ě̆	Ě̆	Ě̆	Ě̆
CYRILLIC SMALL LETTER IE WITH BREVE uni04D7	ě̆	ě̆	ě̆	ě̆	ě̆	ě̆	ě̆
CYRILLIC CAPITAL LETTER SCHWA uni04D8	Ə̆	Ə̆	Ə̆	Ə̆	Ə̆	Ə̆	Ə̆
CYRILLIC SMALL LETTER SCHWA uni04D9	ə̆	ə̆	ə̆	ə̆	ə̆	ə̆	ə̆
CYRILLIC CAPITAL LETTER SCHWA WITH DIAERESIS uni04DA	Ö̆	Ö̆	Ö̆	Ö̆	Ö̆	Ö̆	Ö̆
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CYRILLIC SMALL LETTER SCHWA WITH DIAERESIS
uni04DB

CYRILLIC CAPITAL LETTER ZHE WITH DIAERESIS
uni04DC

CYRILLIC SMALL LETTER ZHE WITH DIAERESIS
uni04DD

CYRILLIC CAPITAL LETTER ZE WITH DIAERESIS
uni04DE

CYRILLIC SMALL LETTER ZE WITH DIAERESIS
uni04DF

CYRILLIC CAPITAL LETTER ABKHASIAN DZE
uni04E0

CYRILLIC SMALL LETTER ABKHASIAN DZE
uni04E1

CYRILLIC CAPITAL LETTER I WITH MACRON
uni04E2

CYRILLIC SMALL LETTER I WITH MACRON
uni04E3

CYRILLIC CAPITAL LETTER I WITH DIAERESIS
uni04E4

CYRILLIC SMALL LETTER I WITH DIAERESIS
uni04E5

CYRILLIC CAPITAL LETTER O WITH DIAERESIS
uni04E6

CYRILLIC SMALL LETTER O WITH DIAERESIS
uni04E7

CYRILLIC CAPITAL LETTER BARRED O
uni04E8

CYRILLIC SMALL LETTER BARRED O
uni04E9

CYRILLIC CAPITAL LETTER BARRED O WITH DIAERESIS
uni04EA

CYRILLIC SMALL LETTER BARRED O WITH DIAERESIS
uni04EB

CYRILLIC CAPITAL LETTER E WITH DIAERESIS
uni04EC

CYRILLIC SMALL LETTER E WITH DIAERESIS
uni04ED

CYRILLIC CAPITAL LETTER U WITH MACRON
uni04EE

CYRILLIC SMALL LETTER U WITH MACRON
uni04EF

CYRILLIC CAPITAL LETTER U WITH DIAERESIS
uni04F0

CYRILLIC SMALL LETTER U WITH DIAERESIS
uni04F1

CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE
uni04F2

CYRILLIC SMALL LETTER U WITH DOUBLE ACUTE
uni04F3

CYRILLIC CAPITAL LETTER CHE WITH DIAERESIS
uni04F4

CYRILLIC SMALL LETTER CHE WITH DIAERESIS
uni04F5

CYRILLIC CAPITAL LETTER GHE WITH DESCENDER

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CYRILLIC SMALL LETTER GHE WITH DESCENDER	uni04F7	҆	҇	҈	҉	Ҋ	ҋ
CYRILLIC CAPITAL LETTER YERU WITH DIAERESIS	uni04F8	Ҍ	ҍ	Ҏ	ҏ	ґ	Җ
CYRILLIC SMALL LETTER YERU WITH DIAERESIS	uni04F9	Ҍ	ҍ	Ҏ	ҏ	ґ	Җ
CYRILLIC CAPITAL LETTER GHE WITH STROKE AND HOOK	uni04FA	҈	҉	Ҋ	ҋ	Ҍ	ҍ
CYRILLIC SMALL LETTER GHE WITH STROKE AND HOOK	uni04FB	҈	҉	Ҋ	ҋ	Ҍ	ҍ
CYRILLIC CAPITAL LETTER HA WITH HOOK	uni04FC	ҏ	ҙ	Қ	қ	Ҝ	ҝ
CYRILLIC SMALL LETTER HA WITH HOOK	uni04FD	ҏ	ҙ	Қ	қ	Ҝ	ҝ
CYRILLIC CAPITAL LETTER HA WITH STROKE	uni04FE	Ҙ	ҙ	Қ	қ	Ҝ	ҝ
CYRILLIC SMALL LETTER HA WITH STROKE	uni04FF	Ҙ	ҙ	Қ	қ	Ҝ	ҝ
CYRILLIC CAPITAL LETTER KOMI DE	uni0500	Ґ	ґ	Ғ	ғ	Ҕ	ҕ
CYRILLIC SMALL LETTER KOMI DE	uni0501	Ґ	ґ	Ғ	ғ	Ҕ	ҕ
CYRILLIC CAPITAL LETTER KOMI DJE	uni0502	ґ	Ғ	ғ	Ҕ	ҕ	Җ
CYRILLIC SMALL LETTER KOMI DJE	uni0503	ґ	Ғ	ғ	Ҕ	ҕ	Җ
CYRILLIC CAPITAL LETTER KOMI ZJE	uni0504	Җ	ҙ	Қ	қ	Ҝ	ҝ
CYRILLIC SMALL LETTER KOMI ZJE	uni0505	Җ	ҙ	Қ	қ	Ҝ	ҝ
CYRILLIC CAPITAL LETTER KOMI DZJE	uni0506	ҙ	Қ	қ	Ҝ	ҝ	Ҟ
CYRILLIC SMALL LETTER KOMI DZJE	uni0507	ҙ	Қ	қ	Ҝ	ҝ	Ҟ
CYRILLIC CAPITAL LETTER KOMI LJE	uni0508	Ҟ	ҟ	Ҡ	ҡ	Ң	Ҥ
CYRILLIC SMALL LETTER KOMI LJE	uni0509	Ҟ	ҟ	Ҡ	ҡ	Ң	Ҥ
CYRILLIC CAPITAL LETTER KOMI NJE	uni050A	Ҥ	Ҧ	ҧ	Ҩ	ҩ	Ҫ
CYRILLIC SMALL LETTER KOMI NJE	uni050B	Ҥ	Ҧ	ҧ	Ҩ	ҩ	Ҫ
CYRILLIC CAPITAL LETTER KOMI SJE	uni050C	Ҫ	ҫ	Ҭ	ҷ	Ҹ	ҹ
CYRILLIC SMALL LETTER KOMI SJE	uni050D	Ҫ	ҫ	Ҭ	ҷ	Ҹ	ҹ
CYRILLIC CAPITAL LETTER KOMI TJE	uni050E	ҹ	Һ	һ	Ҽ	ҽ	Ҿ
CYRILLIC SMALL LETTER KOMI TJE	uni050F	ҹ	Һ	һ	Ҽ	ҽ	Ҿ
CYRILLIC CAPITAL LETTER REVERSED ZE	uni0510	Ҿ	ҿ	ҿ	ҿ	ҿ	ҿ
CYRILLIC SMALL LETTER REVERSED ZE		Ҿ	ҿ	ҿ	ҿ	ҿ	ҿ

