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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

Cousine Regular  
Cousine Bold  
Cousine Italic  
Cousine Bold Italic

!	!	!	!	!
"	"	"	"	"
#	#	#	#	#
\$	\$	\$	\$	\$
%	%	%	%	%
&	&	&	&	&
'	'	'	'	'
(	(	(	(	(
)	)	)	)	)
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+	+	+	+	+
,	/	/	/	/
-	-	-	-	-
.	.	.	.	.

SOLIDUS uni002F	/	/	/	/	/
DIGIT ZERO uni0030	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8
DIGIT NINE uni0039	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
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J

LATIN CAPITAL LETTER J uni004A	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	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
LATIN SMALL LETTER B uni0062	b	b	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c	c	c
LATIN SMALL LETTER D uni0064	d	d	d	d	d
LATIN SMALL LETTER E uni0065	e	e	e	e	e

uni0065	˘				
LATIN SMALL LETTER F uni0066	f	f	f	f	f
LATIN SMALL LETTER G uni0067	g	g	g	g	g
LATIN SMALL LETTER H uni0068	h	h	h	h	h
LATIN SMALL LETTER I uni0069	i	i	i	i	i
LATIN SMALL LETTER J uni006A	j	j	j	j	j
LATIN SMALL LETTER K uni006B	k	k	k	k	k
LATIN SMALL LETTER L uni006C	l	l	l	l	l
LATIN SMALL LETTER M uni006D	m	m	m	m	m
LATIN SMALL LETTER N uni006E	n	n	n	n	n
LATIN SMALL LETTER O uni006F	o	o	o	o	o
LATIN SMALL LETTER P uni0070	p	p	p	p	p
LATIN SMALL LETTER Q uni0071	q	q	q	q	q
LATIN SMALL LETTER R uni0072	r	r	r	r	r
LATIN SMALL LETTER S uni0073	s	s	s	s	s
LATIN SMALL LETTER T uni0074	t	t	t	t	t
LATIN SMALL LETTER U uni0075	u	u	u	u	u
LATIN SMALL LETTER V uni0076	v	v	v	v	v
LATIN SMALL LETTER W uni0077	w	w	w	w	w
LATIN SMALL LETTER X uni0078	x	x	x	x	x
LATIN SMALL LETTER Y uni0079	y	y	y	y	y
LATIN SMALL LETTER Z uni007A	z	z	z	z	z
LEFT CURLY BRACKET uni007B	{	{	{	{	{
VERTICAL LINE uni007C					
RIGHT CURLY BRACKET uni007D	}	}	}	}	}
TILDE uni007E	~	~	~	~	~
NO-BREAK SPACE uni00A0					
INVERTED EXCLAMATION MARK uni00A1	¡	¡	¡	¡	¡

CENT SIGN uni00A2	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£
CURRENCY SIGN uni00A4	¤	¤	¤	¤	¤
YEN SIGN uni00A5	¥	¥	¥	¥	¥
BROKEN BAR uni00A6					
SECTION SIGN uni00A7	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	a	a	a	a	a
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
SUPERSCRRIPT THREE uni00B3	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´
MICRO SIGN uni00B5	µ	µ	µ	µ	µ
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸
SUPERSCRRIPT ONE uni00B9	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼

VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×	×	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø	Ø	Ø

LATIN CAPITAL LETTER U WITH GRAVE	Ù	Ù	Ù	Ù	Ù
uni00D8					
LATIN CAPITAL LETTER U WITH GRAVE	Ù	Ù	Ù	Ù	Ù
uni00D9					
LATIN CAPITAL LETTER U WITH ACUTE	Ú	Ú	Ú	Ú	Ú
uni00DA					
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	Û	Û	Û	Û	Û
uni00DB					
LATIN CAPITAL LETTER U WITH DIAERESIS	Ü	Ü	Ü	Ü	Ü
uni00DC					
LATIN CAPITAL LETTER Y WITH ACUTE	Ý	Ý	Ý	Ý	Ý
uni00DD					
LATIN CAPITAL LETTER THORN	Þ	Þ	Þ	Þ	Þ
uni00DE					
LATIN SMALL LETTER SHARP S	ß	ß	ß	ß	ß
uni00DF					
LATIN SMALL LETTER A WITH GRAVE	à	à	à	à	à
uni00E0					
LATIN SMALL LETTER A WITH ACUTE	á	á	á	á	á
uni00E1					
LATIN SMALL LETTER A WITH CIRCUMFLEX	â	â	â	â	â
uni00E2					
LATIN SMALL LETTER A WITH TILDE	ã	ã	ã	ã	ã
uni00E3					
LATIN SMALL LETTER A WITH DIAERESIS	ä	ä	ä	ä	ä
uni00E4					
LATIN SMALL LETTER A WITH RING ABOVE	å	å	å	å	å
uni00E5					
LATIN SMALL LETTER AE	æ	æ	æ	æ	æ
uni00E6					
LATIN SMALL LETTER C WITH CEDILLA	ç	ç	ç	ç	ç
uni00E7					
LATIN SMALL LETTER E WITH GRAVE	è	è	è	è	è
uni00E8					
LATIN SMALL LETTER E WITH ACUTE	é	é	é	é	é
uni00E9					
LATIN SMALL LETTER E WITH CIRCUMFLEX	ê	ê	ê	ê	ê
uni00EA					
LATIN SMALL LETTER E WITH DIAERESIS	ë	ë	ë	ë	ë
uni00EB					
LATIN SMALL LETTER I WITH GRAVE	ì	ì	ì	ì	ì
uni00EC					
LATIN SMALL LETTER I WITH ACUTE	í	í	í	í	í
uni00ED					
LATIN SMALL LETTER I WITH CIRCUMFLEX	î	î	î	î	î
uni00EE					
LATIN SMALL LETTER I WITH DIAERESIS	ï	ï	ï	ï	ï
uni00EF					
LATIN SMALL LETTER ETH	ð	ð	ð	ð	ð
uni00F0					
LATIN SMALL LETTER N WITH TILDE	ñ	ñ	ñ	ñ	ñ
uni00F1					
LATIN SMALL LETTER O WITH GRAVE	ò	ò	ò	ò	ò
uni00F2					
LATIN SMALL LETTER O WITH ACUTE	ó	ó	ó	ó	ó
uni00F3					

uni00F4  
LATIN SMALL LETTER O WITH CIRCUMFLEX  
uni00F5  
LATIN SMALL LETTER O WITH TILDE  
uni00F6  
LATIN SMALL LETTER O WITH DIAERESIS  
uni00F7  
DIVISION SIGN  
uni00F8  
LATIN SMALL LETTER O WITH STROKE  
uni00F9  
LATIN SMALL LETTER U WITH GRAVE  
uni00FA  
LATIN SMALL LETTER U WITH ACUTE  
uni00FB  
LATIN SMALL LETTER U WITH CIRCUMFLEX  
uni00FC  
LATIN SMALL LETTER U WITH DIAERESIS  
uni00FD  
LATIN SMALL LETTER Y WITH ACUTE  
uni00FE  
LATIN SMALL LETTER THORN  
uni00FF  
LATIN SMALL LETTER Y WITH DIAERESIS  
uni0100  
LATIN CAPITAL LETTER A WITH MACRON  
uni0101  
LATIN SMALL LETTER A WITH MACRON  
uni0102  
LATIN CAPITAL LETTER A WITH BREVE  
uni0103  
LATIN SMALL LETTER A WITH BREVE  
uni0104  
LATIN CAPITAL LETTER A WITH OGONEK  
uni0105  
LATIN SMALL LETTER A WITH OGONEK  
uni0106  
LATIN CAPITAL LETTER C WITH ACUTE  
uni0107  
LATIN SMALL LETTER C WITH ACUTE  
uni0108  
LATIN CAPITAL LETTER C WITH CIRCUMFLEX  
uni0109  
LATIN SMALL LETTER C WITH CIRCUMFLEX  
uni010A  
LATIN CAPITAL LETTER C WITH DOT ABOVE  
uni010B  
LATIN SMALL LETTER C WITH DOT ABOVE  
uni010C  
LATIN CAPITAL LETTER C WITH CARON  
uni010D  
LATIN SMALL LETTER C WITH CARON  
uni010E  
LATIN CAPITAL LETTER D WITH CARON

ô	ô	ô	ô	ô
õ	õ	õ	õ	õ
ö	ö	ö	ö	ö
÷	÷	÷	÷	÷
ø	ø	ø	ø	ø
ù	ù	ù	ù	ù
ú	ú	ú	ú	ú
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ü	ü	ü	ü	ü
ý	ý	ý	ý	ý
þ	þ	þ	þ	þ
ÿ	ÿ	ÿ	ÿ	ÿ
Ā	Ā	Ā	Ā	Ā
ā	ā	ā	ā	ā
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Ć	Ć	Ć	Ć	Ć
ć	ć	ć	ć	ć
Ĉ	Ĉ	Ĉ	Ĉ	Ĉ
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ċ	ċ	ċ	ċ	ċ
Č	Č	Č	Č	Č
č	č	č	č	č
Ď	Ď	Ď	Ď	Ď



LATIN SMALL LETTER D WITH CARON uni010F	ď	ď	ď	ď	ď
LATIN CAPITAL LETTER D WITH STROKE uni0110	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER D WITH STROKE uni0111	đ	đ	đ	đ	đ
LATIN CAPITAL LETTER E WITH MACRON uni0112	Ē	Ē	Ē	Ē	Ē
LATIN SMALL LETTER E WITH MACRON uni0113	ē	ē	ē	ē	ē
LATIN CAPITAL LETTER E WITH BREVE uni0114	Ė	Ė	Ė	Ė	Ė
LATIN SMALL LETTER E WITH BREVE uni0115	ė	ė	ė	ė	ė
LATIN CAPITAL LETTER E WITH DOT ABOVE uni0116	Ě	Ě	Ě	Ě	Ě
LATIN SMALL LETTER E WITH DOT ABOVE uni0117	ě	ě	ě	ě	ě
LATIN CAPITAL LETTER E WITH OGONEK uni0118	Ę	Ę	Ę	Ę	Ę
LATIN SMALL LETTER E WITH OGONEK uni0119	ę	ę	ę	ę	ę
LATIN CAPITAL LETTER E WITH CARON uni011A	Ě	Ě	Ě	Ě	Ě
LATIN SMALL LETTER E WITH CARON uni011B	ě	ě	ě	ě	ě
LATIN CAPITAL LETTER G WITH CIRCUMFLEX uni011C	Ĝ	Ĝ	Ĝ	Ĝ	Ĝ
LATIN SMALL LETTER G WITH CIRCUMFLEX uni011D	ĝ	ĝ	ĝ	ĝ	ĝ
LATIN CAPITAL LETTER G WITH BREVE uni011E	Ğ	Ğ	Ğ	Ğ	Ğ
LATIN SMALL LETTER G WITH BREVE uni011F	ğ	ğ	ğ	ğ	ğ
LATIN CAPITAL LETTER G WITH DOT ABOVE uni0120	Ġ	Ġ	Ġ	Ġ	Ġ
LATIN SMALL LETTER G WITH DOT ABOVE uni0121	ġ	ġ	ġ	ġ	ġ
LATIN CAPITAL LETTER G WITH CEDILLA uni0122	Ģ	Ģ	Ģ	Ģ	Ģ
LATIN SMALL LETTER G WITH CEDILLA uni0123	ģ	ģ	ģ	ģ	ģ
LATIN CAPITAL LETTER H WITH CIRCUMFLEX uni0124	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ
LATIN SMALL LETTER H WITH CIRCUMFLEX uni0125	ĥ	ĥ	ĥ	ĥ	ĥ
LATIN CAPITAL LETTER H WITH STROKE uni0126	Ħ	Ħ	Ħ	Ħ	Ħ
LATIN SMALL LETTER H WITH STROKE uni0127	ħ	ħ	ħ	ħ	ħ
LATIN CAPITAL LETTER I WITH TILDE uni0128	İ	İ	İ	İ	İ
LATIN SMALL LETTER I WITH TILDE uni0129	ĩ	ĩ	ĩ	ĩ	ĩ
LATIN CAPITAL LETTER I WITH MACRON	Ī	Ī	Ī	Ī	Ī

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

	uni0145	Ŋ	ŋ	ŋ	ŋ	ŋ
LATIN SMALL LETTER N WITH CEDILLA	uni0146	Ñ	ñ	ñ	ñ	ñ
LATIN CAPITAL LETTER N WITH CARON	uni0147	Ň	ň	ň	ň	ň
LATIN SMALL LETTER N WITH CARON	uni0148	ň	ň	ň	ň	ň
LATIN SMALL LETTER N PRECEDED BY APOSTROPHE	uni0149	’n	’n	’n	’n	’n
LATIN CAPITAL LETTER ENG	uni014A	Ɔ	ɔ	ɔ	ɔ	ɔ
LATIN SMALL LETTER ENG	uni014B	ɔ	ɔ	ɔ	ɔ	ɔ
LATIN CAPITAL LETTER O WITH MACRON	uni014C	Ō	ō	ō	ō	ō
LATIN SMALL LETTER O WITH MACRON	uni014D	ō	ō	ō	ō	ō
LATIN CAPITAL LETTER O WITH BREVE	uni014E	Ö	ö	ö	ö	ö
LATIN SMALL LETTER O WITH BREVE	uni014F	ö	ö	ö	ö	ö
LATIN CAPITAL LETTER O WITH DOUBLE ACUTE	uni0150	Ő	ő	ő	ő	ő
LATIN SMALL LETTER O WITH DOUBLE ACUTE	uni0151	ő	ő	ő	ő	ő
LATIN CAPITAL LIGATURE OE	uni0152	Œ	œ	œ	œ	œ
LATIN SMALL LIGATURE OE	uni0153	œ	œ	œ	œ	œ
LATIN CAPITAL LETTER R WITH ACUTE	uni0154	Ŕ	ŕ	ŕ	ŕ	ŕ
LATIN SMALL LETTER R WITH ACUTE	uni0155	ŕ	ŕ	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER R WITH CEDILLA	uni0156	Ŗ	ŗ	ŗ	ŗ	ŗ
LATIN SMALL LETTER R WITH CEDILLA	uni0157	ŗ	ŗ	ŗ	ŗ	ŗ
LATIN CAPITAL LETTER R WITH CARON	uni0158	Ř	ř	ř	ř	ř
LATIN SMALL LETTER R WITH CARON	uni0159	ř	ř	ř	ř	ř
LATIN CAPITAL LETTER S WITH ACUTE	uni015A	Ś	ś	ś	ś	ś
LATIN SMALL LETTER S WITH ACUTE	uni015B	ś	ś	ś	ś	ś
LATIN CAPITAL LETTER S WITH CIRCUMFLEX	uni015C	Ŝ	ŝ	ŝ	ŝ	ŝ
LATIN SMALL LETTER S WITH CIRCUMFLEX	uni015D	ŝ	ŝ	ŝ	ŝ	ŝ
LATIN CAPITAL LETTER S WITH CEDILLA	uni015E	Ş	ş	ş	ş	ş
LATIN SMALL LETTER S WITH CEDILLA	uni015F	ş	ş	ş	ş	ş
LATIN CAPITAL LETTER S WITH CARON	uni0160	Š	š	š	š	š

LATIN SMALL LETTER S WITH CARON uni0161	Š	Š	Š	Š	Š
LATIN CAPITAL LETTER T WITH CEDILLA uni0162	Ṭ	Ṭ	Ṭ	Ṭ	Ṭ
LATIN SMALL LETTER T WITH CEDILLA uni0163	ṭ	ṭ	ṭ	ṭ	ṭ
LATIN CAPITAL LETTER T WITH CARON uni0164	Ț	Ț	Ț	Ț	Ț
LATIN SMALL LETTER T WITH CARON uni0165	ț	ț	ț	ț	ț
LATIN CAPITAL LETTER T WITH STROKE uni0166	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER T WITH STROKE uni0167	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER U WITH TILDE uni0168	Ũ	Ũ	Ũ	Ũ	Ũ
LATIN SMALL LETTER U WITH TILDE uni0169	ũ	ũ	ũ	ũ	ũ
LATIN CAPITAL LETTER U WITH MACRON uni016A	Ū	Ū	Ū	Ū	Ū
LATIN SMALL LETTER U WITH MACRON uni016B	ū	ū	ū	ū	ū
LATIN CAPITAL LETTER U WITH BREVE uni016C	Ů	Ů	Ů	Ů	Ů
LATIN SMALL LETTER U WITH BREVE uni016D	ů	ů	ů	ů	ů
LATIN CAPITAL LETTER U WITH RING ABOVE uni016E	Ű	Ű	Ű	Ű	Ű
LATIN SMALL LETTER U WITH RING ABOVE uni016F	ű	ű	ű	ű	ű
LATIN CAPITAL LETTER U WITH DOUBLE ACUTE uni0170	Ú	Ú	Ú	Ú	Ú
LATIN SMALL LETTER U WITH DOUBLE ACUTE uni0171	ú	ú	ú	ú	ú
LATIN CAPITAL LETTER U WITH OGONEK uni0172	Ų	Ų	Ų	Ų	Ų
LATIN SMALL LETTER U WITH OGONEK uni0173	ų	ų	ų	ų	ų
LATIN CAPITAL LETTER W WITH CIRCUMFLEX uni0174	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ
LATIN SMALL LETTER W WITH CIRCUMFLEX uni0175	ŵ	ŵ	ŵ	ŵ	ŵ
LATIN CAPITAL LETTER Y WITH CIRCUMFLEX uni0176	Ŷ	Ŷ	Ŷ	Ŷ	Ŷ
LATIN SMALL LETTER Y WITH CIRCUMFLEX uni0177	ŷ	ŷ	ŷ	ŷ	ŷ
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER Z WITH ACUTE uni0179	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ
LATIN SMALL LETTER Z WITH ACUTE uni017A	ẑ	ẑ	ẑ	ẑ	ẑ
LATIN CAPITAL LETTER Z WITH DOT ABOVE uni017B	Ẓ	Ẓ	Ẓ	Ẓ	Ẓ
	.	.	.	.	.