uni0511

CYRILLIC CAPITAL LETTER EL WITH HOOK
uni0512

CYRILLIC SMALL LETTER EL WITH HOOK
uni0513

LATIN CAPITAL LETTER A WITH RING BELOW
uni1E00

LATIN SMALL LETTER A WITH RING BELOW
uni1E01

LATIN CAPITAL LETTER M WITH ACUTE
uni1E3E

LATIN SMALL LETTER M WITH ACUTE
uni1E3F

LATIN CAPITAL LETTER W WITH GRAVE
uni1E80

LATIN SMALL LETTER W WITH GRAVE
uni1E81

LATIN CAPITAL LETTER W WITH ACUTE
uni1E82

LATIN SMALL LETTER W WITH ACUTE
uni1E83

LATIN CAPITAL LETTER W WITH DIAERESIS
uni1E84

LATIN SMALL LETTER W WITH DIAERESIS
uni1E85

LATIN CAPITAL LETTER SHARP S
uni1E9E

LATIN CAPITAL LETTER A WITH DOT BELOW
uni1EA0

LATIN SMALL LETTER A WITH DOT BELOW
uni1EA1

LATIN CAPITAL LETTER A WITH HOOK ABOVE
uni1EA2

LATIN SMALL LETTER A WITH HOOK ABOVE
uni1EA3

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND
ACUTE
uni1EA4

LATIN SMALL LETTER A WITH CIRCUMFLEX AND ACUTE
uni1EA5

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND
GRAVE
uni1EA6

LATIN SMALL LETTER A WITH CIRCUMFLEX AND GRAVE
uni1EA7

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EA8

LATIN SMALL LETTER A WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EA9

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND TILDE
uni1EAA

LATIN SMALL LETTER A WITH CIRCUMFLEX AND TILDE
uni1EAB

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND DOT

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BELOW
uni1EAC

LATIN SMALL LETTER A WITH CIRCUMFLEX AND DOT
BELOW
uni1EAD

LATIN CAPITAL LETTER A WITH BREVE AND ACUTE
uni1EAE

LATIN SMALL LETTER A WITH BREVE AND ACUTE
uni1EAF

LATIN CAPITAL LETTER A WITH BREVE AND GRAVE
uni1EB0

LATIN SMALL LETTER A WITH BREVE AND GRAVE
uni1EB1

LATIN CAPITAL LETTER A WITH BREVE AND HOOK
ABOVE
uni1EB2

LATIN SMALL LETTER A WITH BREVE AND HOOK ABOVE
uni1EB3

LATIN CAPITAL LETTER A WITH BREVE AND TILDE
uni1EB4

LATIN SMALL LETTER A WITH BREVE AND TILDE
uni1EB5

LATIN CAPITAL LETTER A WITH BREVE AND DOT BELOW
uni1EB6

LATIN SMALL LETTER A WITH BREVE AND DOT BELOW
uni1EB7

LATIN CAPITAL LETTER E WITH DOT BELOW
uni1EB8

LATIN SMALL LETTER E WITH DOT BELOW
uni1EB9

LATIN CAPITAL LETTER E WITH HOOK ABOVE
uni1EBA

LATIN SMALL LETTER E WITH HOOK ABOVE
uni1EBB

LATIN CAPITAL LETTER E WITH TILDE
uni1EBC

LATIN SMALL LETTER E WITH TILDE
uni1EBD

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND
ACUTE
uni1EBE

LATIN SMALL LETTER E WITH CIRCUMFLEX AND ACUTE
uni1EBF

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND
GRAVE
uni1EC0

LATIN SMALL LETTER E WITH CIRCUMFLEX AND GRAVE
uni1EC1

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EC2

LATIN SMALL LETTER E WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EC3

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND TILDE
uni1EC4

LATIN SMALL LETTER E WITH CIRCUMFLEX AND TILDE

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LATIN CAPITAL LETTER O WITH HORN AND HOOK
ABOVE
uni1EDE

LATIN SMALL LETTER O WITH HORN AND HOOK ABOVE
uni1EDF

LATIN CAPITAL LETTER O WITH HORN AND TILDE
uni1EE0

LATIN SMALL LETTER O WITH HORN AND TILDE
uni1EE1

LATIN CAPITAL LETTER O WITH HORN AND DOT BELOW
uni1EE2

LATIN SMALL LETTER O WITH HORN AND DOT BELOW
uni1EE3

LATIN CAPITAL LETTER U WITH DOT BELOW
uni1EE4

LATIN SMALL LETTER U WITH DOT BELOW
uni1EE5

LATIN CAPITAL LETTER U WITH HOOK ABOVE
uni1EE6

LATIN SMALL LETTER U WITH HOOK ABOVE
uni1EE7

LATIN CAPITAL LETTER U WITH HORN AND ACUTE
uni1EE8

LATIN SMALL LETTER U WITH HORN AND ACUTE
uni1EE9

LATIN CAPITAL LETTER U WITH HORN AND GRAVE
uni1EEA

LATIN SMALL LETTER U WITH HORN AND GRAVE
uni1EEB

LATIN CAPITAL LETTER U WITH HORN AND HOOK
ABOVE
uni1EEC

LATIN SMALL LETTER U WITH HORN AND HOOK ABOVE
uni1EED

LATIN CAPITAL LETTER U WITH HORN AND TILDE
uni1EEE

LATIN SMALL LETTER U WITH HORN AND TILDE
uni1EEF

LATIN CAPITAL LETTER U WITH HORN AND DOT BELOW
uni1EF0

LATIN SMALL LETTER U WITH HORN AND DOT BELOW
uni1EF1

LATIN CAPITAL LETTER Y WITH GRAVE
uni1EF2

LATIN SMALL LETTER Y WITH GRAVE
uni1EF3

LATIN CAPITAL LETTER Y WITH DOT BELOW
uni1EF4

LATIN SMALL LETTER Y WITH DOT BELOW
uni1EF5

LATIN CAPITAL LETTER Y WITH HOOK ABOVE
uni1EF6

LATIN SMALL LETTER Y WITH HOOK ABOVE
uni1EF7

LATIN CAPITAL LETTER Y WITH TILDE
uni1EF8

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LATIN SMALL LETTER Y WITH TILDE
uni1EF9

GREEK CAPITAL LETTER OMICRON WITH DASIA AND
OXIA
uni1F4D

GREEK OXIA
uni1FFD

GREEK DASIA
uni1FFE

EN QUAD
uni2000

EM QUAD
uni2001

EN SPACE
uni2002

EM SPACE
uni2003

THREE-PER-EM SPACE
uni2004

FOUR-PER-EM SPACE
uni2005

SIX-PER-EM SPACE
uni2006

FIGURE SPACE
uni2007

PUNCTUATION SPACE
uni2008

THIN SPACE
uni2009

HAIR SPACE
uni200A

ZERO WIDTH SPACE
uni200B

EN DASH
uni2013

EM DASH
uni2014

HORIZONTAL BAR
uni2015

DOUBLE LOW LINE
uni2017

LEFT SINGLE QUOTATION MARK
uni2018

RIGHT SINGLE QUOTATION MARK
uni2019

SINGLE LOW-9 QUOTATION MARK
uni201A

SINGLE HIGH-REVERSED-9 QUOTATION MARK
uni201B

LEFT DOUBLE QUOTATION MARK
uni201C

RIGHT DOUBLE QUOTATION MARK
uni201D

DOUBLE LOW-9 QUOTATION MARK
uni201E

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DAGGER uni2020	†	†	†	†	†	†
DOUBLE DAGGER uni2021	‡	‡	‡	‡	‡	‡
BULLET uni2022	•	•	•	•	•	•
TWO DOT LEADER uni2025
HORIZONTAL ELLIPSIS uni2026
PER MILLE SIGN uni2030	‰	‰	‰	‰	‰	‰
PRIME uni2032	′	′	′	′	′	′
DOUBLE PRIME uni2033	″	″	″	″	″	″
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>	>	>	>
DOUBLE EXCLAMATION MARK uni203C	!!	!!	!!	!!	!!	!!
FRACTION SLASH uni2044	/	/	/	/	/	/
SUPERSCRRIPT FOUR uni2074	⁴	⁴	⁴	⁴	⁴	⁴
SUPERSCRRIPT LATIN SMALL LETTER N uni207F	ⁿ	ⁿ	ⁿ	ⁿ	ⁿ	ⁿ
FRENCH FRANC SIGN uni20A3	₣	₣	₣	₣	₣	₣
LIRA SIGN uni20A4	₵	₵	₵	₵	₵	₵
PESETA SIGN uni20A7	₧	₧	₧	₧	₧	₧
DONG SIGN uni20AB	₫	₫	₫	₫	₫	₫
EURO SIGN uni20AC	€	€	€	€	€	€
CARE OF uni2105	℄	℄	℄	℄	℄	℄
SCRIPT SMALL L uni2113	ℓ	ℓ	ℓ	ℓ	ℓ	ℓ
NUMERO SIGN uni2116	№	№	№	№	№	№
TRADE MARK SIGN uni2122	™	™	™	™	™	™
OHM SIGN uni2126	Ω	Ω	Ω	Ω	Ω	Ω
ESTIMATED SYMBOL uni212E	ℰ	ℰ	ℰ	ℰ	ℰ	ℰ
VULGAR FRACTION ONE EIGHTH uni215B	1⁄8	1⁄8	1⁄8	1⁄8	1⁄8	1⁄8
VULGAR FRACTION THREE EIGHTHS uni215C	3⁄8	3⁄8	3⁄8	3⁄8	3⁄8	3⁄8

VULGAR FRACTION FIVE EIGHTHS
uni215D

VULGAR FRACTION SEVEN EIGHTHS
uni215E

PARTIAL DIFFERENTIAL
uni2202

INCREMENT
uni2206

N-ARY PRODUCT
uni220F

N-ARY SUMMATION
uni2211

MINUS SIGN
uni2212

DIVISION SLASH
uni2215

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

uniF6C3

LATIN SMALL LIGATURE FI
uniFB01

LATIN SMALL LIGATURE FL
uniFB02

LATIN SMALL LIGATURE FFI
uniFB03

LATIN SMALL LIGATURE FFL
uniFB04

ZERO WIDTH NO-BREAK SPACE
uniFEFF

OBJECT REPLACEMENT CHARACTER
uniFFFC

REPLACEMENT CHARACTER
uniFFFD

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frac feature

2 2/7
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$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$
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Δ	Δ	Δ	Δ	Δ	Δ	Δ
Π	Π	Π	Π	Π	Π	Π
Σ	Σ	Σ	Σ	Σ	Σ	Σ
$-$	$-$	$-$	$-$	$-$	$-$	$-$
$/$	$/$	$/$	$/$	$/$	$/$	$/$
$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
∞	∞	∞	∞	∞	∞	∞
\int	\int	\int	\int	\int	\int	\int
\approx	\approx	\approx	\approx	\approx	\approx	\approx
\neq	\neq	\neq	\neq	\neq	\neq	\neq
\leq	\leq	\leq	\leq	\leq	\leq	\leq
\geq	\geq	\geq	\geq	\geq	\geq	\geq
\diamond	\diamond	\diamond	\diamond	\diamond	\diamond	\diamond
,	,	,	,	,	,	,
fi	fi	fi	fi	fi	fi	fi
fl	fl	fl	fl	fl	fl	fl
ffi	ffi	ffi	ffi	ffi	ffi	ffi
ffl	ffl	ffl	ffl	ffl	ffl	ffl
?	?	?	?	?	?	?
0 0/9	0 0/9	0 0/9	0 0/9	0 0/9	0 0/9	0 0/9
1 1/8	1 1/8	1 1/8	1 1/8	1 1/8	1 1/8	1 1/8
2 2/7	2 2/7	2 2/7	2 2/7	2 2/7	2 2/7	2 2/7

3 3/6
frac feature

3 3/3 3 3/3 3 3/3 3 3/3 3 3/3 3 3/3 3 3/6

4 4/5
frac feature

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5 5/4
frac feature

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6 6/3
frac feature

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7 7/2
frac feature

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8 8/1
frac feature

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9 9/0
frac feature

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C.ss03
ss03 feature

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G.ss03
ss03 feature

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S.ss03
ss03 feature

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C.ss04
ss04 feature

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G.ss04
ss04 feature

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O.ss04
ss04 feature

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D.ss05
ss05 feature

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Dcroat.ss05
ss05 feature

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K.ss05
ss05 feature

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OE.ss05
ss05 feature

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R.ss05
ss05 feature

R R R R R R R

g.ss01
ss01 feature

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a.ss03
ss03 feature

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ae.ss03
ss03 feature

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c.ss03
ss03 feature

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s.ss03
ss03 feature

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k.ss05
ss05 feature

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kgreenlandic.ss05
ss05 feature

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a.sc
smcp feature

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aacute.sc smcp feature	ǎ	ǎ	ǎ	ǎ	ǎ	ǎ
abreve.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EAF.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EB7.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EB1.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EB3.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EB5.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
acircumflex.sc smcp feature	â	â	â	â	â	â
uni1EA5.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EAD.sc smcp feature	â	â	â	â	â	â
uni1EA7.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EA9.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
uni1EAB.sc smcp feature	ǣ	ǣ	ǣ	ǣ	ǣ	ǣ
adieresis.sc smcp feature	ä	ä	ä	ä	ä	ä
uni1EA1.sc smcp feature	ạ	ạ	ạ	ạ	ạ	ạ
agrave.sc smcp feature	à	à	à	à	à	à
uni1EA3.sc smcp feature	ả	ả	ả	ả	ả	ả
amacron.sc smcp feature	ā	ā	ā	ā	ā	ā
aogonek.sc smcp feature	ą	ą	ą	ą	ą	ą
aring.sc smcp feature	å	å	å	å	å	å
aringacute.sc smcp feature	Ǻ	Ǻ	Ǻ	Ǻ	Ǻ	Ǻ
uni1E01.sc smcp feature	ạ	ạ	ạ	ạ	ạ	ạ
atilde.sc smcp feature	ã	ã	ã	ã	ã	ã
ae.sc smcp feature	æ	æ	æ	æ	æ	æ
aeacute.sc smcp feature	Ǽ	Ǽ	Ǽ	Ǽ	Ǽ	Ǽ
b.sc smcp feature	b	b	b	b	b	b
c.sc smcp feature	c	c	c	c	c	c
cacute.sc	ć	ć	ć	ć	ć	ć