LATIN SMALL LETTER Z WITH DOT ABOVE uni017C	Ž	Ž	Ž	Ž	Ž
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž
LATIN SMALL LETTER LONG S uni017F	ſ	ſ	ſ	ſ	ſ
LATIN SMALL LETTER B WITH STROKE uni0180	ƃ	ƃ	ƃ	ƃ	ƃ
LATIN CAPITAL LETTER B WITH HOOK uni0181	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN CAPITAL LETTER B WITH TOPBAR uni0182	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN SMALL LETTER B WITH TOPBAR uni0183	ƃ	ƃ	ƃ	ƃ	ƃ
LATIN CAPITAL LETTER TONE SIX uni0184	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN SMALL LETTER TONE SIX uni0185	ƃ	ƃ	ƃ	ƃ	ƃ
LATIN CAPITAL LETTER OPEN O uni0186	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER C WITH HOOK uni0187	Ƈ	Ƈ	Ƈ	Ƈ	Ƈ
LATIN SMALL LETTER C WITH HOOK uni0188	ƅ	ƅ	ƅ	ƅ	ƅ
LATIN CAPITAL LETTER AFRICAN D uni0189	Ɖ	Ɖ	Ɖ	Ɖ	Ɖ
LATIN CAPITAL LETTER D WITH HOOK uni018A	Ɗ	Ɗ	Ɗ	Ɗ	Ɗ
LATIN CAPITAL LETTER D WITH TOPBAR uni018B	Ɗ	Ɗ	Ɗ	Ɗ	Ɗ
LATIN SMALL LETTER D WITH TOPBAR uni018C	Ɗ	Ɗ	Ɗ	Ɗ	Ɗ
LATIN SMALL LETTER TURNED DELTA uni018D	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER REVERSED E uni018E	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN CAPITAL LETTER SCHWA uni018F	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN CAPITAL LETTER OPEN E uni0190	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN CAPITAL LETTER F WITH HOOK uni0191	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ
LATIN SMALL LETTER F WITH HOOK uni0192	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ
LATIN CAPITAL LETTER G WITH HOOK uni0193	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ
LATIN CAPITAL LETTER GAMMA uni0194	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ
LATIN SMALL LETTER HV uni0195	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ
LATIN CAPITAL LETTER IOTA uni0196	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ
LATIN CAPITAL LETTER I WITH STROKE uni0197	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ

LATIN CAPITAL LETTER K WITH HOOK uni0197	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER K WITH HOOK uni0198	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER K WITH HOOK uni0199	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER L WITH BAR uni019A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER LAMBDA WITH STROKE uni019B	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER TURNED M uni019C	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER N WITH LEFT HOOK uni019D	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER N WITH LONG RIGHT LEG uni019E	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER O WITH MIDDLE TILDE uni019F	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER O WITH HORN uni01A0	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER O WITH HORN uni01A1	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER OI uni01A2	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER OI uni01A3	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER P WITH HOOK uni01A4	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER P WITH HOOK uni01A5	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER YR uni01A6	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER TONE TWO uni01A7	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER TONE TWO uni01A8	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER ESH uni01A9	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER REVERSED ESH LOOP uni01AA	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER T WITH PALATAL HOOK uni01AB	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER T WITH HOOK uni01AC	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER T WITH HOOK uni01AD	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER T WITH RETROFLEX HOOK uni01AE	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER U WITH HORN uni01AF	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER U WITH HORN uni01B0	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER UPSILON uni01B1	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER V WITH HOOK uni01B2	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ

	uni01B2				
LATIN CAPITAL LETTER Y WITH HOOK	uni01B3	Ÿ	Ÿ	Ÿ	Ÿ
LATIN SMALL LETTER Y WITH HOOK	uni01B4	ŷ	ŷ	ŷ	ŷ
LATIN CAPITAL LETTER Z WITH STROKE	uni01B5	Ƶ	Ƶ	Ƶ	Ƶ
LATIN SMALL LETTER Z WITH STROKE	uni01B6	ƶ	ƶ	ƶ	ƶ
LATIN CAPITAL LETTER EZH	uni01B7	Ʒ	Ʒ	Ʒ	Ʒ
LATIN CAPITAL LETTER EZH REVERSED	uni01B8	Ƹ	Ƹ	Ƹ	Ƹ
LATIN SMALL LETTER EZH REVERSED	uni01B9	ƹ	ƹ	ƹ	ƹ
LATIN SMALL LETTER EZH WITH TAIL	uni01BA	ƺ	ƺ	ƺ	ƺ
LATIN LETTER TWO WITH STROKE	uni01BB	ƻ	ƻ	ƻ	ƻ
LATIN CAPITAL LETTER TONE FIVE	uni01BC	Ƽ	Ƽ	Ƽ	Ƽ
LATIN SMALL LETTER TONE FIVE	uni01BD	ƽ	ƽ	ƽ	ƽ
LATIN LETTER INVERTED GLOTTAL STOP WITH STROKE	uni01BE	ƿ	ƿ	ƿ	ƿ
LATIN LETTER WYNN	uni01BF	ƿ	ƿ	ƿ	ƿ
LATIN LETTER DENTAL CLICK	uni01C0	ǀ	ǀ	ǀ	ǀ
LATIN LETTER LATERAL CLICK	uni01C1	ǂ	ǂ	ǂ	ǂ
LATIN LETTER ALVEOLAR CLICK	uni01C2	ǃ	ǃ	ǃ	ǃ
LATIN LETTER RETROFLEX CLICK	uni01C3	Ǆ	Ǆ	Ǆ	Ǆ
LATIN CAPITAL LETTER DZ WITH CARON	uni01C4	Ǧ	Ǧ	Ǧ	Ǧ
LATIN CAPITAL LETTER D WITH SMALL LETTER Z WITH CARON	uni01C5	ǧ	ǧ	ǧ	ǧ
LATIN SMALL LETTER DZ WITH CARON	uni01C6	ǩ	ǩ	ǩ	ǩ
LATIN CAPITAL LETTER LJ	uni01C7	Ǭ	Ǭ	Ǭ	Ǭ
LATIN CAPITAL LETTER L WITH SMALL LETTER J	uni01C8	ǭ	ǭ	ǭ	ǭ
LATIN SMALL LETTER LJ	uni01C9	Ǯ	Ǯ	Ǯ	Ǯ
LATIN CAPITAL LETTER NJ	uni01CA	ǰ	ǰ	ǰ	ǰ
LATIN CAPITAL LETTER N WITH SMALL LETTER J	uni01CB	Ǳ	Ǳ	Ǳ	Ǳ
LATIN SMALL LETTER NJ	uni01CC	ǲ	ǲ	ǲ	ǲ
LATIN CAPITAL LETTER A WITH CARON	uni01CD	Ǻ	Ǻ	Ǻ	Ǻ

uni01CD

LATIN SMALL LETTER A WITH CARON  
uni01CE

LATIN CAPITAL LETTER I WITH CARON  
uni01CF

LATIN SMALL LETTER I WITH CARON  
uni01D0

LATIN CAPITAL LETTER O WITH CARON  
uni01D1

LATIN SMALL LETTER O WITH CARON  
uni01D2

LATIN CAPITAL LETTER U WITH CARON  
uni01D3

LATIN SMALL LETTER U WITH CARON  
uni01D4

LATIN CAPITAL LETTER U WITH DIAERESIS AND  
MACRON  
uni01D5

LATIN SMALL LETTER U WITH DIAERESIS AND MACRON  
uni01D6

LATIN CAPITAL LETTER U WITH DIAERESIS AND ACUTE  
uni01D7

LATIN SMALL LETTER U WITH DIAERESIS AND ACUTE  
uni01D8

LATIN CAPITAL LETTER U WITH DIAERESIS AND CARON  
uni01D9

LATIN SMALL LETTER U WITH DIAERESIS AND CARON  
uni01DA

LATIN CAPITAL LETTER U WITH DIAERESIS AND GRAVE  
uni01DB

LATIN SMALL LETTER U WITH DIAERESIS AND GRAVE  
uni01DC

LATIN SMALL LETTER TURNED E  
uni01DD

LATIN CAPITAL LETTER A WITH DIAERESIS AND  
MACRON  
uni01DE

LATIN SMALL LETTER A WITH DIAERESIS AND MACRON  
uni01DF

LATIN CAPITAL LETTER A WITH DOT ABOVE AND  
MACRON  
uni01E0

LATIN SMALL LETTER A WITH DOT ABOVE AND MACRON  
uni01E1

LATIN CAPITAL LETTER AE WITH MACRON  
uni01E2

LATIN SMALL LETTER AE WITH MACRON  
uni01E3

LATIN CAPITAL LETTER G WITH STROKE  
uni01E4

LATIN SMALL LETTER G WITH STROKE  
uni01E5

LATIN CAPITAL LETTER G WITH CARON  
uni01E6

LATIN SMALL LETTER G WITH CARON  
uni01E7

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Ā	Ā	Ā	Ā	Ā
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Ĝ	Ĝ	Ĝ	Ĝ	Ĝ
g	g	g	g	g
Ģ	Ģ	Ģ	Ģ	Ģ
ģ	ģ	ģ	ģ	ģ



LATIN CAPITAL LETTER K WITH CARON  
uni01E8

LATIN SMALL LETTER K WITH CARON  
uni01E9

LATIN CAPITAL LETTER O WITH OGONEK  
uni01EA

LATIN SMALL LETTER O WITH OGONEK  
uni01EB

LATIN CAPITAL LETTER O WITH OGONEK AND MACRON  
uni01EC

LATIN SMALL LETTER O WITH OGONEK AND MACRON  
uni01ED

LATIN CAPITAL LETTER EZH WITH CARON  
uni01EE

LATIN SMALL LETTER EZH WITH CARON  
uni01EF

LATIN SMALL LETTER J WITH CARON  
uni01F0

LATIN CAPITAL LETTER DZ  
uni01F1

LATIN CAPITAL LETTER D WITH SMALL LETTER Z  
uni01F2

LATIN SMALL LETTER DZ  
uni01F3

LATIN CAPITAL LETTER G WITH ACUTE  
uni01F4

LATIN SMALL LETTER G WITH ACUTE  
uni01F5

LATIN CAPITAL LETTER HWAIR  
uni01F6

LATIN CAPITAL LETTER WYNN  
uni01F7

LATIN CAPITAL LETTER N WITH GRAVE  
uni01F8

LATIN SMALL LETTER N WITH GRAVE  
uni01F9

LATIN CAPITAL LETTER A WITH RING ABOVE AND ACUTE  
uni01FA

LATIN SMALL LETTER A WITH RING ABOVE AND ACUTE  
uni01FB

LATIN CAPITAL LETTER AE WITH ACUTE  
uni01FC

LATIN SMALL LETTER AE WITH ACUTE  
uni01FD

LATIN CAPITAL LETTER O WITH STROKE AND ACUTE  
uni01FE

LATIN SMALL LETTER O WITH STROKE AND ACUTE  
uni01FF

LATIN CAPITAL LETTER A WITH DOUBLE GRAVE  
uni0200

LATIN SMALL LETTER A WITH DOUBLE GRAVE  
uni0201

LATIN CAPITAL LETTER A WITH INVERTED BREVE  
uni0202

Ķ	ķ	ķ	ķ	ķ
ķ	ķ	ķ	ķ	ķ
Ų	ų	ų	ų	ų
ų	ų	ų	ų	ų
Ų̄	Ų̄	Ų̄	Ų̄	Ų̄
Ų̄	Ų̄	Ų̄	Ų̄	Ų̄
Ž	ž	ž	ž	ž
ž	ž	ž	ž	ž
Ĳ	ĳ	ĳ	ĳ	ĳ
DZ	DZ	DZ	DZ	DZ
Dz	Dz	Dz	Dz	Dz
dz	dz	dz	dz	dz
Ġ	ġ	ġ	ġ	ġ
ġ	ġ	ġ	ġ	ġ
Hu	Hu	Hu	Hu	Hu
Ƶ	ƶ	ƶ	ƶ	ƶ
ƺ	ƻ	ƻ	ƻ	ƻ
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ǻ	ǻ	ǻ	ǻ	ǻ
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ǿ	ǿ	ǿ	ǿ	ǿ
À	À	À	À	À
à	à	à	à	à
Â	Â	Â	Â	Â

LATIN SMALL LETTER A WITH INVERTED BREVE  
uni0203

LATIN CAPITAL LETTER E WITH DOUBLE GRAVE  
uni0204

LATIN SMALL LETTER E WITH DOUBLE GRAVE  
uni0205

LATIN CAPITAL LETTER E WITH INVERTED BREVE  
uni0206

LATIN SMALL LETTER E WITH INVERTED BREVE  
uni0207

LATIN CAPITAL LETTER I WITH DOUBLE GRAVE  
uni0208

LATIN SMALL LETTER I WITH DOUBLE GRAVE  
uni0209

LATIN CAPITAL LETTER I WITH INVERTED BREVE  
uni020A

LATIN SMALL LETTER I WITH INVERTED BREVE  
uni020B

LATIN CAPITAL LETTER O WITH DOUBLE GRAVE  
uni020C

LATIN SMALL LETTER O WITH DOUBLE GRAVE  
uni020D

LATIN CAPITAL LETTER O WITH INVERTED BREVE  
uni020E

LATIN SMALL LETTER O WITH INVERTED BREVE  
uni020F

LATIN CAPITAL LETTER R WITH DOUBLE GRAVE  
uni0210

LATIN SMALL LETTER R WITH DOUBLE GRAVE  
uni0211

LATIN CAPITAL LETTER R WITH INVERTED BREVE  
uni0212

LATIN SMALL LETTER R WITH INVERTED BREVE  
uni0213

LATIN CAPITAL LETTER U WITH DOUBLE GRAVE  
uni0214

LATIN SMALL LETTER U WITH DOUBLE GRAVE  
uni0215

LATIN CAPITAL LETTER U WITH INVERTED BREVE  
uni0216

LATIN SMALL LETTER U WITH INVERTED BREVE  
uni0217

LATIN CAPITAL LETTER S WITH COMMA BELOW  
uni0218

LATIN SMALL LETTER S WITH COMMA BELOW  
uni0219

LATIN CAPITAL LETTER T WITH COMMA BELOW  
uni021A

LATIN SMALL LETTER T WITH COMMA BELOW  
uni021B

LATIN CAPITAL LETTER YOGH  
uni021C

LATIN SMALL LETTER YOGH  
uni021D

â	â	â	â	â
È	È	È	È	È
è	è	è	è	è
Ê	Ê	Ê	Ê	Ê
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Ì	Ì	Ì	Ì	Ì
ì	ì	ì	ì	ì
Î	Î	Î	Î	Î
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Ò	Ò	Ò	Ò	Ò
ò	ò	ò	ò	ò
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ô	ô	ô	ô	ô
Ř	Ř	Ř	Ř	Ř
ř	ř	ř	ř	ř
Ŕ	Ŕ	Ŕ	Ŕ	Ŕ
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Ș	Ș	Ș	Ș	Ș
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Ț	Ț	Ț	Ț	Ț
ț	ț	ț	ț	ț
Ȑ	Ȑ	Ȑ	Ȑ	Ȑ
ȑ	ȑ	ȑ	ȑ	ȑ
Ț	Ț	Ț	Ț	Ț

LATIN CAPITAL LETTER H WITH CARON uni021E	Ĥ	ĥ	Ĥ	ĥ	Ĥ
LATIN SMALL LETTER H WITH CARON uni021F	ĥ	ĥ	ĥ	ĥ	ĥ
LATIN CAPITAL LETTER N WITH LONG RIGHT LEG uni0220	ŋ	ŋ	ŋ	ŋ	ŋ
LATIN SMALL LETTER D WITH CURL uni0221	ɖ	ɖ	ɖ	ɖ	ɖ
LATIN CAPITAL LETTER OU uni0222	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER OU uni0223	ɔ̥	ɔ̥	ɔ̥	ɔ̥	ɔ̥
LATIN CAPITAL LETTER Z WITH HOOK uni0224	Ƶ	ƶ	Ƶ	ƶ	Ƶ
LATIN SMALL LETTER Z WITH HOOK uni0225	ƶ	ƶ	ƶ	ƶ	ƶ
LATIN CAPITAL LETTER A WITH DOT ABOVE uni0226	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH DOT ABOVE uni0227	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER E WITH CEDILLA uni0228	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN SMALL LETTER E WITH CEDILLA uni0229	ɛ̥	ɛ̥	ɛ̥	ɛ̥	ɛ̥
LATIN CAPITAL LETTER O WITH DIAERESIS AND MACRON uni022A	Ȫ	Ȫ	Ȫ	Ȫ	Ȫ
LATIN SMALL LETTER O WITH DIAERESIS AND MACRON uni022B	ȫ	ȫ	ȫ	ȫ	ȫ
LATIN CAPITAL LETTER O WITH TILDE AND MACRON uni022C	Ȫ	Ȫ	Ȫ	Ȫ	Ȫ
LATIN SMALL LETTER O WITH TILDE AND MACRON uni022D	ȫ	ȫ	ȫ	ȫ	ȫ
LATIN CAPITAL LETTER O WITH DOT ABOVE uni022E	Ȭ	Ȭ	Ȭ	Ȭ	Ȭ
LATIN SMALL LETTER O WITH DOT ABOVE uni022F	ȭ	ȭ	ȭ	ȭ	ȭ
LATIN CAPITAL LETTER O WITH DOT ABOVE AND MACRON uni0230	Ȯ	Ȯ	Ȯ	Ȯ	Ȯ
LATIN SMALL LETTER O WITH DOT ABOVE AND MACRON uni0231	ȯ	ȯ	ȯ	ȯ	ȯ
LATIN CAPITAL LETTER Y WITH MACRON uni0232	Ȱ	Ȱ	Ȱ	Ȱ	Ȱ
LATIN SMALL LETTER Y WITH MACRON uni0233	ȱ	ȱ	ȱ	ȱ	ȱ
LATIN SMALL LETTER L WITH CURL uni0234	ɭ	ɭ	ɭ	ɭ	ɭ
LATIN SMALL LETTER N WITH CURL uni0235	ɮ	ɮ	ɮ	ɮ	ɮ
LATIN SMALL LETTER T WITH CURL uni0236	ɽ	ɽ	ɽ	ɽ	ɽ
LATIN SMALL LETTER DB DIGRAPH uni0238	ɸ	ɸ	ɸ	ɸ	ɸ
LATIN SMALL LETTER QP DIGRAPH uni0239	ɹ	ɹ	ɹ	ɹ	ɹ

LATIN CAPITAL LETTER A WITH STROKE uni023A	À	Á	Â	Ã	Ä
LATIN CAPITAL LETTER C WITH STROKE uni023B	Ç	Ć	Č	Ȼ	ȼ
LATIN SMALL LETTER C WITH STROKE uni023C	ç	ć	č	ċ	ċ
LATIN CAPITAL LETTER L WITH BAR uni023D	Ł	Ł	Ł	Ł	Ł
LATIN CAPITAL LETTER T WITH DIAGONAL STROKE uni023E	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ
LATIN SMALL LETTER S WITH SWASH TAIL uni023F	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ
LATIN SMALL LETTER Z WITH SWASH TAIL uni0240	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ
LATIN CAPITAL LETTER GLOTTAL STOP uni0241	ʔ	ʔ	ʔ	ʔ	ʔ
LATIN SMALL LETTER GLOTTAL STOP uni0242	ʔ	ʔ	ʔ	ʔ	ʔ
LATIN CAPITAL LETTER B WITH STROKE uni0243	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN CAPITAL LETTER U BAR uni0244	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN CAPITAL LETTER TURNED V uni0245	Λ	Λ	Λ	Λ	Λ
LATIN CAPITAL LETTER E WITH STROKE uni0246	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN SMALL LETTER E WITH STROKE uni0247	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN CAPITAL LETTER J WITH STROKE uni0248	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER J WITH STROKE uni0249	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER SMALL Q WITH HOOK TAIL uni024A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER Q WITH HOOK TAIL uni024B	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER R WITH STROKE uni024C	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER R WITH STROKE uni024D	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER Y WITH STROKE uni024E	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER Y WITH STROKE uni024F	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER TURNED A uni0250	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER ALPHA uni0251	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER TURNED ALPHA uni0252	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER B WITH HOOK uni0253	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER OPEN O uni0254	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ

LATIN SMALL LETTER C WITH CURL uni0255	ċ	ċ	ċ	ċ	ċ
LATIN SMALL LETTER D WITH TAIL uni0256	ḏ	ḏ	ḏ	ḏ	ḏ
LATIN SMALL LETTER D WITH HOOK uni0257	ḑ	ḑ	ḑ	ḑ	ḑ
LATIN SMALL LETTER REVERSED E uni0258	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN SMALL LETTER SCHWA uni0259	ə	ə	ə	ə	ə
LATIN SMALL LETTER SCHWA WITH HOOK uni025A	ɐ̃	ɐ̃	ɐ̃	ɐ̃	ɐ̃
LATIN SMALL LETTER OPEN E uni025B	ɛ̥	ɛ̥	ɛ̥	ɛ̥	ɛ̥
LATIN SMALL LETTER REVERSED OPEN E uni025C	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN SMALL LETTER REVERSED OPEN E WITH HOOK uni025D	Ʒ̃	Ʒ̃	Ʒ̃	Ʒ̃	Ʒ̃
LATIN SMALL LETTER CLOSED REVERSED OPEN E uni025E	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER DOTLESS J WITH STROKE uni025F	ɷ	ɷ	ɷ	ɷ	ɷ
LATIN SMALL LETTER G WITH HOOK uni0260	ḡ	ḡ	ḡ	ḡ	ḡ
LATIN SMALL LETTER SCRIPT G uni0261	ɡ	ɡ	ɡ	ɡ	ɡ
LATIN LETTER SMALL CAPITAL G uni0262	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER GAMMA uni0263	ɣ	ɣ	ɣ	ɣ	ɣ
LATIN SMALL LETTER RAMS HORN uni0264	ɣ̥	ɣ̥	ɣ̥	ɣ̥	ɣ̥
LATIN SMALL LETTER TURNED H uni0265	ɥ	ɥ	ɥ	ɥ	ɥ
LATIN SMALL LETTER H WITH HOOK uni0266	ɦ	ɦ	ɦ	ɦ	ɦ
LATIN SMALL LETTER HENG WITH HOOK uni0267	ḥ	ḥ	ḥ	ḥ	ḥ
LATIN SMALL LETTER I WITH STROKE uni0268	ḥ	ḥ	ḥ	ḥ	ḥ
LATIN SMALL LETTER IOTA uni0269	ɿ	ɿ	ɿ	ɿ	ɿ
LATIN LETTER SMALL CAPITAL I uni026A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER L WITH MIDDLE TILDE uni026B	ł	ł	ł	ł	ł
LATIN SMALL LETTER L WITH BELT uni026C	ł̥	ł̥	ł̥	ł̥	ł̥
LATIN SMALL LETTER L WITH RETROFLEX HOOK uni026D	ɭ	ɭ	ɭ	ɭ	ɭ
LATIN SMALL LETTER LEZH uni026E	ɮ	ɮ	ɮ	ɮ	ɮ
LATIN SMALL LETTER TURNED M uni026F	ɯ	ɯ	ɯ	ɯ	ɯ
LATIN SMALL LETTER TURNED M WITH LONG LEG uni0270	ɯ̃	ɯ̃	ɯ̃	ɯ̃	ɯ̃

	uni0270	𐌛	𐌛	𐌛	𐌛	𐌛
LATIN SMALL LETTER M WITH HOOK	uni0271	𐌜	𐌜	𐌜	𐌜	𐌜
LATIN SMALL LETTER N WITH LEFT HOOK	uni0272	𐌝	𐌝	𐌝	𐌝	𐌝
LATIN SMALL LETTER N WITH RETROFLEX HOOK	uni0273	𐌞	𐌞	𐌞	𐌞	𐌞
LATIN LETTER SMALL CAPITAL N	uni0274	𐌟	𐌟	𐌟	𐌟	𐌟
LATIN SMALL LETTER BARRED O	uni0275	𐌠	𐌠	𐌠	𐌠	𐌠
LATIN LETTER SMALL CAPITAL OE	uni0276	𐌡	𐌡	𐌡	𐌡	𐌡
LATIN SMALL LETTER CLOSED OMEGA	uni0277	𐌢	𐌢	𐌢	𐌢	𐌢
LATIN SMALL LETTER PHI	uni0278	𐌣	𐌣	𐌣	𐌣	𐌣
LATIN SMALL LETTER TURNED R	uni0279	𐌤	𐌤	𐌤	𐌤	𐌤
LATIN SMALL LETTER TURNED R WITH LONG LEG	uni027A	𐌥	𐌥	𐌥	𐌥	𐌥
LATIN SMALL LETTER TURNED R WITH HOOK	uni027B	𐌦	𐌦	𐌦	𐌦	𐌦
LATIN SMALL LETTER R WITH LONG LEG	uni027C	𐌧	𐌧	𐌧	𐌧	𐌧
LATIN SMALL LETTER R WITH TAIL	uni027D	𐌨	𐌨	𐌨	𐌨	𐌨
LATIN SMALL LETTER R WITH FISHHOOK	uni027E	𐌩	𐌩	𐌩	𐌩	𐌩
LATIN SMALL LETTER REVERSED R WITH FISHHOOK	uni027F	𐌪	𐌪	𐌪	𐌪	𐌪
LATIN LETTER SMALL CAPITAL R	uni0280	𐌫	𐌫	𐌫	𐌫	𐌫
LATIN LETTER SMALL CAPITAL INVERTED R	uni0281	𐌬	𐌬	𐌬	𐌬	𐌬
LATIN SMALL LETTER S WITH HOOK	uni0282	𐌭	𐌭	𐌭	𐌭	𐌭
LATIN SMALL LETTER ESH	uni0283	𐌮	𐌮	𐌮	𐌮	𐌮
LATIN SMALL LETTER DOTLESS J WITH STROKE AND HOOK	uni0284	𐌯	𐌯	𐌯	𐌯	𐌯
LATIN SMALL LETTER SQUAT REVERSED ESH	uni0285	𐌰	𐌰	𐌰	𐌰	𐌰
LATIN SMALL LETTER ESH WITH CURL	uni0286	𐌱	𐌱	𐌱	𐌱	𐌱
LATIN SMALL LETTER TURNED T	uni0287	𐌲	𐌲	𐌲	𐌲	𐌲
LATIN SMALL LETTER T WITH RETROFLEX HOOK	uni0288	𐌳	𐌳	𐌳	𐌳	𐌳
LATIN SMALL LETTER U BAR	uni0289	𐌴	𐌴	𐌴	𐌴	𐌴
LATIN SMALL LETTER UPSILON	uni028A	𐌵	𐌵	𐌵	𐌵	𐌵
LATIN SMALL LETTER V WITH HOOK		𐌶	𐌶	𐌶	𐌶	𐌶

LATIN SMALL LETTER V WITH HOOK uni028B	U	U	U	U	U
LATIN SMALL LETTER TURNED V uni028C	Λ	Λ	Λ	Λ	Λ
LATIN SMALL LETTER TURNED W uni028D	M	M	M	M	M
LATIN SMALL LETTER TURNED Y uni028E	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN LETTER SMALL CAPITAL Y uni028F	Ƴ	Ƴ	Ƴ	Ƴ	Ƴ
LATIN SMALL LETTER Z WITH RETROFLEX HOOK uni0290	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN SMALL LETTER Z WITH CURL uni0291	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN SMALL LETTER EZH uni0292	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN SMALL LETTER EZH WITH CURL uni0293	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN LETTER GLOTTAL STOP uni0294	ʔ	ʔ	ʔ	ʔ	ʔ
LATIN LETTER PHARYNGEAL VOICED FRICATIVE uni0295	ʕ	ʕ	ʕ	ʕ	ʕ
LATIN LETTER INVERTED GLOTTAL STOP uni0296	ʙ	ʙ	ʙ	ʙ	ʙ
LATIN LETTER STRETCHED C uni0297	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER BILABIAL CLICK uni0298	◌	◌	◌	◌	◌
LATIN LETTER SMALL CAPITAL B uni0299	B	B	B	B	B
LATIN SMALL LETTER CLOSED OPEN E uni029A	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN LETTER SMALL CAPITAL G WITH HOOK uni029B	Ƴ	Ƴ	Ƴ	Ƴ	Ƴ
LATIN LETTER SMALL CAPITAL H uni029C	H	H	H	H	H
LATIN SMALL LETTER J WITH CROSSED-TAIL uni029D	ƶ	ƶ	ƶ	ƶ	ƶ
LATIN SMALL LETTER TURNED K uni029E	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN LETTER SMALL CAPITAL L uni029F	L	L	L	L	L
LATIN SMALL LETTER Q WITH HOOK uni02A0	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN LETTER GLOTTAL STOP WITH STROKE uni02A1	ʔ	ʔ	ʔ	ʔ	ʔ
LATIN LETTER REVERSED GLOTTAL STOP WITH STROKE uni02A2	ʕ	ʕ	ʕ	ʕ	ʕ
LATIN SMALL LETTER DZ DIGRAPH uni02A3	dz	dz	dz	dz	dz
LATIN SMALL LETTER DEZH DIGRAPH uni02A4	dʒ	dʒ	dʒ	dʒ	dʒ
LATIN SMALL LETTER DZ DIGRAPH WITH CURL uni02A5	dz	dz	dz	dz	dz
LATIN SMALL LETTER TS DIGRAPH	ts	ts	ts	ts	ts

LATIN SMALL LETTER TS DIGRAPH  
uni02A6

LATIN SMALL LETTER TESH DIGRAPH  
uni02A7

LATIN SMALL LETTER TC DIGRAPH WITH CURL  
uni02A8

LATIN SMALL LETTER FENG DIGRAPH  
uni02A9

LATIN SMALL LETTER LS DIGRAPH  
uni02AA

LATIN SMALL LETTER LZ DIGRAPH  
uni02AB

LATIN LETTER BILABIAL PERCUSSIVE  
uni02AC

LATIN LETTER BIDENTAL PERCUSSIVE  
uni02AD

LATIN SMALL LETTER TURNED H WITH FISHHOOK  
uni02AE

LATIN SMALL LETTER TURNED H WITH FISHHOOK AND  
TAIL  
uni02AF

MODIFIER LETTER SMALL H  
uni02B0

MODIFIER LETTER SMALL H WITH HOOK  
uni02B1

MODIFIER LETTER SMALL J  
uni02B2

MODIFIER LETTER SMALL R  
uni02B3

MODIFIER LETTER SMALL TURNED R  
uni02B4

MODIFIER LETTER SMALL TURNED R WITH HOOK  
uni02B5

MODIFIER LETTER SMALL CAPITAL INVERTED R  
uni02B6

MODIFIER LETTER SMALL W  
uni02B7

MODIFIER LETTER SMALL Y  
uni02B8

MODIFIER LETTER PRIME  
uni02B9

MODIFIER LETTER DOUBLE PRIME  
uni02BA

MODIFIER LETTER TURNED COMMA  
uni02BB

MODIFIER LETTER APOSTROPHE  
uni02BC

MODIFIER LETTER REVERSED COMMA  
uni02BD

MODIFIER LETTER RIGHT HALF RING  
uni02BE

MODIFIER LETTER LEFT HALF RING  
uni02BF

MODIFIER LETTER GLOTTAL STOP  
uni02C0

MODIFIER LETTER REVERSED GLOTTAL STOP

ʈ	ʂ	ʑ	ʄ	ʅ
ɥ	ɥ	ɥ	ɥ	ɥ
ɬ	ɬ	ɬ	ɬ	ɬ
ɸ	ɸ	ɸ	ɸ	ɸ
ɺ	ɺ	ɺ	ɺ	ɺ
ɻ	ɻ	ɻ	ɻ	ɻ
ɰ	ɰ	ɰ	ɰ	ɰ
ɱ	ɱ	ɱ	ɱ	ɱ
ɲ	ɲ	ɲ	ɲ	ɲ
ɳ	ɳ	ɳ	ɳ	ɳ
ɵ	ɵ	ɵ	ɵ	ɵ
ɶ	ɶ	ɶ	ɶ	ɶ
ɷ	ɷ	ɷ	ɷ	ɷ
ɸ	ɸ	ɸ	ɸ	ɸ
ɹ	ɹ	ɹ	ɹ	ɹ
ɺ	ɺ	ɺ	ɺ	ɺ
ɻ	ɻ	ɻ	ɻ	ɻ
ɼ	ɼ	ɼ	ɼ	ɼ
ɽ	ɽ	ɽ	ɽ	ɽ
ɿ	ɿ	ɿ	ɿ	ɿ
ʀ	ʀ	ʀ	ʀ	ʀ
ʁ	ʁ	ʁ	ʁ	ʁ
ʂ	ʂ	ʂ	ʂ	ʂ
ʃ	ʃ	ʃ	ʃ	ʃ
ʄ	ʄ	ʄ	ʄ	ʄ
ʅ	ʅ	ʅ	ʅ	ʅ
ʆ	ʆ	ʆ	ʆ	ʆ
ʇ	ʇ	ʇ	ʇ	ʇ
ʈ	ʈ	ʈ	ʈ	ʈ
ʉ	ʉ	ʉ	ʉ	ʉ
ʊ	ʊ	ʊ	ʊ	ʊ
ʋ	ʋ	ʋ	ʋ	ʋ
ʌ	ʌ	ʌ	ʌ	ʌ
ʍ	ʍ	ʍ	ʍ	ʍ
ʎ	ʎ	ʎ	ʎ	ʎ
ʏ	ʏ	ʏ	ʏ	ʏ
ʑ	ʑ	ʑ	ʑ	ʑ
ʒ	ʒ	ʒ	ʒ	ʒ
ʓ	ʓ	ʓ	ʓ	ʓ
ʔ	ʔ	ʔ	ʔ	ʔ
ʕ	ʕ	ʕ	ʕ	ʕ