smcp feature	◌̣	◌̣	◌̣	◌̣	◌̣	◌̣	◌̣
ccaron.sc smcp feature	č̣	č̣	č̣	č̣	č̣	č̣	č̣
ccedilla.sc smcp feature	ç̣	ç̣	ç̣	ç̣	ç̣	ç̣	ç̣
ccircumflex.sc smcp feature	ĉ̣	ĉ̣	ĉ̣	ĉ̣	ĉ̣	ĉ̣	ĉ̣
cdotaccent.sc smcp feature	ċ̣	ċ̣	ċ̣	ċ̣	ċ̣	ċ̣	ċ̣
d.sc smcp feature	ḍ	ḍ	ḍ	ḍ	ḍ	ḍ	ḍ
eth.sc smcp feature	ð̣	ð̣	ð̣	ð̣	ð̣	ð̣	ð̣
dcaron.sc smcp feature	ḍ̌	ḍ̌	ḍ̌	ḍ̌	ḍ̌	ḍ̌	ḍ̌
dcroat.sc smcp feature	đ̣	đ̣	đ̣	đ̣	đ̣	đ̣	đ̣
e.sc smcp feature	ẹ	ẹ	ẹ	ẹ	ẹ	ẹ	ẹ
eacute.sc smcp feature	ẹ́	ẹ́	ẹ́	ẹ́	ẹ́	ẹ́	ẹ́
ebreve.sc smcp feature	ẹ̆	ẹ̆	ẹ̆	ẹ̆	ẹ̆	ẹ̆	ẹ̆
ecaron.sc smcp feature	ẹ̌	ẹ̌	ẹ̌	ẹ̌	ẹ̌	ẹ̌	ẹ̌
ecircumflex.sc smcp feature	ệ	ệ	ệ	ệ	ệ	ệ	ệ
uni1EBF.sc smcp feature	ẹ̃	ẹ̃	ẹ̃	ẹ̃	ẹ̃	ẹ̃	ẹ̃
uni1EC7.sc smcp feature	ê̇	ê̇	ê̇	ê̇	ê̇	ê̇	ê̇
uni1EC1.sc smcp feature	ẹ̀	ẹ̀	ẹ̀	ẹ̀	ẹ̀	ẹ̀	ẹ̀
uni1EC3.sc smcp feature	ẽ̂	ẽ̂	ẽ̂	ẽ̂	ẽ̂	ẽ̂	ẽ̂
uni1EC5.sc smcp feature	ẽ̃	ẽ̃	ẽ̃	ẽ̃	ẽ̃	ẽ̃	ẽ̃
edieresis.sc smcp feature	ẹ̈	ẹ̈	ẹ̈	ẹ̈	ẹ̈	ẹ̈	ẹ̈
edotaccent.sc smcp feature	è̇	è̇	è̇	è̇	è̇	è̇	è̇
uni1EB9.sc smcp feature	ẹ̣	ẹ̣	ẹ̣	ẹ̣	ẹ̣	ẹ̣	ẹ̣
egrave.sc smcp feature	ẹ̀	ẹ̀	ẹ̀	ẹ̀	ẹ̀	ẹ̀	ẹ̀
uni1EBB.sc smcp feature	ẹ̉	ẹ̉	ẹ̉	ẹ̉	ẹ̉	ẹ̉	ẹ̉
emacron.sc smcp feature	ẹ̄	ẹ̄	ẹ̄	ẹ̄	ẹ̄	ẹ̄	ẹ̄
eogonek.sc smcp feature	ę̣	ę̣	ę̣	ę̣	ę̣	ę̣	ę̣
uni1EBD.sc smcp feature	ẽ̆	ẽ̆	ẽ̆	ẽ̆	ẽ̆	ẽ̆	ẽ̆
f.sc smcp feature	f̣	f̣	f̣	f̣	f̣	f̣	f̣

g.sc
smcp feature

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gbreve.sc
smcp feature

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gcircumflex.sc
smcp feature

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uni0123.sc
smcp feature

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gdotaccent.sc
smcp feature

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h.sc
smcp feature

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hbar.sc
smcp feature

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hcircumflex.sc
smcp feature

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i.sc
smcp feature

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iacute.sc
smcp feature

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ibreve.sc
smcp feature

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icircumflex.sc
smcp feature

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idieresis.sc
smcp feature

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i.locITRK.sc
smcp feature

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uni1ECB.sc
smcp feature

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igrave.sc
smcp feature

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uni1EC9.sc
smcp feature

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imacron.sc
smcp feature

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iogonek.sc
smcp feature

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itilde.sc
smcp feature

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j.sc
smcp feature

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jcircumflex.sc
smcp feature

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k.sc
smcp feature

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uni0137.sc
smcp feature

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l.sc
smcp feature

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lacute.sc
smcp feature

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lcaron.sc
smcp feature

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uni013C.sc
smcp feature

ldot.sc
smcp feature

lslash.sc
smcp feature

m.sc
smcp feature

uni1E3F.sc
smcp feature

n.sc
smcp feature

napute.sc
smcp feature

ncaron.sc
smcp feature

uni0146.sc
smcp feature

eng.sc
smcp feature

ntilde.sc
smcp feature

o.sc
smcp feature

oacute.sc
smcp feature

obreve.sc
smcp feature

ocircumflex.sc
smcp feature

uni1ED1.sc
smcp feature

uni1ED9.sc
smcp feature

uni1ED3.sc
smcp feature

uni1ED5.sc
smcp feature

uni1ED7.sc
smcp feature

odieresis.sc
smcp feature

uni1ECD.sc
smcp feature

ograve.sc
smcp feature

uni1ECF.sc
smcp feature

ohorn.sc
smcp feature (cannot find base glyph)

uni1EDB.sc
smcp feature

uni1EE3.sc
smcp feature

uni1FDD.sc

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ı̣	ı̣	ı̣	ı̣	ı̣	ı̣	ı̣
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m	m	m	m	m	m	m
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ń	ń	ń	ń	ń	ń	ń
ň	ň	ň	ň	ň	ň	ň
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ñ	ñ	ñ	ñ	ñ	ñ	ñ
o	o	o	o	o	o	o
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ô	ô	ô	ô	ô	ô	ô
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õ	õ	õ	õ	õ	õ	õ
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ö	ö	ö	ö	ö	ö	ö
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ớ	ớ	ớ	ớ	ớ	ớ	ớ
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uni1EDD.sc smcp feature	Ů	ů	Ů	ů	Ů	ů	ů
uni1EDF.sc smcp feature	Ǫ	ǫ	Ǫ	ǫ	Ǫ	ǫ	ǫ
uni1EE1.sc smcp feature	Õ	õ	Õ	õ	Õ	õ	õ
ohungarumlaut.sc smcp feature	Ő	ő	Ő	ő	Ő	ő	ő
omacron.sc smcp feature	Ō	ō	Ō	ō	Ō	ō	ō
oslash.sc smcp feature	Ø	ø	Ø	ø	Ø	ø	ø
oslashacute.sc smcp feature	Ø	ø	Ø	ø	Ø	ø	ø
otilde.sc smcp feature	Õ	õ	Õ	õ	Õ	õ	õ
oe.sc smcp feature	œ	œ	œ	œ	œ	œ	œ
p.sc smcp feature	p	p	p	p	p	p	p
thorn.sc smcp feature	þ	þ	þ	þ	þ	þ	þ
q.sc smcp feature	q	q	q	q	q	q	q
r.sc smcp feature	r	r	r	r	r	r	r
racute.sc smcp feature	í	í	í	í	í	í	í
rcaron.sc smcp feature	ř	ř	ř	ř	ř	ř	ř
uni0157.sc smcp feature	ŕ	ŕ	ŕ	ŕ	ŕ	ŕ	ŕ
s.sc smcp feature	S	S	S	S	S	S	S
sacute.sc smcp feature	Ś	ś	Ś	ś	Ś	ś	ś
scaron.sc smcp feature	Š	š	Š	š	Š	š	š
scedilla.sc smcp feature	Ş	ş	Ş	ş	Ş	ş	ş
scircumflex.sc smcp feature	Ŝ	ŝ	Ŝ	ŝ	Ŝ	ŝ	ŝ
uni0219.sc smcp feature	Ș	ș	Ș	ș	Ș	ș	ș
germandbls.sc smcp feature	ß	ß	ß	ß	ß	ß	ß
t.sc smcp feature	t	t	t	t	t	t	t
tbar.sc smcp feature	ţ	ţ	ţ	ţ	ţ	ţ	ţ
tcaron.sc smcp feature	ť	ť	ť	ť	ť	ť	ť
uni021B.sc smcp feature	ƚ	ƚ	ƚ	ƚ	ƚ	ƚ	ƚ
u.sc smcp feature	U	u	U	u	U	u	u