MODIFIER LETTER REVERSED GLOTTAL STOP uni02C1	◌̵	◌̶	◌̷	◌̸	◌̹
MODIFIER LETTER LEFT ARROWHEAD uni02C2	◌◀	◌◁	◌◂	◌◃	◌◅
MODIFIER LETTER RIGHT ARROWHEAD uni02C3	◌▶	◌▷	◌▸	◌▹	◌▻
MODIFIER LETTER UP ARROWHEAD uni02C4	◌^	◌⤴	◌⤵	◌⤶	◌⤷
MODIFIER LETTER DOWN ARROWHEAD uni02C5	◌v	◌⤵	◌⤴	◌⤶	◌⤷
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	◌ˆ	◌̂	◌̃	◌̄	◌̅
CARON uni02C7	◌ˇ	◌̈	◌̉	◌̊	◌̋
MODIFIER LETTER VERTICAL LINE uni02C8	◌	◌̣	◌̤	◌̥	◌̦
MODIFIER LETTER MACRON uni02C9	◌—	◌̄	◌̅	◌̆	◌̇
MODIFIER LETTER ACUTE ACCENT uni02CA	◌´	◌̑	◌̒	◌̓	◌̔
MODIFIER LETTER GRAVE ACCENT uni02CB	◌`	◌̐	◌̑	◌̒	◌̓
MODIFIER LETTER LOW VERTICAL LINE uni02CC	◌	◌̣	◌̤	◌̥	◌̦
MODIFIER LETTER LOW MACRON uni02CD	◌—	◌̄	◌̅	◌̆	◌̇
MODIFIER LETTER LOW GRAVE ACCENT uni02CE	◌`	◌̐	◌̑	◌̒	◌̓
MODIFIER LETTER LOW ACUTE ACCENT uni02CF	◌´	◌̑	◌̒	◌̓	◌̔
MODIFIER LETTER TRIANGULAR COLON uni02D0	◌ˆ	◌̂	◌̃	◌̄	◌̅
MODIFIER LETTER HALF TRIANGULAR COLON uni02D1	◌ˆ	◌̂	◌̃	◌̄	◌̅
MODIFIER LETTER CENTRED RIGHT HALF RING uni02D2	◌◌	◌̡	◌̢	◌̣	◌̤
MODIFIER LETTER CENTRED LEFT HALF RING uni02D3	◌◌	◌̡	◌̢	◌̣	◌̤
MODIFIER LETTER UP TACK uni02D4	◌⤴	◌̥	◌̦	◌̧	◌̨
MODIFIER LETTER DOWN TACK uni02D5	◌⤵	◌̥	◌̦	◌̧	◌̨
MODIFIER LETTER PLUS SIGN uni02D6	◌+	◌̸	◌̹	◌̺	◌̻
MODIFIER LETTER MINUS SIGN uni02D7	◌—	◌̄	◌̅	◌̆	◌̇
BREVE uni02D8	◌˘	◌̑	◌̒	◌̓	◌̔
DOT ABOVE uni02D9	◌˙	◌̑	◌̒	◌̓	◌̔
RING ABOVE uni02DA	◌◌	◌̡	◌̢	◌̣	◌̤
OGONEK uni02DB	◌◌	◌̡	◌̢	◌̣	◌̤
SMALL TILDE -----	◌~	◌̃	◌̄	◌̅	◌̆

	uni02DC				
	DOUBLE ACUTE ACCENT uni02DD	¨	¨	¨	¨
	MODIFIER LETTER RHOTIC HOOK uni02DE	◌̥	◌̥	◌̥	◌̥
	MODIFIER LETTER CROSS ACCENT uni02DF	×	×	×	×
	MODIFIER LETTER SMALL GAMMA uni02E0	◌̦	◌̦	◌̦	◌̦
	MODIFIER LETTER SMALL L uni02E1	◌̧	◌̧	◌̧	◌̧
	MODIFIER LETTER SMALL S uni02E2	◌̨	◌̨	◌̨	◌̨
	MODIFIER LETTER SMALL X uni02E3	◌̩	◌̩	◌̩	◌̩
MODIFIER LETTER SMALL REVERSED GLOTTAL STOP uni02E4	◌̪	◌̪	◌̪	◌̪	◌̪
MODIFIER LETTER EXTRA-HIGH TONE BAR uni02E5	◌̫	◌̫	◌̫	◌̫	◌̫
MODIFIER LETTER HIGH TONE BAR uni02E6	◌̬	◌̬	◌̬	◌̬	◌̬
MODIFIER LETTER MID TONE BAR uni02E7	◌̭	◌̭	◌̭	◌̭	◌̭
MODIFIER LETTER LOW TONE BAR uni02E8	◌̮	◌̮	◌̮	◌̮	◌̮
MODIFIER LETTER EXTRA-LOW TONE BAR uni02E9	◌̯	◌̯	◌̯	◌̯	◌̯
MODIFIER LETTER YIN DEPARTING TONE MARK uni02EA	◌̰	◌̰	◌̰	◌̰	◌̰
MODIFIER LETTER YANG DEPARTING TONE MARK uni02EB	◌̱	◌̱	◌̱	◌̱	◌̱
MODIFIER LETTER VOICING uni02EC	◌̲	◌̲	◌̲	◌̲	◌̲
MODIFIER LETTER UNASPIRATED uni02ED	=	=	=	=	=
MODIFIER LETTER DOUBLE APOSTROPHE uni02EE	”	”	”	”	”
MODIFIER LETTER LOW DOWN ARROWHEAD uni02EF	◌̴	◌̴	◌̴	◌̴	◌̴
MODIFIER LETTER LOW UP ARROWHEAD uni02F0	◌̵	◌̵	◌̵	◌̵	◌̵
MODIFIER LETTER LOW LEFT ARROWHEAD uni02F1	◌̶	◌̶	◌̶	◌̶	◌̶
MODIFIER LETTER LOW RIGHT ARROWHEAD uni02F2	◌̷	◌̷	◌̷	◌̷	◌̷
MODIFIER LETTER LOW RING uni02F3	◌̸	◌̸	◌̸	◌̸	◌̸
MODIFIER LETTER MIDDLE GRAVE ACCENT uni02F4	◌̹	◌̹	◌̹	◌̹	◌̹
MODIFIER LETTER MIDDLE DOUBLE GRAVE ACCENT uni02F5	◌̺	◌̺	◌̺	◌̺	◌̺
MODIFIER LETTER MIDDLE DOUBLE ACUTE ACCENT uni02F6	◌̻	◌̻	◌̻	◌̻	◌̻
MODIFIER LETTER LOW TILDE uni02F7	◌̼	◌̼	◌̼	◌̼	◌̼

MODIFIER LETTER RAISED COLON uni02F8	ː	ː	ː	ː	ː
MODIFIER LETTER BEGIN HIGH TONE uni02F9	◌̎	◌̎	◌̎	◌̎	◌̎
MODIFIER LETTER END HIGH TONE uni02FA	◌̍	◌̍	◌̍	◌̍	◌̍
MODIFIER LETTER BEGIN LOW TONE uni02FB	◌̏	◌̏	◌̏	◌̏	◌̏
MODIFIER LETTER END LOW TONE uni02FC	◌̐	◌̐	◌̐	◌̐	◌̐
MODIFIER LETTER SHELF uni02FD	◌̑	◌̑	◌̑	◌̑	◌̑
MODIFIER LETTER OPEN SHELF uni02FE	◌̒	◌̒	◌̒	◌̒	◌̒
MODIFIER LETTER LOW LEFT ARROW uni02FF	◌↵	◌↵	◌↵	◌↵	◌↵
COMBINING GRAVE ACCENT uni0300	◌̀	◌̀	◌̀	◌̀	◌̀
COMBINING ACUTE ACCENT uni0301	◌́	◌́	◌́	◌́	◌́
COMBINING CIRCUMFLEX ACCENT uni0302	◌̂	◌̂	◌̂	◌̂	◌̂
COMBINING TILDE uni0303	◌̃	◌̃	◌̃	◌̃	◌̃
COMBINING MACRON uni0304	◌̄	◌̄	◌̄	◌̄	◌̄
COMBINING OVERLINE uni0305	◌̅	◌̅	◌̅	◌̅	◌̅
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 VERTICAL LINE ABOVE uni030D	◌̍	◌̍	◌̍	◌̍	◌̍
COMBINING DOUBLE VERTICAL LINE ABOVE uni030E	◌̎	◌̎	◌̎	◌̎	◌̎
COMBINING DOUBLE GRAVE ACCENT uni030F	◌̏	◌̏	◌̏	◌̏	◌̏
COMBINING CANDRABINDU uni0310	◌̐	◌̐	◌̐	◌̐	◌̐
COMBINING INVERTED BREVE uni0311	◌̑	◌̑	◌̑	◌̑	◌̑
COMBINING TURNED COMMA ABOVE uni0312	◌̒	◌̒	◌̒	◌̒	◌̒

COMBINING COMMA ABOVE uni0313	,	,	,	,	,
COMBINING REVERSED COMMA ABOVE uni0314	Ꞁ	Ꞁ	Ꞁ	Ꞁ	Ꞁ
COMBINING COMMA ABOVE RIGHT uni0315	,	,	,	,	,
COMBINING GRAVE ACCENT BELOW uni0316	`	`	`	`	`
COMBINING ACUTE ACCENT BELOW uni0317	˘	˘	˘	˘	˘
COMBINING LEFT TACK BELOW uni0318	⚭	⚭	⚭	⚭	⚭
COMBINING RIGHT TACK BELOW uni0319	⚮	⚮	⚮	⚮	⚮
COMBINING LEFT ANGLE ABOVE uni031A	⌏	⌏	⌏	⌏	⌏
COMBINING HORN uni031B	ˆ	ˆ	ˆ	ˆ	ˆ
COMBINING LEFT HALF RING BELOW uni031C	◌̣	◌̣	◌̣	◌̣	◌̣
COMBINING UP TACK BELOW uni031D	⚱	⚱	⚱	⚱	⚱
COMBINING DOWN TACK BELOW uni031E	⚴	⚴	⚴	⚴	⚴
COMBINING PLUS SIGN BELOW uni031F	⚥	⚥	⚥	⚥	⚥
COMBINING MINUS SIGN BELOW uni0320	⚦	⚦	⚦	⚦	⚦
COMBINING PALATALIZED HOOK BELOW uni0321	◌̡	◌̡	◌̡	◌̡	◌̡
COMBINING RETROFLEX HOOK BELOW uni0322	◌̢	◌̢	◌̢	◌̢	◌̢
COMBINING DOT BELOW uni0323	◌̣	◌̣	◌̣	◌̣	◌̣
COMBINING DIAERESIS BELOW uni0324	◌̤	◌̤	◌̤	◌̤	◌̤
COMBINING RING BELOW uni0325	◌̥	◌̥	◌̥	◌̥	◌̥
COMBINING COMMA BELOW uni0326	◌̦	◌̦	◌̦	◌̦	◌̦
COMBINING CEDILLA uni0327	◌̧	◌̧	◌̧	◌̧	◌̧
COMBINING OGONEK uni0328	◌̨	◌̨	◌̨	◌̨	◌̨
COMBINING VERTICAL LINE BELOW uni0329	◌̩	◌̩	◌̩	◌̩	◌̩
COMBINING BRIDGE BELOW uni032A	◌̪	◌̪	◌̪	◌̪	◌̪
COMBINING INVERTED DOUBLE ARCH BELOW uni032B	◌̫	◌̫	◌̫	◌̫	◌̫
COMBINING CARON BELOW uni032C	◌̬	◌̬	◌̬	◌̬	◌̬
COMBINING CIRCUMFLEX ACCENT BELOW uni032D	◌̭	◌̭	◌̭	◌̭	◌̭
COMBINING BREVE BELOW					

	uni032E	◌̸	◌̸	◌̸	◌̸	◌̸
COMBINING INVERTED BREVE BELOW	uni032F	◌̶	◌̶	◌̶	◌̶	◌̶
COMBINING TILDE BELOW	uni0330	◌̷	◌̷	◌̷	◌̷	◌̷
COMBINING MACRON BELOW	uni0331	◌̸̄	◌̸̄	◌̸̄	◌̸̄	◌̸̄
COMBINING LOW LINE	uni0332	◌̸̅	◌̸̅	◌̸̅	◌̸̅	◌̸̅
COMBINING DOUBLE LOW LINE	uni0333	◌̸̅̅	◌̸̅̅	◌̸̅̅	◌̸̅̅	◌̸̅̅
COMBINING TILDE OVERLAY	uni0334	◌̸̃	◌̸̃	◌̸̃	◌̸̃	◌̸̃
COMBINING SHORT STROKE OVERLAY	uni0335	◌̸̣	◌̸̣	◌̸̣	◌̸̣	◌̸̣
COMBINING LONG STROKE OVERLAY	uni0336	◌̸̤	◌̸̤	◌̸̤	◌̸̤	◌̸̤
COMBINING SHORT SOLIDUS OVERLAY	uni0337	◌̸̥	◌̸̥	◌̸̥	◌̸̥	◌̸̥
COMBINING LONG SOLIDUS OVERLAY	uni0338	◌̸̦	◌̸̦	◌̸̦	◌̸̦	◌̸̦
COMBINING RIGHT HALF RING BELOW	uni0339	◌̸̧	◌̸̧	◌̸̧	◌̸̧	◌̸̧
COMBINING INVERTED BRIDGE BELOW	uni033A	◌̸̨	◌̸̨	◌̸̨	◌̸̨	◌̸̨
COMBINING SQUARE BELOW	uni033B	◌̸̩	◌̸̩	◌̸̩	◌̸̩	◌̸̩
COMBINING SEAGULL BELOW	uni033C	◌̸̪	◌̸̪	◌̸̪	◌̸̪	◌̸̪
COMBINING X ABOVE	uni033D	◌̸̫	◌̸̫	◌̸̫	◌̸̫	◌̸̫
COMBINING VERTICAL TILDE	uni033E	◌̸̬	◌̸̬	◌̸̬	◌̸̬	◌̸̬
COMBINING DOUBLE OVERLINE	uni033F	◌̸̭	◌̸̭	◌̸̭	◌̸̭	◌̸̭
COMBINING GRAVE TONE MARK	uni0340	◌̸̮	◌̸̮	◌̸̮	◌̸̮	◌̸̮
COMBINING ACUTE TONE MARK	uni0341	◌̸̯	◌̸̯	◌̸̯	◌̸̯	◌̸̯
COMBINING GREEK PERISPOMENI	uni0342	◌̸̰	◌̸̰	◌̸̰	◌̸̰	◌̸̰
COMBINING GREEK KORONIS	uni0343	◌̸̱	◌̸̱	◌̸̱	◌̸̱	◌̸̱
COMBINING GREEK DIALYTIKA TONOS	uni0344	◌̸̲	◌̸̲	◌̸̲	◌̸̲	◌̸̲
COMBINING GREEK YPOGEGRAMMENI	uni0345	◌̸̳	◌̸̳	◌̸̳	◌̸̳	◌̸̳
COMBINING BRIDGE ABOVE	uni0346	◌̸̴	◌̸̴	◌̸̴	◌̸̴	◌̸̴
COMBINING EQUALS SIGN BELOW	uni0347	◌̸̵	◌̸̵	◌̸̵	◌̸̵	◌̸̵
COMBINING DOUBLE VERTICAL LINE BELOW	uni0348	◌̸̶	◌̸̶	◌̸̶	◌̸̶	◌̸̶
COMBINING LEFT ANGLE BELOW	uni0349	◌̸̷	◌̸̷	◌̸̷	◌̸̷	◌̸̷

COMBINING NOT TILDE ABOVE  
uni034A

COMBINING ALMOST EQUAL TO ABOVE  
uni034C

COMBINING UPWARDS ARROW BELOW  
uni034E

COMBINING RIGHT ARROWHEAD ABOVE  
uni0350

COMBINING FERMATA  
uni0352

COMBINING LEFT ARROWHEAD BELOW  
uni0354

COMBINING RIGHT ARROWHEAD AND UP ARROWHEAD  
BELOW  
uni0356

COMBINING DOT ABOVE RIGHT  
uni0358

COMBINING DOUBLE RING BELOW  
uni035A

COMBINING DOUBLE BREVE BELOW  
uni035C

COMBINING DOUBLE MACRON  
uni035E

COMBINING DOUBLE TILDE  
uni0360

COMBINING DOUBLE RIGHTWARDS ARROW BELOW  
uni0362

COMBINING LATIN SMALL LETTER A  
uni0363

COMBINING LATIN SMALL LETTER E  
uni0364

[illegible]

	uni0364				
COMBINING LATIN SMALL LETTER I	uni0365	ı	ı	ı	ı
COMBINING LATIN SMALL LETTER O	uni0366	ο	ο	ο	ο
COMBINING LATIN SMALL LETTER U	uni0367	υ	υ	υ	υ
COMBINING LATIN SMALL LETTER C	uni0368	ϸ	ϸ	ϸ	ϸ
COMBINING LATIN SMALL LETTER D	uni0369	ϣ	ϣ	ϣ	ϣ
COMBINING LATIN SMALL LETTER H	uni036A	ϡ	ϡ	ϡ	ϡ
COMBINING LATIN SMALL LETTER M	uni036B	Ϡ	Ϡ	Ϡ	Ϡ
COMBINING LATIN SMALL LETTER R	uni036C	ϣ	ϣ	ϣ	ϣ
COMBINING LATIN SMALL LETTER T	uni036D	ϣ	ϣ	ϣ	ϣ
COMBINING LATIN SMALL LETTER V	uni036E	ϣ	ϣ	ϣ	ϣ
COMBINING LATIN SMALL LETTER X	uni036F	ϣ	ϣ	ϣ	ϣ
GREEK NUMERAL SIGN	uni0374	ϛ	ϛ	ϛ	ϛ
GREEK LOWER NUMERAL SIGN	uni0375	ϛ	ϛ	ϛ	ϛ
GREEK YPOGEGRAMMENI	uni037A	Ϝ	Ϝ	Ϝ	Ϝ
GREEK SMALL REVERSED LUNATE SIGMA SYMBOL	uni037B	Ϛ	Ϛ	Ϛ	Ϛ
GREEK SMALL DOTTED LUNATE SIGMA SYMBOL	uni037C	ϛ	ϛ	ϛ	ϛ
GREEK SMALL REVERSED DOTTED LUNATE SIGMA SYMBOL	uni037D	ϛ	ϛ	ϛ	ϛ
GREEK QUESTION MARK	uni037E	Ϟ	Ϟ	Ϟ	Ϟ
GREEK TONOS	uni0384	ϛ	ϛ	ϛ	ϛ
GREEK DIALYTIKA TONOS	uni0385	Ϟ	Ϟ	Ϟ	Ϟ
GREEK CAPITAL LETTER ALPHA WITH TONOS	uni0386	Α	Α	Α	Α
GREEK ANO TELEIA	uni0387	·	·	·	·
GREEK CAPITAL LETTER EPSILON WITH TONOS	uni0388	Ε	Ε	Ε	Ε
GREEK CAPITAL LETTER ETA WITH TONOS	uni0389	Η	Η	Η	Η
GREEK CAPITAL LETTER IOTA WITH TONOS	uni038A	Ι	Ι	Ι	Ι
GREEK CAPITAL LETTER OMICRON WITH TONOS	uni038C	Ο	Ο	Ο	Ο
GREEK CAPITAL LETTER UPSILON WITH TONOS	uni038E	Υ	Υ	Υ	Υ

GREEK CAPITAL LETTER OMEGA WITH TONOS  
uni038F

GREEK SMALL LETTER IOTA WITH DIALYTIKA AND  
TONOS  
uni0390

GREEK CAPITAL LETTER ALPHA  
uni0391

GREEK CAPITAL LETTER BETA  
uni0392

GREEK CAPITAL LETTER GAMMA  
uni0393

GREEK CAPITAL LETTER DELTA  
uni0394

GREEK CAPITAL LETTER EPSILON  
uni0395

GREEK CAPITAL LETTER ZETA  
uni0396

GREEK CAPITAL LETTER ETA  
uni0397

GREEK CAPITAL LETTER THETA  
uni0398

GREEK CAPITAL LETTER IOTA  
uni0399

GREEK CAPITAL LETTER KAPPA  
uni039A

GREEK CAPITAL LETTER LAMDA  
uni039B

GREEK CAPITAL LETTER MU  
uni039C

GREEK CAPITAL LETTER NU  
uni039D

GREEK CAPITAL LETTER XI  
uni039E

GREEK CAPITAL LETTER OMICRON  
uni039F

GREEK CAPITAL LETTER PI  
uni03A0

GREEK CAPITAL LETTER RHO  
uni03A1

GREEK CAPITAL LETTER SIGMA  
uni03A3

GREEK CAPITAL LETTER TAU  
uni03A4

GREEK CAPITAL LETTER UPSILON  
uni03A5

GREEK CAPITAL LETTER PHI  
uni03A6

GREEK CAPITAL LETTER CHI  
uni03A7

GREEK CAPITAL LETTER PSI  
uni03A8

GREEK CAPITAL LETTER OMEGA  
uni03A9

GREEK CAPITAL LETTER IOTA WITH DIALYTIKA

Ω	Ω	Ω	Ω	Ω
ϊ	ϊ	ϊ	ϊ	ϊ
Α	Α	Α	Α	Α
Β	Β	Β	Β	Β
Γ	Γ	Γ	Γ	Γ
Δ	Δ	Δ	Δ	Δ
Ε	Ε	Ε	Ε	Ε
Ζ	Ζ	Ζ	Ζ	Ζ
Η	Η	Η	Η	Η
Θ	Θ	Θ	Θ	Θ
Ι	Ι	Ι	Ι	Ι
Κ	Κ	Κ	Κ	Κ
Λ	Λ	Λ	Λ	Λ
Μ	Μ	Μ	Μ	Μ
Ν	Ν	Ν	Ν	Ν
Ξ	Ξ	Ξ	Ξ	Ξ
Ο	Ο	Ο	Ο	Ο
Π	Π	Π	Π	Π
Ρ	Ρ	Ρ	Ρ	Ρ
Σ	Σ	Σ	Σ	Σ
Τ	Τ	Τ	Τ	Τ
Υ	Υ	Υ	Υ	Υ
Φ	Φ	Φ	Φ	Φ
Χ	Χ	Χ	Χ	Χ
Ψ	Ψ	Ψ	Ψ	Ψ
Ω	Ω	Ω	Ω	Ω
ϊ	ϊ	ϊ	ϊ	ϊ



	uni03AA				
GREEK CAPITAL LETTER UPSILON WITH DIALYTIKA	uni03AB	Ų	Ų	Ų	Ų
GREEK SMALL LETTER ALPHA WITH TONOS	uni03AC	ά	ά	ά	ά
GREEK SMALL LETTER EPSILON WITH TONOS	uni03AD	έ	έ	έ	έ
GREEK SMALL LETTER ETA WITH TONOS	uni03AE	ή	ή	ή	ή
GREEK SMALL LETTER IOTA WITH TONOS	uni03AF	ί	ί	ί	ί
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND TONOS	uni03B0	ΰ	ΰ	ΰ	ΰ
GREEK SMALL LETTER ALPHA	uni03B1	α	α	α	α
GREEK SMALL LETTER BETA	uni03B2	β	β	β	β
GREEK SMALL LETTER GAMMA	uni03B3	γ	γ	γ	γ
GREEK SMALL LETTER DELTA	uni03B4	δ	δ	δ	δ
GREEK SMALL LETTER EPSILON	uni03B5	ε	ε	ε	ε
GREEK SMALL LETTER ZETA	uni03B6	ζ	ζ	ζ	ζ
GREEK SMALL LETTER ETA	uni03B7	η	η	η	η
GREEK SMALL LETTER THETA	uni03B8	θ	θ	θ	θ
GREEK SMALL LETTER IOTA	uni03B9	ι	ι	ι	ι
GREEK SMALL LETTER KAPPA	uni03BA	κ	κ	κ	κ
GREEK SMALL LETTER LAMDA	uni03BB	λ	λ	λ	λ
GREEK SMALL LETTER MU	uni03BC	μ	μ	μ	μ
GREEK SMALL LETTER NU	uni03BD	ν	ν	ν	ν
GREEK SMALL LETTER XI	uni03BE	ξ	ξ	ξ	ξ
GREEK SMALL LETTER OMICRON	uni03BF	ο	ο	ο	ο
GREEK SMALL LETTER PI	uni03C0	π	π	π	π
GREEK SMALL LETTER RHO	uni03C1	ρ	ρ	ρ	ρ
GREEK SMALL LETTER FINAL SIGMA	uni03C2	ς	ς	ς	ς
GREEK SMALL LETTER SIGMA	uni03C3	σ	σ	σ	σ
GREEK SMALL LETTER TAU	uni03C4	τ	τ	τ	τ
GREEK SMALL LETTER UPSILON		υ	υ	υ	υ

	uni03C5	ϕ	ϕ	ϕ	ϕ	ϕ
	GREEK SMALL LETTER PHI uni03C6	χ	χ	χ	χ	χ
	GREEK SMALL LETTER CHI uni03C7	ψ	ψ	ψ	ψ	ψ
	GREEK SMALL LETTER PSI uni03C8	ω	ω	ω	ω	ω
	GREEK SMALL LETTER OMEGA uni03C9	ϊ	ϊ	ϊ	ϊ	ϊ
	GREEK SMALL LETTER IOTA WITH DIALYTIKA uni03CA	ϋ	ϋ	ϋ	ϋ	ϋ
	GREEK SMALL LETTER UPSILON WITH DIALYTIKA uni03CB	ό	ό	ό	ό	ό
	GREEK SMALL LETTER OMICRON WITH TONOS uni03CC	ύ	ύ	ύ	ύ	ύ
	GREEK SMALL LETTER UPSILON WITH TONOS uni03CD	ώ	ώ	ώ	ώ	ώ
	GREEK SMALL LETTER OMEGA WITH TONOS uni03CE	ϐ	ϐ	ϐ	ϐ	ϐ
	GREEK BETA SYMBOL uni03D0	ϑ	ϑ	ϑ	ϑ	ϑ
	GREEK THETA SYMBOL uni03D1	ϒ	ϒ	ϒ	ϒ	ϒ
	GREEK UPSILON WITH HOOK SYMBOL uni03D2	Ϛ	Ϛ	Ϛ	Ϛ	Ϛ
	GREEK UPSILON WITH ACUTE AND HOOK SYMBOL uni03D3	ϛ	ϛ	ϛ	ϛ	ϛ
	GREEK UPSILON WITH DIAERESIS AND HOOK SYMBOL uni03D4	ϕ	ϕ	ϕ	ϕ	ϕ
	GREEK PHI SYMBOL uni03D5	ϖ	ϖ	ϖ	ϖ	ϖ
	GREEK PI SYMBOL uni03D6	ϗ	ϗ	ϗ	ϗ	ϗ
	GREEK KAI SYMBOL uni03D7	Ϙ	Ϙ	Ϙ	Ϙ	Ϙ
	GREEK LETTER ARCHAIC KOPPA uni03D8	ϙ	ϙ	ϙ	ϙ	ϙ
	GREEK SMALL LETTER ARCHAIC KOPPA uni03D9	Ϡ	Ϡ	Ϡ	Ϡ	Ϡ
	GREEK LETTER STIGMA uni03DA	ϡ	ϡ	ϡ	ϡ	ϡ
	GREEK SMALL LETTER STIGMA uni03DB	Ϣ	Ϣ	Ϣ	Ϣ	Ϣ
	GREEK LETTER DIGAMMA uni03DC	ϣ	ϣ	ϣ	ϣ	ϣ
	GREEK SMALL LETTER DIGAMMA uni03DD	Ϥ	Ϥ	Ϥ	Ϥ	Ϥ
	GREEK LETTER KOPPA uni03DE	ϥ	ϥ	ϥ	ϥ	ϥ
	GREEK SMALL LETTER KOPPA uni03DF	Ϧ	Ϧ	Ϧ	Ϧ	Ϧ
	GREEK LETTER SAMPI uni03E0	ϧ	ϧ	ϧ	ϧ	ϧ
	GREEK SMALL LETTER SAMPI uni03E1	Ϩ	Ϩ	Ϩ	Ϩ	Ϩ

COPTIC CAPITAL LETTER SHEI uni03E2	Ⲫ	Ⲫ	Ⲫ	Ⲫ	Ⲫ
COPTIC SMALL LETTER SHEI uni03E3	ⲩ	ⲩ	ⲩ	ⲩ	ⲩ
COPTIC CAPITAL LETTER FEI uni03E4	Ⲛ	Ⲛ	Ⲛ	Ⲛ	Ⲛ
COPTIC SMALL LETTER FEI uni03E5	ⲛ	ⲛ	ⲛ	ⲛ	ⲛ
COPTIC CAPITAL LETTER KHEI uni03E6	ⲧ	ⲧ	ⲧ	ⲧ	ⲧ
COPTIC SMALL LETTER KHEI uni03E7	Ⲩ	Ⲩ	Ⲩ	Ⲩ	Ⲩ
COPTIC CAPITAL LETTER HORI uni03E8	Ⲙ	Ⲙ	Ⲙ	Ⲙ	Ⲙ
COPTIC SMALL LETTER HORI uni03E9	ⲙ	ⲙ	ⲙ	ⲙ	ⲙ
COPTIC CAPITAL LETTER GANGIA uni03EA	Ⲙ	Ⲙ	Ⲙ	Ⲙ	Ⲙ
COPTIC SMALL LETTER GANGIA uni03EB	ⲙ	ⲙ	ⲙ	ⲙ	ⲙ
COPTIC CAPITAL LETTER SHIMA uni03EC	Ⲟ	Ⲟ	Ⲟ	Ⲟ	Ⲟ
COPTIC SMALL LETTER SHIMA uni03ED	ⲟ	ⲟ	ⲟ	ⲟ	ⲟ
COPTIC CAPITAL LETTER DEI uni03EE	Ⲡ	Ⲡ	Ⲡ	Ⲡ	Ⲡ
COPTIC SMALL LETTER DEI uni03EF	ⲡ	ⲡ	ⲡ	ⲡ	ⲡ
GREEK KAPPA SYMBOL uni03F0	ⲕ	ⲕ	ⲕ	ⲕ	ⲕ
GREEK RHO SYMBOL uni03F1	ⲑ	ⲑ	ⲑ	ⲑ	ⲑ
GREEK LUNATE SIGMA SYMBOL uni03F2	Ϸ	Ϸ	Ϸ	Ϸ	Ϸ
GREEK LETTER YOT uni03F3	ϳ	ϳ	ϳ	ϳ	ϳ
GREEK CAPITAL THETA SYMBOL uni03F4	Ⲱ	Ⲱ	Ⲱ	Ⲱ	Ⲱ
GREEK LUNATE EPSILON SYMBOL uni03F5	ϵ	ϵ	ϵ	ϵ	ϵ
GREEK REVERSED LUNATE EPSILON SYMBOL uni03F6	Ϸ	Ϸ	Ϸ	Ϸ	Ϸ
GREEK CAPITAL LETTER SHO uni03F7	Ϡ	Ϡ	Ϡ	Ϡ	Ϡ
GREEK SMALL LETTER SHO uni03F8	ϡ	ϡ	ϡ	ϡ	ϡ
GREEK CAPITAL LUNATE SIGMA SYMBOL uni03F9	Ϸ	Ϸ	Ϸ	Ϸ	Ϸ
GREEK CAPITAL LETTER SAN uni03FA	Ⲣ	Ⲣ	Ⲣ	Ⲣ	Ⲣ
GREEK SMALL LETTER SAN uni03FB	ⲣ	ⲣ	ⲣ	ⲣ	ⲣ
GREEK RHO WITH STROKE SYMBOL uni03FC	Ϡ	Ϡ	Ϡ	Ϡ	Ϡ