smcp feature						
uacute.sc smcp feature	ú	ú	ú	ú	ú	ú
ubreve.sc smcp feature	ǔ	ǔ	ǔ	ǔ	ǔ	ǔ
ucircumflex.sc smcp feature	û	û	û	û	û	û
udieresis.sc smcp feature	ü	ü	ü	ü	ü	ü
uni1EE5.sc smcp feature	ұ	ұ	ұ	ұ	ұ	ұ
ugrave.sc smcp feature	ù	ù	ù	ù	ù	ù
uni1EE7.sc smcp feature	ǘ	ǘ	ǘ	ǘ	ǘ	ǘ
uhorn.sc smcp feature (cannot find base glyph)	?	?	?	?	?	?
uni1EE9.sc smcp feature	úr	úr	úr	úr	úr	úr
uni1EF1.sc smcp feature	ұ́	ұ́	ұ́	ұ́	ұ́	ұ́
uni1EEB.sc smcp feature	ù́	ù́	ù́	ù́	ù́	ù́
uni1EED.sc smcp feature	ǘ́	ǘ́	ǘ́	ǘ́	ǘ́	ǘ́
uni1EEF.sc smcp feature	ṹ	ṹ	ṹ	ṹ	ṹ	ṹ
uhungarumlaut.sc smcp feature	ű	ű	ű	ű	ű	ű
umacron.sc smcp feature	ū	ū	ū	ū	ū	ū
uogonek.sc smcp feature	ų	ų	ų	ų	ų	ų
uring.sc smcp feature	ǚ	ǚ	ǚ	ǚ	ǚ	ǚ
utilde.sc smcp feature	ĩ	ĩ	ĩ	ĩ	ĩ	ĩ
v.sc smcp feature	v	v	v	v	v	v
w.sc smcp feature	w	w	w	w	w	w
wacute.sc smcp feature	ŵ	ŵ	ŵ	ŵ	ŵ	ŵ
wcircumflex.sc smcp feature	ŵ	ŵ	ŵ	ŵ	ŵ	ŵ
wdieresis.sc smcp feature	Ẁ	Ẁ	Ẁ	Ẁ	Ẁ	Ẁ
wgrave.sc smcp feature	ẁ	ẁ	ẁ	ẁ	ẁ	ẁ
x.sc smcp feature	x	x	x	x	x	x
y.sc smcp feature	y	y	y	y	y	y
yacute.sc smcp feature	ý	ý	ý	ý	ý	ý

ycircumflex.sc
smcp feature

ydieresis.sc
smcp feature

uni1EF5.sc
smcp feature

ygrave.sc
smcp feature

uni1EF7.sc
smcp feature

uni1EF9.sc
smcp feature

z.sc
smcp feature

zacute.sc
smcp feature

zcaron.sc
smcp feature

zdotaccent.sc
smcp feature

c.sc.ss05
smcp ss05 feature

d.sc.ss05
smcp ss05 feature

g.sc.ss05
smcp ss05 feature

k.sc.ss05
smcp ss05 feature

o.sc.ss05
smcp ss05 feature

q.sc.ss05
smcp ss05 feature

r.sc.ss05
smcp ss05 feature

s.sc.ss05
smcp ss05 feature

alpha.ss02
ss02 feature

zero.lf
lnum feature

one.lf
lnum feature

two.lf
lnum feature

three.lf
lnum feature

four.lf
lnum feature

five.lf
lnum feature

six.lf
lnum feature

seven.lf
lnum feature

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Z	Z	Z	Z	Z	Z	Z
Ž	Ž	Ž	Ž	Ž	Ž	Ž
ž	ž	ž	ž	ž	ž	ž
Ẑ	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ
c	c	c	c	c	c	c
d	d	d	d	d	d	d
g	g	g	g	g	g	g
k	k	k	k	k	k	k
o	o	o	o	o	o	o
q	q	q	q	q	q	q
r	r	r	r	r	r	r
s	s	s	s	s	s	s
α	α	α	α	α	α	α
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

eight.If lnum feature	8	8	8	8	8	8	8
nine.If lnum feature	9	9	9	9	9	9	9
zero.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	0	0	0	0	0	0	0
one.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	1	1	1	1	1	1	1
two.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	2	2	2	2	2	2	2
three.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	3	3	3	3	3	3	3
four.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	4	4	4	4	4	4	4
five.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	5	5	5	5	5	5	5
six.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	6	6	6	6	6	6	6
seven.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	7	7	7	7	7	7	7
eight.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	8	8	8	8	8	8	8
nine.sup Ending "sup" ≠ OT Feature (cannot display this character) feature	9	9	9	9	9	9	9
zero.sc smcp feature	0	0	0	0	0	0	0
one.sc smcp feature	1	1	1	1	1	1	1
two.sc smcp feature	2	2	2	2	2	2	2
three.sc smcp feature	3	3	3	3	3	3	3
four.sc smcp feature	4	4	4	4	4	4	4
five.sc smcp feature	5	5	5	5	5	5	5
six.sc smcp feature	6	6	6	6	6	6	6
seven.sc smcp feature	7	7	7	7	7	7	7
eight.sc smcp feature	8	8	8	8	8	8	8
nine.sc smcp feature	9	9	9	9	9	9	9
uni030C.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	◂	◂	◂	◂	◂	◂	◂
uni030A0301 It might be two unicodes: 030A + 0301 (most Arabic ccmp	٥	٥	٥	٥	٥	٥	٥