GREEK CAPITAL REVERSED LUNATE SIGMA SYMBOL  
uni03FD

GREEK CAPITAL DOTTED LUNATE SIGMA SYMBOL  
uni03FE

GREEK CAPITAL REVERSED DOTTED LUNATE SIGMA  
SYMBOL  
uni03FF

CYRILLIC CAPITAL LETTER IE WITH GRAVE  
uni0400

CYRILLIC CAPITAL LETTER IO  
uni0401

CYRILLIC CAPITAL LETTER DJE  
uni0402

CYRILLIC CAPITAL LETTER GJE  
uni0403

CYRILLIC CAPITAL LETTER UKRAINIAN IE  
uni0404

CYRILLIC CAPITAL LETTER DZE  
uni0405

CYRILLIC CAPITAL LETTER BYELORUSSIAN-UKRAINIAN I  
uni0406

CYRILLIC CAPITAL LETTER YI  
uni0407

CYRILLIC CAPITAL LETTER JE  
uni0408

CYRILLIC CAPITAL LETTER LJE  
uni0409

CYRILLIC CAPITAL LETTER NJE  
uni040A

CYRILLIC CAPITAL LETTER TSHE  
uni040B

CYRILLIC CAPITAL LETTER KJE  
uni040C

CYRILLIC CAPITAL LETTER I WITH GRAVE  
uni040D

CYRILLIC CAPITAL LETTER SHORT U  
uni040E

CYRILLIC CAPITAL LETTER DZHE  
uni040F

CYRILLIC CAPITAL LETTER A  
uni0410

CYRILLIC CAPITAL LETTER BE  
uni0411

CYRILLIC CAPITAL LETTER VE  
uni0412

CYRILLIC CAPITAL LETTER GHE  
uni0413

CYRILLIC CAPITAL LETTER DE  
uni0414

CYRILLIC CAPITAL LETTER IE  
uni0415

CYRILLIC CAPITAL LETTER ZHE  
uni0416

CYRILLIC CAPITAL LETTER ZE  
uni0417

Ѐ	Ѐ	Ѐ	Ѐ	Ѐ
Ђ	Ђ	Ђ	Ђ	Ђ
Ѓ	Ѓ	Ѓ	Ѓ	Ѓ
Ё	Ё	Ё	Ё	Ё
Ё	Ё	Ё	Ё	Ё
Ђ	Ђ	Ђ	Ђ	Ђ
Ѓ	Ѓ	Ѓ	Ѓ	Ѓ
Є	Є	Є	Є	Є
Ѕ	Ѕ	Ѕ	Ѕ	Ѕ
І	І	І	І	І
Ї	Ї	Ї	Ї	Ї
Ј	Ј	Ј	Ј	Ј
Љ	Љ	Љ	Љ	Љ
Њ	Њ	Њ	Њ	Њ
Ћ	Ћ	Ћ	Ћ	Ћ
Ќ	Ќ	Ќ	Ќ	Ќ
Ў	Ў	Ў	Ў	Ў
Ў	Ў	Ў	Ў	Ў
Џ	Џ	Џ	Џ	Џ
А	А	А	А	А
Б	Б	Б	Б	Б
В	В	В	В	В
Г	Г	Г	Г	Г
Д	Д	Д	Д	Д
Е	Е	Е	Е	Е
Ж	Ж	Ж	Ж	Ж
З	З	З	З	З

CYRILLIC CAPITAL LETTER I uni0418	И	И	И	И	И
CYRILLIC CAPITAL LETTER SHORT I uni0419	Й	Й	Й	Й	Й
CYRILLIC CAPITAL LETTER KA uni041A	К	К	К	К	К
CYRILLIC CAPITAL LETTER EL uni041B	Л	Л	Л	Л	Л
CYRILLIC CAPITAL LETTER EM uni041C	М	М	М	М	М
CYRILLIC CAPITAL LETTER EN uni041D	Н	Н	Н	Н	Н
CYRILLIC CAPITAL LETTER O uni041E	О	О	О	О	О
CYRILLIC CAPITAL LETTER PE uni041F	П	П	П	П	П
CYRILLIC CAPITAL LETTER ER uni0420	Р	Р	Р	Р	Р
CYRILLIC CAPITAL LETTER ES uni0421	С	С	С	С	С
CYRILLIC CAPITAL LETTER TE uni0422	Т	Т	Т	Т	Т
CYRILLIC CAPITAL LETTER U uni0423	У	У	У	У	У
CYRILLIC CAPITAL LETTER EF uni0424	Ф	Ф	Ф	Ф	Ф
CYRILLIC CAPITAL LETTER HA uni0425	Х	Х	Х	Х	Х
CYRILLIC CAPITAL LETTER TSE uni0426	Ц	Ц	Ц	Ц	Ц
CYRILLIC CAPITAL LETTER CHE uni0427	Ч	Ч	Ч	Ч	Ч
CYRILLIC CAPITAL LETTER SHA uni0428	Ш	Ш	Ш	Ш	Ш
CYRILLIC CAPITAL LETTER SHCHA uni0429	Щ	Щ	Щ	Щ	Щ
CYRILLIC CAPITAL LETTER HARD SIGN uni042A	Ъ	Ъ	Ъ	Ъ	Ъ
CYRILLIC CAPITAL LETTER YERU uni042B	Ы	Ы	Ы	Ы	Ы
CYRILLIC CAPITAL LETTER SOFT SIGN uni042C	Ь	Ь	Ь	Ь	Ь
CYRILLIC CAPITAL LETTER E uni042D	Э	Э	Э	Э	Э
CYRILLIC CAPITAL LETTER YU uni042E	Ю	Ю	Ю	Ю	Ю
CYRILLIC CAPITAL LETTER YA uni042F	Я	Я	Я	Я	Я
CYRILLIC SMALL LETTER A uni0430	а	а	а	а	а
CYRILLIC SMALL LETTER BE uni0431	б	б	б	б	б
CYRILLIC SMALL LETTER VE uni0432	в	в	в	в	в
CYRILLIC SMALL LETTER GHE	г	г	г	г	г

CYRILLIC SMALL LETTER ONE  
uni0433

CYRILLIC SMALL LETTER DE  
uni0434

CYRILLIC SMALL LETTER IE  
uni0435

CYRILLIC SMALL LETTER ZHE  
uni0436

CYRILLIC SMALL LETTER ZE  
uni0437

CYRILLIC SMALL LETTER I  
uni0438

CYRILLIC SMALL LETTER SHORT I  
uni0439

CYRILLIC SMALL LETTER KA  
uni043A

CYRILLIC SMALL LETTER EL  
uni043B

CYRILLIC SMALL LETTER EM  
uni043C

CYRILLIC SMALL LETTER EN  
uni043D

CYRILLIC SMALL LETTER O  
uni043E

CYRILLIC SMALL LETTER PE  
uni043F

CYRILLIC SMALL LETTER ER  
uni0440

CYRILLIC SMALL LETTER ES  
uni0441

CYRILLIC SMALL LETTER TE  
uni0442

CYRILLIC SMALL LETTER U  
uni0443

CYRILLIC SMALL LETTER EF  
uni0444

CYRILLIC SMALL LETTER HA  
uni0445

CYRILLIC SMALL LETTER TSE  
uni0446

CYRILLIC SMALL LETTER CHE  
uni0447

CYRILLIC SMALL LETTER SHA  
uni0448

CYRILLIC SMALL LETTER SHCHA  
uni0449

CYRILLIC SMALL LETTER HARD SIGN  
uni044A

CYRILLIC SMALL LETTER YERU  
uni044B

CYRILLIC SMALL LETTER SOFT SIGN  
uni044C

CYRILLIC SMALL LETTER E  
uni044D

CYRILLIC SMALL LETTER YU  
uni044E

1	1	1	1	1
д	д	д	д	д
е	е	е	е	е
ж	ж	ж	ж	ж
з	з	з	з	з
и	и	и	и	и
й	й	й	й	й
к	к	к	к	к
л	л	л	л	л
м	м	м	м	м
н	н	н	н	н
о	о	о	о	о
п	п	п	п	п
р	р	р	р	р
с	с	с	с	с
т	т	т	т	т
у	у	у	у	у
ф	ф	ф	ф	ф
х	х	х	х	х
ц	ц	ц	ц	ц
ч	ч	ч	ч	ч
ш	ш	ш	ш	ш
щ	щ	щ	щ	щ
ъ	ъ	ъ	ъ	ъ
ы	ы	ы	ы	ы
ь	ь	ь	ь	ь
э	э	э	э	э
ю	ю	ю	ю	ю

uni044E

CYRILLIC SMALL LETTER YA  
uni044FCYRILLIC SMALL LETTER IE WITH GRAVE  
uni0450CYRILLIC SMALL LETTER IO  
uni0451CYRILLIC SMALL LETTER DJE  
uni0452CYRILLIC SMALL LETTER GJE  
uni0453CYRILLIC SMALL LETTER UKRAINIAN IE  
uni0454CYRILLIC SMALL LETTER DZE  
uni0455CYRILLIC SMALL LETTER BYELORUSSIAN-UKRAINIAN I  
uni0456CYRILLIC SMALL LETTER YI  
uni0457CYRILLIC SMALL LETTER JE  
uni0458CYRILLIC SMALL LETTER LJE  
uni0459CYRILLIC SMALL LETTER NJE  
uni045ACYRILLIC SMALL LETTER TSHE  
uni045BCYRILLIC SMALL LETTER KJE  
uni045CCYRILLIC SMALL LETTER I WITH GRAVE  
uni045DCYRILLIC SMALL LETTER SHORT U  
uni045ECYRILLIC SMALL LETTER DZHE  
uni045FCYRILLIC CAPITAL LETTER OMEGA  
uni0460CYRILLIC SMALL LETTER OMEGA  
uni0461CYRILLIC CAPITAL LETTER YAT  
uni0462CYRILLIC SMALL LETTER YAT  
uni0463CYRILLIC CAPITAL LETTER IOTIFIED E  
uni0464CYRILLIC SMALL LETTER IOTIFIED E  
uni0465CYRILLIC CAPITAL LETTER LITTLE YUS  
uni0466CYRILLIC SMALL LETTER LITTLE YUS  
uni0467CYRILLIC CAPITAL LETTER IOTIFIED LITTLE YUS  
uni0468CYRILLIC SMALL LETTER IOTIFIED LITTLE YUS  
uni0469

я	я	я	я	я
ѐ	ѐ	ѐ	ѐ	ѐ
ё	ё	ё	ё	ё
ђ	ђ	ђ	ђ	ђ
ѓ	ѓ	ѓ	ѓ	ѓ
є	є	є	є	є
ѕ	ѕ	ѕ	ѕ	ѕ
і	і	і	і	і
ї	ї	ї	ї	ї
ј	ј	ј	ј	ј
љ	љ	љ	љ	љ
њ	њ	њ	њ	њ
ћ	ћ	ћ	ћ	ћ
ќ	ќ	ќ	ќ	ќ
ѝ	ѝ	ѝ	ѝ	ѝ
џ	џ	џ	џ	џ
Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
Ѥ	Ѥ	Ѥ	Ѥ	Ѥ
Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
Ѩ	Ѩ	Ѩ	Ѩ	Ѩ
Ѭ	Ѭ	Ѭ	Ѭ	Ѭ
Ѯ	Ѯ	Ѯ	Ѯ	Ѯ
Ѱ	Ѱ	Ѱ	Ѱ	Ѱ
Ѳ	Ѳ	Ѳ	Ѳ	Ѳ
Ѵ	Ѵ	Ѵ	Ѵ	Ѵ
Ѷ	Ѷ	Ѷ	Ѷ	Ѷ
Ѹ	Ѹ	Ѹ	Ѹ	Ѹ
Ѻ	Ѻ	Ѻ	Ѻ	Ѻ
Ѽ	Ѽ	Ѽ	Ѽ	Ѽ
Ѿ	Ѿ	Ѿ	Ѿ	Ѿ
ѿ	ѿ	ѿ	ѿ	ѿ

CYRILLIC CAPITAL LETTER BIG YUS uni046A	Ѹ	Ѹ	Ѹ	Ѹ	Ѹ
CYRILLIC SMALL LETTER BIG YUS uni046B	ѹ	ѹ	ѹ	ѹ	ѹ
CYRILLIC CAPITAL LETTER IOTIFIED BIG YUS uni046C	Ѻ	Ѻ	Ѻ	Ѻ	Ѻ
CYRILLIC SMALL LETTER IOTIFIED BIG YUS uni046D	ѻ	ѻ	ѻ	ѻ	ѻ
CYRILLIC CAPITAL LETTER KSI uni046E	Ѽ	Ѽ	Ѽ	Ѽ	Ѽ
CYRILLIC SMALL LETTER KSI uni046F	ѽ	ѽ	ѽ	ѽ	ѽ
CYRILLIC CAPITAL LETTER PSI uni0470	Ѿ	Ѿ	Ѿ	Ѿ	Ѿ
CYRILLIC SMALL LETTER PSI uni0471	ѿ	ѿ	ѿ	ѿ	ѿ
CYRILLIC CAPITAL LETTER FITA uni0472	Ѡ	Ѡ	Ѡ	Ѡ	Ѡ
CYRILLIC SMALL LETTER FITA uni0473	ѡ	ѡ	ѡ	ѡ	ѡ
CYRILLIC CAPITAL LETTER IZHITSA uni0474	Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
CYRILLIC SMALL LETTER IZHITSA uni0475	ѣ	ѣ	ѣ	ѣ	ѣ
CYRILLIC CAPITAL LETTER IZHITSA WITH DOUBLE GRAVE ACCENT uni0476	Ѥ	Ѥ	Ѥ	Ѥ	Ѥ
CYRILLIC SMALL LETTER IZHITSA WITH DOUBLE GRAVE ACCENT uni0477	ѥ	ѥ	ѥ	ѥ	ѥ
CYRILLIC CAPITAL LETTER UK uni0478	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER UK uni0479	ѧ	ѧ	ѧ	ѧ	ѧ
CYRILLIC CAPITAL LETTER ROUND OMEGA uni047A	Ѩ	Ѩ	Ѩ	Ѩ	Ѩ
CYRILLIC SMALL LETTER ROUND OMEGA uni047B	ѩ	ѩ	ѩ	ѩ	ѩ
CYRILLIC CAPITAL LETTER OMEGA WITH TITLO uni047C	Ѫ	Ѫ	Ѫ	Ѫ	Ѫ
CYRILLIC SMALL LETTER OMEGA WITH TITLO uni047D	ѫ	ѫ	ѫ	ѫ	ѫ
CYRILLIC CAPITAL LETTER OT uni047E	Ѭ	Ѭ	Ѭ	Ѭ	Ѭ
CYRILLIC SMALL LETTER OT uni047F	ѭ	ѭ	ѭ	ѭ	ѭ
CYRILLIC CAPITAL LETTER KOPPA uni0480	Ѯ	Ѯ	Ѯ	Ѯ	Ѯ
CYRILLIC SMALL LETTER KOPPA uni0481	ѯ	ѯ	ѯ	ѯ	ѯ
CYRILLIC THOUSANDS SIGN uni0482	Ѱ	Ѱ	Ѱ	Ѱ	Ѱ
COMBINING CYRILLIC TITLO uni0483	ѱ	ѱ	ѱ	ѱ	ѱ
COMBINING CYRILLIC PALATALIZATION	Ѳ	Ѳ	Ѳ	Ѳ	Ѳ



uni0484

COMBINING CYRILLIC DASIA PNEUMATA

uni0485

COMBINING CYRILLIC PSILI PNEUMATA

uni0486

COMBINING CYRILLIC POKRYTIE

uni0487

COMBINING CYRILLIC HUNDRED THOUSANDS SIGN

uni0488

COMBINING CYRILLIC MILLIONS SIGN

uni0489

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

uni0494

CYRILLIC SMALL LETTER GHE WITH MIDDLE HOOK

uni0495

CYRILLIC CAPITAL LETTER ZHE WITH DESCENDER

uni0496

CYRILLIC SMALL LETTER ZHE WITH DESCENDER

uni0497

CYRILLIC CAPITAL LETTER ZE WITH DESCENDER

uni0498

CYRILLIC SMALL LETTER ZE WITH DESCENDER

uni0499

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	К	К	К	К	К
CYRILLIC SMALL LETTER BASHKIR KA uni04A1	к	к	к	к	к
CYRILLIC CAPITAL LETTER EN WITH DESCENDER uni04A2	Һ	Һ	Һ	Һ	Һ
CYRILLIC SMALL LETTER EN WITH DESCENDER uni04A3	һ	һ	һ	һ	һ
CYRILLIC CAPITAL LIGATURE EN GHE uni04A4	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LIGATURE EN GHE uni04A5	ң	ң	ң	ң	ң
CYRILLIC CAPITAL LETTER PE WITH MIDDLE HOOK uni04A6	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER PE WITH MIDDLE HOOK uni04A7	ң	ң	ң	ң	ң
CYRILLIC CAPITAL LETTER ABKHASIAN HA uni04A8	Ӏ	Ӏ	Ӏ	Ӏ	Ӏ
CYRILLIC SMALL LETTER ABKHASIAN HA uni04A9	Ӂ	Ӂ	Ӂ	Ӂ	Ӂ
CYRILLIC CAPITAL LETTER ES WITH DESCENDER uni04AA	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER ES WITH DESCENDER uni04AB	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER TE WITH DESCENDER uni04AC	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER TE WITH DESCENDER uni04AD	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER STRAIGHT U uni04AE	Ү	Ү	Ү	Ү	Ү
CYRILLIC SMALL LETTER STRAIGHT U uni04AF	ү	ү	ү	ү	ү
CYRILLIC CAPITAL LETTER STRAIGHT U WITH STROKE uni04B0	Ү	Ү	Ү	Ү	Ү
CYRILLIC SMALL LETTER STRAIGHT U WITH STROKE uni04B1	ү	ү	ү	ү	ү
CYRILLIC CAPITAL LETTER HA WITH DESCENDER uni04B2	Х	Х	Х	Х	Х
CYRILLIC SMALL LETTER HA WITH DESCENDER uni04B3	х	х	х	х	х
CYRILLIC CAPITAL LIGATURE TE TSE uni04B4	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LIGATURE TE TSE uni04B5	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER CHE WITH DESCENDER uni04B6	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER CHE WITH DESCENDER uni04B7	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER CHE WITH VERTICAL STROKE uni04B8	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER CHE WITH VERTICAL STROKE uni04B9	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER SHHA uni04BA	Һ	Һ	Һ	Һ	Һ