feature)							
uni0328.alt		ﺃ	ﺃ	ﺃ	ﺃ	ﺃ	ﺃ
Ending "alt" ≠ OT Feature (cannot display this character)							
feature							
uni030A0301.case	؟	؟	؟	؟	؟	؟	؟
case feature							
uni031B.case	'	'	'	'	'	'	'
case feature							
uni0337.case	/	/	/	/	/	/	/
case feature							
uni0338.case	/	/	/	/	/	/	/
case feature							
uni030A0301.sc	؟	؟	؟	؟	؟	؟	؟
smcp feature							
uni0336.sc	—	—	—	—	—	—	—
smcp feature							
uni0337.sc	/	/	/	/	/	/	/
smcp feature							
uni0338.sc	/	/	/	/	/	/	/
smcp feature							
tonos.case	'	'	'	'	'	'	'
case feature							
uni1FFE.case	`	`	`	`	`	`	`
case feature							
uni1FDE	”	”	”	”	”	”	”
"Uni" in name but missing unicode: uni1FDE							
uni1FDE.case	”	”	”	”	”	”	”
case feature							
uni1FFD.case	/	/	/	/	/	/	/
case feature							
brevecombcy	؟	؟	؟	؟	؟	؟	؟
Cannot display because feature tag is missing in name.							
descendercy	؟	؟	؟	؟	؟	؟	؟
Cannot display because feature tag is missing in name.							
tailcy	؟	؟	؟	؟	؟	؟	؟
Cannot display because feature tag is missing in name.							
hookcy	؟	؟	؟	؟	؟	؟	؟
Cannot display because feature tag is missing in name.							
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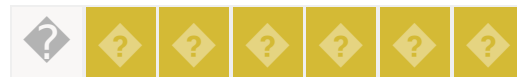
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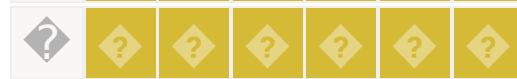
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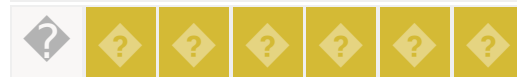
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The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and it is only by looking at the whole that we can understand it. This is the first principle of systems thinking: the whole is greater than the sum of its parts.

The second principle is that the system is dynamic. It is not a static system, and it is not a system that can be understood by looking at a single point in time. The system is a process, and it is only by looking at the process that we can understand it. This is the second principle of systems thinking: the system is a process.

The third principle is that the system is interconnected. The parts of the system are not isolated, and they are not independent. They are interconnected, and they are interdependent. This is the third principle of systems thinking: the system is interconnected.

The fourth principle is that the system is self-organizing. The system is not a system that is imposed from the outside. It is a system that organizes itself from within. This is the fourth principle of systems thinking: the system is self-organizing.

The fifth principle is that the system is resilient. The system is not a system that is fragile. It is a system that is resilient, and it is only by looking at the system that we can understand it. This is the fifth principle of systems thinking: the system is resilient.

The sixth principle is that the system is adaptable. The system is not a system that is rigid. It is a system that is adaptable, and it is only by looking at the system that we can understand it. This is the sixth principle of systems thinking: the system is adaptable.

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The study has several strengths, including a large sample size, a well-defined research design, and the use of appropriate statistical methods. However, there are also some limitations, such as the potential for bias in the sample and the fact that the study is cross-sectional. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

In conclusion, the study has shown that there is a significant relationship between the variables under investigation. The findings have important implications for practice and policy, and further research is needed to explore the topic in more depth.

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The findings of the study have important implications for practice and policy. They suggest that there is a need for further research in this area, and that the results can be used to inform decision-making and the development of interventions. The study also highlights the importance of considering individual differences and the role of context in the research process.

In conclusion, the study provides a comprehensive and detailed examination of the topic, and its findings are of significant interest to researchers and practitioners alike. The study is a valuable contribution to the field and provides a solid foundation for future research.

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The findings of the study have several implications for practice and policy. They suggest that there is a need for further research in this area, and that the results can be used to inform the development of interventions and policies aimed at addressing the issues identified.

In conclusion, the study provides a comprehensive overview of the topic and contributes to the understanding of the issues involved. It highlights the importance of the research and the need for further investigation in this area.

the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion, from 1.1 billion in 1980 to 2.3 billion in 1999. The number of people aged 15 years and over has increased by 1.1 billion, from 2.5 billion in 1980 to 3.6 billion in 1999. The number of people aged 65 years and over has increased by 0.2 billion, from 0.2 billion in 1980 to 0.4 billion in 1999.

These changes in the world population have led to a significant increase in the number of people who are under 15 years of age, and a significant increase in the number of people who are aged 15 years and over. The number of people aged 65 years and over has also increased, but at a much slower rate than the other two groups.

The increase in the number of people who are under 15 years of age is due to a combination of factors, including a high birth rate, a low death rate, and a high life expectancy. The increase in the number of people who are aged 15 years and over is due to a combination of factors, including a high birth rate, a low death rate, and a high life expectancy.

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The fifth of these is the fact that the system is resilient. It is not a system that is fragile, and it is not a system that is easily disrupted. It is a system that is able to withstand change, and it is able to adapt to new circumstances. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is doomed to failure. It is a system that is able to continue to exist, and it is able to thrive. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is not a system that is unfair, and it is not a system that is biased. It is a system that is fair, and it is one that is able to provide for the needs of all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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In conclusion, the study has shown that there is a significant relationship between the variables studied. The findings have important implications for practice and policy, and further research is needed to explore the topic in more depth.

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The findings of the study have important implications for practice and policy. They suggest that there is a need for further research in this area, and that the results can be used to inform decision-making and the development of interventions. The study also highlights the importance of considering individual differences and the role of context in understanding the phenomenon being studied.

In conclusion, the study provides a comprehensive and detailed examination of the topic, and its findings are of significant value to the research community. The study is well-structured and easy to read, and it provides a clear and logical argument for the conclusions drawn. It is a valuable contribution to the field and a model of good research practice.

The first of these is the *Journal of the American Medical Association* (JAMA), which has been a leading voice in the medical profession since its founding in 1847. It has long been known for its rigorous standards and its commitment to the advancement of medical knowledge. In recent years, JAMA has become increasingly vocal in its criticism of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

Another major player in the medical landscape is the *New England Journal of Medicine* (NEJM). Founded in 1812, it is one of the oldest and most respected medical journals in the world. Like JAMA, it has a long history of publishing high-quality research and clinical studies. In recent years, it has also become a vocal critic of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

The third of these journals is the *Lancet*, which was founded in 1823. It is one of the oldest and most respected medical journals in the world. Like JAMA and NEJM, it has a long history of publishing high-quality research and clinical studies. In recent years, it has also become a vocal critic of the pharmaceutical industry, particularly in the area of drug pricing. This has led to a number of high-profile lawsuits and a growing reputation as a champion of the patient.

These three journals are just a few of the many that make up the medical landscape. Each has its own unique history and reputation, and each plays a vital role in the advancement of medical knowledge. As the industry continues to evolve, it is likely that these journals will continue to play a central role in the medical community.

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

The study has several limitations, and there are some areas that need further research. The sample size was relatively small, and the study was conducted in a laboratory setting, which may not be representative of real-world conditions. Future research should aim to address these limitations and explore the topic in more detail.

In conclusion, the study provides valuable insights into the research topic, and the findings are consistent with the hypotheses. The study also highlights the need for further research in this area, and the results can be used to inform future research and practice.

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The study also found that there are several factors that influence the results of the research. These factors include the experimental design, the data collection process, and the statistical methods used to analyze the data. The study provides recommendations for future research, including the need for further research on the topic and the importance of using a variety of methods to collect and analyze data.