CYRILLIC SMALL LETTER SHHA uni04BB	h	h	h	h	h
CYRILLIC CAPITAL LETTER ABKHASIAN CHE uni04BC	ԝ	ԝ	ԝ	ԝ	ԝ
CYRILLIC SMALL LETTER ABKHASIAN CHE uni04BD	ԝ	ԝ	ԝ	ԝ	ԝ
CYRILLIC CAPITAL LETTER ABKHASIAN CHE WITH DESCENDER uni04BE	ԝ	ԝ	ԝ	ԝ	ԝ
CYRILLIC SMALL LETTER ABKHASIAN CHE WITH DESCENDER uni04BF	ԝ	ԝ	ԝ	ԝ	ԝ
CYRILLIC LETTER PALOCHKA uni04C0	І	І	І	І	І
CYRILLIC CAPITAL LETTER ZHE WITH BREVE uni04C1	Ӗ	Ӗ	Ӗ	Ӗ	Ӗ
CYRILLIC SMALL LETTER ZHE WITH BREVE uni04C2	Ӗ	Ӗ	Ӗ	Ӗ	Ӗ
CYRILLIC CAPITAL LETTER KA WITH HOOK uni04C3	Ҝ	Ҝ	Ҝ	Ҝ	Ҝ
CYRILLIC SMALL LETTER KA WITH HOOK uni04C4	Ҝ	Ҝ	Ҝ	Ҝ	Ҝ
CYRILLIC CAPITAL LETTER EL WITH TAIL uni04C5	Ҕ	Ҕ	Ҕ	Ҕ	Ҕ
CYRILLIC SMALL LETTER EL WITH TAIL uni04C6	Ҕ	Ҕ	Ҕ	Ҕ	Ҕ
CYRILLIC CAPITAL LETTER EN WITH HOOK uni04C7	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER EN WITH HOOK uni04C8	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER EN WITH TAIL uni04C9	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER EN WITH TAIL uni04CA	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER KHAKASSIAN CHE uni04CB	Ҥ	Ҥ	Ҥ	Ҥ	Ҥ
CYRILLIC SMALL LETTER KHAKASSIAN CHE uni04CC	Ҥ	Ҥ	Ҥ	Ҥ	Ҥ
CYRILLIC CAPITAL LETTER EM WITH TAIL uni04CD	Ҧ	Ҧ	Ҧ	Ҧ	Ҧ
CYRILLIC SMALL LETTER EM WITH TAIL uni04CE	Ҧ	Ҧ	Ҧ	Ҧ	Ҧ
CYRILLIC SMALL LETTER PALOCHKA uni04CF	І	І	І	І	І
CYRILLIC CAPITAL LETTER A WITH BREVE uni04D0	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC SMALL LETTER A WITH BREVE uni04D1	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC CAPITAL LETTER A WITH DIAERESIS uni04D2	Ӓ	Ӓ	Ӓ	Ӓ	Ӓ
CYRILLIC SMALL LETTER A WITH DIAERESIS uni04D3	Ӓ	Ӓ	Ӓ	Ӓ	Ӓ
CYRILLIC CAPITAL LIGATURE A IE uni04D4	Ӕ	Ӕ	Ӕ	Ӕ	Ӕ
CYRILLIC SMALL LIGATURE A IE	Ӕ	Ӕ	Ӕ	Ӕ	Ӕ

	uni04D5	Ѹ	Ѹ	Ѹ	Ѹ	Ѹ
CYRILLIC CAPITAL LETTER IE WITH BREVE	uni04D6	Ӗ	Ӗ	Ӗ	Ӗ	Ӗ
CYRILLIC SMALL LETTER IE WITH BREVE	uni04D7	ӗ	ӗ	ӗ	ӗ	ӗ
CYRILLIC CAPITAL LETTER SCHWA	uni04D8	Ә	Ә	Ә	Ә	Ә
CYRILLIC SMALL LETTER SCHWA	uni04D9	ә	ә	ә	ә	ә
CYRILLIC CAPITAL LETTER SCHWA WITH DIAERESIS	uni04DA	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC SMALL LETTER SCHWA WITH DIAERESIS	uni04DB	ӓ	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LETTER ZHE WITH DIAERESIS	uni04DC	Ӧ	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC SMALL LETTER ZHE WITH DIAERESIS	uni04DD	ӧ	ӧ	ӧ	ӧ	ӧ
CYRILLIC CAPITAL LETTER ZE WITH DIAERESIS	uni04DE	Ӣ	Ӣ	Ӣ	Ӣ	Ӣ
CYRILLIC SMALL LETTER ZE WITH DIAERESIS	uni04DF	ӣ	ӣ	ӣ	ӣ	ӣ
CYRILLIC CAPITAL LETTER ABKHASIAN DZE	uni04E0	Ӥ	Ӥ	Ӥ	Ӥ	Ӥ
CYRILLIC SMALL LETTER ABKHASIAN DZE	uni04E1	ӥ	ӥ	ӥ	ӥ	ӥ
CYRILLIC CAPITAL LETTER I WITH MACRON	uni04E2	Ӧ	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC SMALL LETTER I WITH MACRON	uni04E3	ӧ	ӧ	ӧ	ӧ	ӧ
CYRILLIC CAPITAL LETTER I WITH DIAERESIS	uni04E4	Ӣ	Ӣ	Ӣ	Ӣ	Ӣ
CYRILLIC SMALL LETTER I WITH DIAERESIS	uni04E5	ӣ	ӣ	ӣ	ӣ	ӣ
CYRILLIC CAPITAL LETTER O WITH DIAERESIS	uni04E6	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC SMALL LETTER O WITH DIAERESIS	uni04E7	ӓ	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LETTER BARRED O	uni04E8	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC SMALL LETTER BARRED O	uni04E9	ӓ	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LETTER BARRED O WITH DIAERESIS	uni04EA	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC SMALL LETTER BARRED O WITH DIAERESIS	uni04EB	ӓ	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LETTER E WITH DIAERESIS	uni04EC	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC SMALL LETTER E WITH DIAERESIS	uni04ED	ӓ	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LETTER U WITH MACRON	uni04EE	Ӧ	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC SMALL LETTER U WITH MACRON	uni04EF	ӧ	ӧ	ӧ	ӧ	ӧ
CYRILLIC CAPITAL LETTER U WITH DIAERESIS	uni04F0	Ӣ	Ӣ	Ӣ	Ӣ	Ӣ

CYRILLIC SMALL LETTER U WITH DIAERESIS uni04F1	ӱ	ӱ	ӱ	ӱ	ӱ
CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE uni04F2	Ӱ	Ӱ	Ӱ	Ӱ	Ӱ
CYRILLIC SMALL LETTER U WITH DOUBLE ACUTE uni04F3	ӱ	ӱ	ӱ	ӱ	ӱ
CYRILLIC CAPITAL LETTER CHE WITH DIAERESIS uni04F4	Ӣ	Ӣ	Ӣ	Ӣ	Ӣ
CYRILLIC SMALL LETTER CHE WITH DIAERESIS uni04F5	ӣ	ӣ	ӣ	ӣ	ӣ
CYRILLIC CAPITAL LETTER GHE WITH DESCENDER uni04F6	Ҁ	Ҁ	Ҁ	Ҁ	Ҁ
CYRILLIC SMALL LETTER GHE WITH DESCENDER uni04F7	ҁ	ҁ	ҁ	ҁ	ҁ
CYRILLIC CAPITAL LETTER YERU WITH DIAERESIS uni04F8	Ӈ	Ӈ	Ӈ	Ӈ	Ӈ
CYRILLIC SMALL LETTER YERU WITH DIAERESIS uni04F9	ӈ	ӈ	ӈ	ӈ	ӈ
CYRILLIC CAPITAL LETTER GHE WITH STROKE AND HOOK uni04FA	҂	҂	҂	҂	҂
CYRILLIC SMALL LETTER GHE WITH STROKE AND HOOK uni04FB	҃	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER HA WITH HOOK uni04FC	҄	҄	҄	҄	҄
CYRILLIC SMALL LETTER HA WITH HOOK uni04FD	҅	҅	҅	҅	҅
CYRILLIC CAPITAL LETTER HA WITH STROKE uni04FE	҆	҆	҆	҆	҆
CYRILLIC SMALL LETTER HA WITH STROKE uni04FF	҇	҇	҇	҇	҇
CYRILLIC CAPITAL LETTER KOMI DE uni0500	҈	҈	҈	҈	҈
CYRILLIC SMALL LETTER KOMI DE uni0501	҉	҉	҉	҉	҉
CYRILLIC CAPITAL LETTER KOMI DJE uni0502	Ҋ	Ҋ	Ҋ	Ҋ	Ҋ
CYRILLIC SMALL LETTER KOMI DJE uni0503	ҋ	ҋ	ҋ	ҋ	ҋ
CYRILLIC CAPITAL LETTER KOMI ZJE uni0504	Ҍ	Ҍ	Ҍ	Ҍ	Ҍ
CYRILLIC SMALL LETTER KOMI ZJE uni0505	ҍ	ҍ	ҍ	ҍ	ҍ
CYRILLIC CAPITAL LETTER KOMI DZJE uni0506	Ҏ	Ҏ	Ҏ	Ҏ	Ҏ
CYRILLIC SMALL LETTER KOMI DZJE uni0507	ҏ	ҏ	ҏ	ҏ	ҏ
CYRILLIC CAPITAL LETTER KOMI LJE uni0508	Ґ	Ґ	Ґ	Ґ	Ґ
CYRILLIC SMALL LETTER KOMI LJE uni0509	ґ	ґ	ґ	ґ	ґ
CYRILLIC CAPITAL LETTER KOMI NJE uni050A	Ғ	Ғ	Ғ	Ғ	Ғ
CYRILLIC SMALL LETTER KOMI NJE uni050B	ғ	ғ	ғ	ғ	ғ

CYRILLIC CAPITAL LETTER KOMI SJE uni050C	Г	Г	Г	Г	Г
CYRILLIC SMALL LETTER KOMI SJE uni050D	г	г	г	г	г
CYRILLIC CAPITAL LETTER KOMI TJE uni050E	Ҥ	Ҥ	Ҥ	Ҥ	Ҥ
CYRILLIC SMALL LETTER KOMI TJE uni050F	ҥ	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LETTER REVERSED ZE uni0510	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
CYRILLIC SMALL LETTER REVERSED ZE uni0511	ɷ	ɷ	ɷ	ɷ	ɷ
CYRILLIC CAPITAL LETTER EL WITH HOOK uni0512	Ӓ	Ӓ	Ӓ	Ӓ	Ӓ
CYRILLIC SMALL LETTER EL WITH HOOK uni0513	ӓ	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LETTER QA uni051A	Q	Q	Q	Q	Q
CYRILLIC SMALL LETTER QA uni051B	q	q	q	q	q
CYRILLIC CAPITAL LETTER WE uni051C	Ƶ	Ƶ	Ƶ	Ƶ	Ƶ
CYRILLIC SMALL LETTER WE uni051D	ƶ	ƶ	ƶ	ƶ	ƶ
HEBREW ACCENT ETNAHTA uni0591	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ
HEBREW ACCENT SEGOL uni0592	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW ACCENT SHALSHELET uni0593	◌ְ׃	◌ְ׃	◌ְ׃	◌ְ׃	◌ְ׃
HEBREW ACCENT ZAQEF QATAN uni0594	◌׃	◌׃	◌׃	◌׃	◌׃
HEBREW ACCENT ZAQEF GADOL uni0595	◌׃׃	◌׃׃	◌׃׃	◌׃׃	◌׃׃
HEBREW ACCENT TIPEHA uni0596	◌׃׃׃	◌׃׃׃	◌׃׃׃	◌׃׃׃	◌׃׃׃
HEBREW ACCENT REVIA uni0597	◌׃׃׃׃	◌׃׃׃׃	◌׃׃׃׃	◌׃׃׃׃	◌׃׃׃׃
HEBREW ACCENT ZARQA uni0598	◌׃׃׃׃׃	◌׃׃׃׃׃	◌׃׃׃׃׃	◌׃׃׃׃׃	◌׃׃׃׃׃
HEBREW ACCENT PASHTA uni0599	◌׃׃׃׃׃׃	◌׃׃׃׃׃׃	◌׃׃׃׃׃׃	◌׃׃׃׃׃׃	◌׃׃׃׃׃׃
HEBREW ACCENT YETIV uni059A	◌׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃
HEBREW ACCENT TEVIR uni059B	◌׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃
HEBREW ACCENT GERESH uni059C	◌׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃
HEBREW ACCENT GERESH MUQDAM uni059D	◌׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃
HEBREW ACCENT GERSHAYIM uni059E	◌׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃
HEBREW ACCENT QARNEY PARA uni059F	◌׃׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃׃	◌׃׃׃׃׃׃׃׃׃׃׃׃

HEBREW ACCENT TELISHA GEDOLA uni05A0	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ
HEBREW ACCENT PAZER uni05A1	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT ATNAH HAFUKH uni05A2	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT MUNAH uni05A3	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT MAHAPAKH uni05A4	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT MERKHA uni05A5	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT MERKHA KEFULA uni05A6	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT DARGA uni05A7	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT QADMA uni05A8	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT TELISHA QETANA uni05A9	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT YERAH BEN YOMO uni05AA	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT OLE uni05AB	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT ILUY uni05AC	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT DEHI uni05AD	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW ACCENT ZINOR uni05AE	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW MARK MASORA CIRCLE uni05AF	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT SHEVA uni05B0	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT HATAF SEGOL uni05B1	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT HATAF PATAH uni05B2	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT HATAF QAMATS uni05B3	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT HIRIQ uni05B4	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT TSERE uni05B5	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT SEGOL uni05B6	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT PATAH uni05B7	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT QAMATS uni05B8	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT HOLAM uni05B9	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT HOLAM HASER FOR VAV uni05BA	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT HOLAM HASER FOR LAMED uni05BB	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ