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The study is a significant contribution to the field of research, and it provides valuable insights into the topic. The findings of the study are consistent with the findings of previous research, and they provide a solid foundation for future research. The study also provides recommendations for future research, which will help to improve the quality of the research and to advance the field of research.

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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.

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The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study and discusses the implications of the findings. The final part of the paper concludes the study and provides recommendations for future research.

The research was conducted using a quantitative approach, with data collected from a survey of 100 participants. The data was analyzed using statistical software, and the results were presented in a series of tables and graphs. The findings of the study indicate that there is a significant relationship between the variables being studied, and that the results have important implications for the field of research.

The study was limited by a number of factors, including the sample size and the potential for bias. However, the results of the study are consistent with the findings of other research in the field, and the study provides a valuable contribution to the understanding of the topic.

In conclusion, the study has shown that there is a significant relationship between the variables being studied, and that the results have important implications for the field of research. The study provides a valuable contribution to the understanding of the topic, and the findings have important implications for future research.

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The fifth of these is the fact that the system is resilient. It is not a system that is fragile, and it is not a system that is easily disrupted. It is a system that is able to withstand change, and it is a system that is able to recover from setbacks.

The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is doomed to failure. It is a system that is able to continue to exist, and it is a system that is able to thrive.

The seventh of these is the fact that the system is equitable. It is not a system that is unfair, and it is not a system that is biased. It is a system that is able to provide for the needs of all its members, and it is a system that is able to ensure that everyone has a fair chance of success.

The eighth of these is the fact that the system is transparent. It is not a system that is opaque, and it is not a system that is hidden. It is a system that is able to be understood, and it is a system that is able to be trusted.

The ninth of these is the fact that the system is accountable. It is not a system that is irresponsible, and it is not a system that is unaccountable. It is a system that is able to take responsibility for its actions, and it is a system that is able to be held accountable for its performance.

The tenth of these is the fact that the system is inclusive. It is not a system that is exclusive, and it is not a system that is discriminatory. It is a system that is able to include everyone, and it is a system that is able to ensure that everyone has a voice.

The eleventh of these is the fact that the system is innovative. It is not a system that is stagnant, and it is not a system that is resistant to change. It is a system that is able to embrace change, and it is a system that is able to create new opportunities.

The twelfth of these is the fact that the system is collaborative. It is not a system that is competitive, and it is not a system that is adversarial. It is a system that is able to work together, and it is a system that is able to achieve its goals.

The thirteenth of these is the fact that the system is ethical. It is not a system that is unethical, and it is not a system that is dishonest. It is a system that is able to do the right thing, and it is a system that is able to ensure that everyone is treated fairly.

The fourteenth of these is the fact that the system is effective. It is not a system that is ineffective, and it is not a system that is wasteful. It is a system that is able to achieve its goals, and it is a system that is able to use its resources efficiently.

The fifteenth of these is the fact that the system is efficient. It is not a system that is inefficient, and it is not a system that is slow. It is a system that is able to do things quickly, and it is a system that is able to do things well.

The sixteenth of these is the fact that the system is reliable. It is not a system that is unreliable, and it is not a system that is inconsistent. It is a system that is able to be counted on, and it is a system that is able to provide a consistent level of performance.

The seventeenth of these is the fact that the system is secure. It is not a system that is insecure, and it is not a system that is vulnerable. It is a system that is able to protect its assets, and it is a system that is able to ensure that everyone is safe.

The eighteenth of these is the fact that the system is healthy. It is not a system that is unhealthy, and it is not a system that is diseased. It is a system that is able to maintain its well-being, and it is a system that is able to ensure that everyone is healthy.

The nineteenth of these is the fact that the system is happy. It is not a system that is unhappy, and it is not a system that is sad. It is a system that is able to bring joy, and it is a system that is able to ensure that everyone is happy.

The twentieth of these is the fact that the system is successful. It is not a system that is unsuccessful, and it is not a system that is failing. It is a system that is able to achieve its goals, and it is a system that is able to ensure that everyone is successful.

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The next section describes the methodology used in the study, including the data sources and the statistical techniques employed. The results of the study are then presented, followed by a discussion of the findings and their implications. Finally, the paper concludes with a summary of the main points and suggestions for future research.

The research was conducted using a quantitative approach, with data collected from a large sample of participants. The results show a significant positive correlation between the variables studied, indicating that the hypothesis was supported. The findings have important implications for the field, suggesting that the proposed model is valid and can be used to predict outcomes.

In conclusion, the study has provided valuable insights into the relationship between the variables and has contributed to the understanding of the phenomenon. Further research is needed to explore the underlying mechanisms and to test the model in different contexts.

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The study has several strengths, including a large sample size, a well-defined research design, and the use of appropriate statistical methods. However, there are also some limitations, such as the potential for bias in the sample and the fact that the study is cross-sectional. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

In conclusion, the study has shown that there is a significant relationship between the variables under investigation. The findings have important implications for practice and policy, and further research is needed to explore the underlying mechanisms and to test the generalizability of the results.

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

The findings of the study have several implications. First, they suggest that the research hypothesis was supported. Second, they provide evidence for the importance of the variables being studied. Finally, they suggest that further research is needed in this area.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the support of the research hypothesis and the importance of the variables being studied. Further research is needed in this area.

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...the study of the nature, creation, organisation, storage, retrieval, dissemination and use of information, and the social, cultural, economic and political contexts in which these activities take place. (p. 1)

The 'communication' field is defined as:

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The fifth of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and science.

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

The findings of the study have several implications. First, they suggest that the research hypothesis was supported. Second, they provide evidence for the importance of the variables being studied. Finally, they suggest that further research is needed to explore the relationship between the variables in more detail.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the support of the research hypothesis and the importance of the variables being studied. Further research is needed to explore the relationship between the variables in more detail.

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a large and diverse sample of participants, and the analysis was conducted using a range of statistical techniques. The results of the study are presented in a clear and concise manner, and the conclusions are based on a thorough and objective analysis of the data.

The findings of the study have important implications for the field of research, and they provide valuable insights into the nature of the phenomenon being studied. The results suggest that there are a number of factors that influence the outcome of the study, and these factors need to be taken into account in future research.

The paper is well-written and easy to read, and it provides a comprehensive overview of the research. The authors have done a great job of presenting the results of the study in a clear and concise manner, and they have provided a thorough and objective analysis of the data. The paper is a valuable contribution to the field of research, and it is well-recommended for anyone interested in the topic.

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion section summarizes the main points and provides recommendations for future research.

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

The study has several limitations, and there are some areas that need further research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. The study also had a small sample size, and the results may be affected by sampling error.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the case with the human world, where different nations and peoples have different customs, languages, and ways of life. It is also the case with the natural world, where different regions have different climates, plants, and animals. This diversity is not a source of confusion, but a source of richness and interest. It allows us to learn from the experiences of others, to appreciate the beauty of the natural world, and to work together to solve the problems of the world.

The second of these is the fact that the world is not a static whole, but a constantly changing one. Things are always in motion, and the world is always evolving. This is true of the human world, where new ideas and technologies are constantly being developed, and of the natural world, where the forces of nature are constantly at work. This change is not a source of fear, but a source of hope. It gives us the opportunity to improve our lives, to protect the environment, and to create a better world for ourselves and for future generations.

The third of these is the fact that the world is not a separate whole, but a part of a larger whole. We are all connected to each other, and our actions have consequences for the world as a whole. This is true of the human world, where our actions can affect the lives of others, and of the natural world, where our actions can affect the environment. This connection is not a source of burden, but a source of responsibility. It gives us the power to make a difference, to protect the world, and to create a better future for all.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants, and the results were analyzed using statistical software. The findings of the study indicate that there is a significant relationship between the variables being studied.

The results of the study suggest that the research objectives have been achieved. The findings provide valuable insights into the topic and have implications for future research.

In conclusion, the study has shown that the research objectives have been achieved and that the findings have implications for future research.

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The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research on the topic. The study also found that there are some differences in the results between the different groups of participants.

The conclusions of the study suggest that the findings have important implications for practice and policy. Further research is needed to explore the relationships between the variables in more detail.

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

In conclusion, the study provides valuable insights into the relationship between the variables being studied. The findings have important implications for practice and policy, and further research is needed to explore these issues in more depth.

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The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the hypotheses of the study and contributes to the understanding of the phenomenon being investigated.

The implications of the findings suggest that there are practical applications for the research. These implications can be used to inform policy and practice in the field of study.

In conclusion, the study has provided valuable insights into the relationship between the variables of interest. Further research is needed to explore the topic in more depth and to validate the findings of this study.

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In conclusion, the study has provided valuable insights into the research topic and has identified areas for further investigation. The findings suggest that there is a need for more research in this area, and the results may be useful for informing policy and practice.

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In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results may be useful for practitioners and policymakers.

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study, and the fourth part discusses the implications of the findings. The paper concludes with a summary of the main findings and a list of references.

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 implications of the findings are discussed in detail. The paper is well-written and easy to read, and it provides a valuable contribution to the field of research.

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

The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the hypotheses of the study and contributes to the understanding of the phenomenon being investigated.

The implications of the findings suggest that there are practical applications for the research. These implications can be used to inform policy and practice in the field of study.

In conclusion, the study has provided valuable insights into the relationship between the variables of interest. Further research is needed to explore the topic in more depth and to validate the findings of this study.

The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The second of these is the fact that the system is not static. It is a dynamic system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The third of these is the fact that the system is not linear. It is a non-linear system, and its behavior is not predictable by simple linear models. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The fourth of these is the fact that the system is not isolated. It is an open system, and its behavior is influenced by its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The fifth of these is the fact that the system is not deterministic. It is a stochastic system, and its behavior is influenced by random events. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

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The findings of the study have several implications for practice and policy. First, the results suggest that there is a need for further research in this area. Second, the findings indicate that certain interventions may be effective in addressing the issues identified in the study. Finally, the results suggest that there are opportunities for future research to explore the underlying mechanisms of the observed relationships.

In conclusion, the study has provided valuable insights into the topic being investigated. The findings suggest that there is a need for further research and that certain interventions may be effective in addressing the issues identified. The results also suggest that there are opportunities for future research to explore the underlying mechanisms of the observed relationships.

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The results of the study suggest that the research has important implications for the field. Further research is needed to explore the relationship between the variables in more detail.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings have important implications for the field and suggest that further research is needed.

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In conclusion, the study has shown that the variables of interest are important factors in the study of the topic. The findings of the study have implications for future research in the field.

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The results of the study suggest that the research has important implications for the field. Further research is needed to explore the relationship between the variables in more detail.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings have important implications for the field and suggest that further research is needed.

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

The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research in the field. The study also found that there are some limitations to the research, and further research is needed to explore the topic in more depth.

In conclusion, the study has shown that the variables are related in a positive manner. The findings have implications for the field and for future research.

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The findings of the study have several implications. First, they suggest that the research hypothesis was supported. Second, they provide evidence for the importance of the variables being studied. Finally, they suggest that further research is needed in this area.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the support of the research hypothesis and the importance of the variables being studied. Further research is needed in this area.

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The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research in the field. The implications of the findings suggest that the research has practical applications in the field.

In conclusion, the study has shown that the variables are significantly related. The findings have implications for the field and suggest that further research is needed to explore the topic in more depth.

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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 study has several strengths, including a well-defined research design, a large and diverse sample, and the use of advanced statistical techniques. However, there are also some limitations, such as the cross-sectional nature of the data and the potential for self-report bias. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

The findings of the study have important implications for practice and policy. They suggest that there is a need for further research in this area, and that the results can be used to inform decision-making and the development of interventions. The study also highlights the importance of considering individual differences and the role of context in understanding the phenomenon being studied.

In conclusion, the study provides a comprehensive and detailed examination of the topic, and its findings are of significant value to the research community. The study is well-structured and easy to read, and it provides a clear and logical argument for its conclusions. It is a valuable contribution to the field and a model of good research practice.

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The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study, and the fourth part discusses the conclusions and implications of the findings.

The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants, and the results were analyzed using statistical software. The findings of the study indicate that there is a significant relationship between the variables being studied.

The results of the study suggest that the research objectives have been achieved. The findings provide valuable insights into the topic and have implications for future research.

In conclusion, the study has shown that the research objectives have been achieved and that the findings have implications for future research.

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The findings of the study have several implications. First, they suggest that the research hypothesis was supported. Second, they provide evidence for the importance of the variables being studied. Finally, they suggest that further research is needed in this area.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the support of the research hypothesis and the importance of the variables being studied. Further research is needed in this area.

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data were 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 study has several strengths, including a large sample size, a well-defined research design, and the use of appropriate statistical methods. However, there are also some limitations, such as the potential for bias in the sample and the fact that the study is cross-sectional. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge.

In conclusion, the study has shown that there is a significant relationship between the variables under investigation. The findings have important implications for practice and policy, and further research is needed to explore the topic in more depth.

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The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is open. It is not a closed system, and it interacts with its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. It is not a system that is controlled from the outside, and it is not a system that is designed from the top down. It is a system that organizes itself, and its behavior emerges from the interactions between its parts. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is not a system that is fragile, and it is not a system that is easily disrupted. It is a system that is able to withstand change, and it is able to adapt to new circumstances. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is doomed to failure. It is a system that is able to continue to exist, and it is able to thrive in the face of change. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is not a system that is unfair, and it is not a system that is biased. It is a system that is able to provide for the needs of all its members, and it is able to ensure that everyone has a fair chance of success. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is transparent. It is not a system that is opaque, and it is not a system that is hidden. It is a system that is able to be understood, and it is able to be managed. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is accountable. It is not a system that is irresponsible, and it is not a system that is unaccountable. It is a system that is able to be held responsible for its actions, and it is able to be held accountable for its results. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is inclusive. It is not a system that is exclusive, and it is not a system that is discriminatory. It is a system that is able to include everyone, and it is able to ensure that everyone has a voice. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eleventh of these is the fact that the system is innovative. It is not a system that is stagnant, and it is not a system that is uncreative. It is a system that is able to generate new ideas, and it is able to implement them. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The twelfth of these is the fact that the system is adaptable. It is not a system that is inflexible, and it is not a system that is rigid. It is a system that is able to change, and it is able to adapt to new circumstances. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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The seventh of these is the fact that the system is sustainable. It is not a system that is designed to last for a short period of time, but one that is designed to last for a long period of time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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