HEBREW POINT QUBUTS uni05BB	װ	ױ	ײ	׳	״
HEBREW POINT DAGESH OR MAPIQ uni05BC	װ	ױ	ײ	׳	״
HEBREW POINT METEG uni05BD	װ	ױ	ײ	׳	״
HEBREW PUNCTUATION MAQAF uni05BE	װ	ױ	ײ	׳	״
HEBREW POINT RAFE uni05BF	װ	ױ	ײ	׳	״
HEBREW PUNCTUATION PASEQ uni05C0	װ	ױ	ײ	׳	״
HEBREW POINT SHIN DOT uni05C1	װ	ױ	ײ	׳	״
HEBREW POINT SIN DOT uni05C2	װ	ױ	ײ	׳	״
HEBREW PUNCTUATION SOF PASUQ uni05C3	װ	ױ	ײ	׳	״
HEBREW MARK UPPER DOT uni05C4	װ	ױ	ײ	׳	״
HEBREW MARK LOWER DOT uni05C5	װ	ױ	ײ	׳	״
HEBREW PUNCTUATION NUN HAFUKHA uni05C6	װ	ױ	ײ	׳	״
HEBREW POINT QAMATS QATAN uni05C7	װ	ױ	ײ	׳	״
HEBREW LETTER ALEF uni05D0	א	א	א	א	א
HEBREW LETTER BET uni05D1	ב	ב	ב	ב	ב
HEBREW LETTER GIMEL uni05D2	ג	ג	ג	ג	ג
HEBREW LETTER DALET uni05D3	ד	ד	ד	ד	ד
HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח
HEBREW LETTER TET uni05D8	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM uni05DD	ם	ם	ם	ם	ם
HEBREW LETTER MEM uni05DE	מ	מ	מ	מ	מ



uni05DE	ⴐ	ⴑ	ⴒ	ⴓ	ⴔ
HEBREW LETTER FINAL NUN uni05DF	ⴚ	ⴛ	ⴜ	ⴝ	ⴞ
HEBREW LETTER NUN uni05E0	ⴟ	ⴠ	ⴡ	ⴢ	ⴣ
HEBREW LETTER SAMEKH uni05E1	⴦	ⴧ	⴨	⴩	⴪
HEBREW LETTER AYIN uni05E2	⴬	ⴭ	⴮	⴯	ⴰ
HEBREW LETTER FINAL PE uni05E3	ⴢ	ⴣ	ⴤ	ⴥ	⴦
HEBREW LETTER PE uni05E4	⴨	⴩	⴪	⴫	⴬
HEBREW LETTER FINAL TSADI uni05E5	ⴰ	ⴱ	ⴲ	ⴳ	ⴴ
HEBREW LETTER TSADI uni05E6	ⴶ	ⴷ	ⴸ	ⴹ	ⴺ
HEBREW LETTER QOF uni05E7	ⴼ	ⴽ	ⴾ	ⴿ	ⵀ
HEBREW LETTER RESH uni05E8	ⵀ	ⵁ	ⵂ	ⵃ	ⵄ
HEBREW LETTER SHIN uni05E9	ⵆ	ⵇ	ⵈ	ⵉ	ⵊ
HEBREW LETTER TAV uni05EA	ⵌ	ⵍ	ⵎ	ⵏ	ⵐ
HEBREW LIGATURE YIDDISH DOUBLE VAV uni05F0	ⶀ	ⶁ	ⶂ	ⶃ	ⶄ
HEBREW LIGATURE YIDDISH VAV YOD uni05F1	ⶆ	ⶇ	ⶈ	ⶉ	ⶊ
HEBREW LIGATURE YIDDISH DOUBLE YOD uni05F2	ⶌ	ⶍ	ⶎ	ⶏ	ⶐ
HEBREW PUNCTUATION GERESH uni05F3	׳	׳	׳	׳	׳
HEBREW PUNCTUATION GERSHAYIM uni05F4	״	״	״	״	״
LATIN LETTER SMALL CAPITAL A uni1D00	ⱦ	ⱦ	ⱦ	ⱦ	ⱦ
LATIN LETTER SMALL CAPITAL AE uni1D01	ⱪ	ⱪ	ⱪ	ⱪ	ⱪ
LATIN SMALL LETTER TURNED AE uni1D02	Ⱬ	Ⱬ	Ⱬ	Ⱬ	Ⱬ
LATIN LETTER SMALL CAPITAL BARRED B uni1D03	ⱬ	ⱬ	ⱬ	ⱬ	ⱬ
LATIN LETTER SMALL CAPITAL C uni1D04	Ɱ	Ɱ	Ɱ	Ɱ	Ɱ
LATIN LETTER SMALL CAPITAL D uni1D05	Ɒ	Ɒ	Ɒ	Ɒ	Ɒ
LATIN LETTER SMALL CAPITAL ETH uni1D06	Ⱳ	Ⱳ	Ⱳ	Ⱳ	Ⱳ
LATIN LETTER SMALL CAPITAL E uni1D07	ⱴ	ⱴ	ⱴ	ⱴ	ⱴ
LATIN SMALL LETTER TURNED OPEN E uni1D08	ⱶ	ⱶ	ⱶ	ⱶ	ⱶ
LATIN SMALL LETTER TURNED I uni1D09	ⱸ	ⱸ	ⱸ	ⱸ	ⱸ

LATIN LETTER SMALL CAPITAL J uni1D0A	J	J	J	J	J
LATIN LETTER SMALL CAPITAL K uni1D0B	K	K	K	K	K
LATIN LETTER SMALL CAPITAL L WITH STROKE uni1D0C	Ł	Ł	Ł	Ł	Ł
LATIN LETTER SMALL CAPITAL M uni1D0D	M	M	M	M	M
LATIN LETTER SMALL CAPITAL REVERSED N uni1D0E	Ɲ	Ɲ	Ɲ	Ɲ	Ɲ
LATIN LETTER SMALL CAPITAL O uni1D0F	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER SMALL CAPITAL OPEN O uni1D10	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SIDEWAYS O uni1D11	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SIDEWAYS OPEN O uni1D12	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SIDEWAYS O WITH STROKE uni1D13	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER TURNED OE uni1D14	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER SMALL CAPITAL OU uni1D15	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER TOP HALF O uni1D16	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER BOTTOM HALF O uni1D17	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER SMALL CAPITAL P uni1D18	P	P	P	P	P
LATIN LETTER SMALL CAPITAL REVERSED R uni1D19	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER SMALL CAPITAL TURNED R uni1D1A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER SMALL CAPITAL T uni1D1B	T	T	T	T	T
LATIN LETTER SMALL CAPITAL U uni1D1C	U	U	U	U	U
LATIN SMALL LETTER SIDEWAYS U uni1D1D	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SIDEWAYS DIAERESIZED U uni1D1E	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SIDEWAYS TURNED M uni1D1F	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER SMALL CAPITAL V uni1D20	V	V	V	V	V
LATIN LETTER SMALL CAPITAL W uni1D21	W	W	W	W	W
LATIN LETTER SMALL CAPITAL Z uni1D22	Z	Z	Z	Z	Z
LATIN LETTER SMALL CAPITAL EZH uni1D23	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER VOICED LARYNGEAL SPIRANT uni1D24	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ

LATIN LETTER AIN uni1D25	𐌆	𐌆	𐌆	𐌆	𐌆
GREEK LETTER SMALL CAPITAL GAMMA uni1D26	Γ	Γ	Γ	Γ	Γ
GREEK LETTER SMALL CAPITAL LAMDA uni1D27	Λ	Λ	Λ	Λ	Λ
GREEK LETTER SMALL CAPITAL PI uni1D28	Π	Π	Π	Π	Π
GREEK LETTER SMALL CAPITAL RHO uni1D29	Ρ	Ρ	Ρ	Ρ	Ρ
GREEK LETTER SMALL CAPITAL PSI uni1D2A	Ψ	Ψ	Ψ	Ψ	Ψ
CYRILLIC LETTER SMALL CAPITAL EL uni1D2B	Л	Л	Л	Л	Л
MODIFIER LETTER CAPITAL A uni1D2C	Ɽ	Ɽ	Ɽ	Ɽ	Ɽ
MODIFIER LETTER CAPITAL AE uni1D2D	ⱥ	ⱥ	ⱥ	ⱥ	ⱥ
MODIFIER LETTER CAPITAL B uni1D2E	ⱦ	ⱦ	ⱦ	ⱦ	ⱦ
MODIFIER LETTER CAPITAL BARRED B uni1D2F	Ⱨ	Ⱨ	Ⱨ	Ⱨ	Ⱨ
MODIFIER LETTER CAPITAL D uni1D30	ⱨ	ⱨ	ⱨ	ⱨ	ⱨ
MODIFIER LETTER CAPITAL E uni1D31	Ⱪ	Ⱪ	Ⱪ	Ⱪ	Ⱪ
MODIFIER LETTER CAPITAL REVERSED E uni1D32	ⱪ	ⱪ	ⱪ	ⱪ	ⱪ
MODIFIER LETTER CAPITAL G uni1D33	Ⱬ	Ⱬ	Ⱬ	Ⱬ	Ⱬ
MODIFIER LETTER CAPITAL H uni1D34	ⱬ	ⱬ	ⱬ	ⱬ	ⱬ
MODIFIER LETTER CAPITAL I uni1D35	Ɑ	Ɑ	Ɑ	Ɑ	Ɑ
MODIFIER LETTER CAPITAL J uni1D36	Ɱ	Ɱ	Ɱ	Ɱ	Ɱ
MODIFIER LETTER CAPITAL K uni1D37	Ɐ	Ɐ	Ɐ	Ɐ	Ɐ
MODIFIER LETTER CAPITAL L uni1D38	Ɒ	Ɒ	Ɒ	Ɒ	Ɒ
MODIFIER LETTER CAPITAL M uni1D39	ⱱ	ⱱ	ⱱ	ⱱ	ⱱ
MODIFIER LETTER CAPITAL N uni1D3A	Ⱳ	Ⱳ	Ⱳ	Ⱳ	Ⱳ
MODIFIER LETTER CAPITAL REVERSED N uni1D3B	ⱳ	ⱳ	ⱳ	ⱳ	ⱳ
MODIFIER LETTER CAPITAL O uni1D3C	ⱴ	ⱴ	ⱴ	ⱴ	ⱴ
MODIFIER LETTER CAPITAL OU uni1D3D	Ⱶ	Ⱶ	Ⱶ	Ⱶ	Ⱶ
MODIFIER LETTER CAPITAL P uni1D3E	ⱶ	ⱶ	ⱶ	ⱶ	ⱶ
MODIFIER LETTER CAPITAL R uni1D3F	ⱷ	ⱷ	ⱷ	ⱷ	ⱷ
MODIFIER LETTER CAPITAL T uni1D40	ⱸ	ⱸ	ⱸ	ⱸ	ⱸ

MODIFIER LETTER CAPITAL U uni1D40	U	U	U	U	U
MODIFIER LETTER CAPITAL U uni1D41	U	U	U	U	U
MODIFIER LETTER CAPITAL W uni1D42	W	W	W	W	W
MODIFIER LETTER SMALL A uni1D43	a	a	a	a	a
MODIFIER LETTER SMALL TURNED A uni1D44	ǣ	ǣ	ǣ	ǣ	ǣ
MODIFIER LETTER SMALL ALPHA uni1D45	ɑ	ɑ	ɑ	ɑ	ɑ
MODIFIER LETTER SMALL TURNED AE uni1D46	æ	æ	æ	æ	æ
MODIFIER LETTER SMALL B uni1D47	b	b	b	b	b
MODIFIER LETTER SMALL D uni1D48	d	d	d	d	d
MODIFIER LETTER SMALL E uni1D49	e	e	e	e	e
MODIFIER LETTER SMALL SCHWA uni1D4A	ə	ə	ə	ə	ə
MODIFIER LETTER SMALL OPEN E uni1D4B	ɛ	ɛ	ɛ	ɛ	ɛ
MODIFIER LETTER SMALL TURNED OPEN E uni1D4C	ɜ	ɜ	ɜ	ɜ	ɜ
MODIFIER LETTER SMALL G uni1D4D	g	g	g	g	g
MODIFIER LETTER SMALL TURNED I uni1D4E	!̣	!̣	!̣	!̣	!̣
MODIFIER LETTER SMALL K uni1D4F	k	k	k	k	k
MODIFIER LETTER SMALL M uni1D50	m	m	m	m	m
MODIFIER LETTER SMALL ENG uni1D51	ŋ	ŋ	ŋ	ŋ	ŋ
MODIFIER LETTER SMALL O uni1D52	o	o	o	o	o
MODIFIER LETTER SMALL OPEN O uni1D53	ɔ	ɔ	ɔ	ɔ	ɔ
MODIFIER LETTER SMALL TOP HALF O uni1D54	ʊ	ʊ	ʊ	ʊ	ʊ
MODIFIER LETTER SMALL BOTTOM HALF O uni1D55	ʌ	ʌ	ʌ	ʌ	ʌ
MODIFIER LETTER SMALL P uni1D56	p	p	p	p	p
MODIFIER LETTER SMALL T uni1D57	t	t	t	t	t
MODIFIER LETTER SMALL U uni1D58	u	u	u	u	u
MODIFIER LETTER SMALL SIDEWAYS U uni1D59	ɥ	ɥ	ɥ	ɥ	ɥ
MODIFIER LETTER SMALL TURNED M uni1D5A	ʍ	ʍ	ʍ	ʍ	ʍ
MODIFIER LETTER SMALL V uni1D5B	v	v	v	v	v

	uni1D5B				
MODIFIER LETTER SMALL AIN	𐤀	𐤁	𐤂	𐤃	𐤄
uni1D5C					
MODIFIER LETTER SMALL BETA	β	β	β	β	β
uni1D5D					
MODIFIER LETTER SMALL GREEK GAMMA	γ	γ	γ	γ	γ
uni1D5E					
MODIFIER LETTER SMALL DELTA	δ	δ	δ	δ	δ
uni1D5F					
MODIFIER LETTER SMALL GREEK PHI	φ	φ	φ	φ	φ
uni1D60					
MODIFIER LETTER SMALL CHI	χ	χ	χ	χ	χ
uni1D61					
LATIN SUBSCRIPT SMALL LETTER I	i	i	i	i	i
uni1D62					
LATIN SUBSCRIPT SMALL LETTER R	r	r	r	r	r
uni1D63					
LATIN SUBSCRIPT SMALL LETTER U	u	u	u	u	u
uni1D64					
LATIN SUBSCRIPT SMALL LETTER V	v	v	v	v	v
uni1D65					
GREEK SUBSCRIPT SMALL LETTER BETA	β	β	β	β	β
uni1D66					
GREEK SUBSCRIPT SMALL LETTER GAMMA	γ	γ	γ	γ	γ
uni1D67					
GREEK SUBSCRIPT SMALL LETTER RHO	ρ	ρ	ρ	ρ	ρ
uni1D68					
GREEK SUBSCRIPT SMALL LETTER PHI	φ	φ	φ	φ	φ
uni1D69					
GREEK SUBSCRIPT SMALL LETTER CHI	χ	χ	χ	χ	χ
uni1D6A					
LATIN SMALL LETTER UE	œ	œ	œ	œ	œ
uni1D6B					
LATIN SMALL LETTER B WITH MIDDLE TILDE	ḃ	ḃ	ḃ	ḃ	ḃ
uni1D6C					
LATIN SMALL LETTER D WITH MIDDLE TILDE	ḋ	ḋ	ḋ	ḋ	ḋ
uni1D6D					
LATIN SMALL LETTER F WITH MIDDLE TILDE	ḟ	ḟ	ḟ	ḟ	ḟ
uni1D6E					
LATIN SMALL LETTER M WITH MIDDLE TILDE	ḿ	ḿ	ḿ	ḿ	ḿ
uni1D6F					
LATIN SMALL LETTER N WITH MIDDLE TILDE	ṅ	ṅ	ṅ	ṅ	ṅ
uni1D70					
LATIN SMALL LETTER P WITH MIDDLE TILDE	ṕ	ṕ	ṕ	ṕ	ṕ
uni1D71					
LATIN SMALL LETTER R WITH MIDDLE TILDE	ṛ	ṛ	ṛ	ṛ	ṛ
uni1D72					
LATIN SMALL LETTER R WITH FISHHOOK AND MIDDLE TILDE	ṛ̣	ṛ̣	ṛ̣	ṛ̣	ṛ̣
uni1D73					
LATIN SMALL LETTER S WITH MIDDLE TILDE	ṡ	ṡ	ṡ	ṡ	ṡ
uni1D74					
LATIN SMALL LETTER T WITH MIDDLE TILDE	ṫ	ṫ	ṫ	ṫ	ṫ
uni1D75					
LATIN SMALL LETTER Z WITH MIDDLE TILDE	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ
uni1D76					

[illegible]

6	6	6	6	6
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H	H	H	H	H
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0	0	0	0	0
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th	th	th	th	th
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+	+	+	+	+
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0	0	0	0	0
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U	U	U	U	U
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⊖	⊖	⊖	⊖	⊖
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h	h	h	h	h
---	---	---	---	---

q	q	q	q	q
---	---	---	---	---

f	f	f	f	f
---	---	---	---	---

g	g	g	g	g
---	---	---	---	---

$k_j$	$k_j$	$k_j$	$k_j$	$k_j$
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1	2	3	4	5
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ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
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၇	၇	၇	၇	၇
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9 9 9 9 9

ſ	ſ	ſ	ſ	ſ
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§	§	§	§	§
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၂	၂	၂	၂	၂
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У	У	У	У	У
---	---	---	---	---

$x_j$	$x_j$	$x_j$	$x_j$	$x_j$
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ζ	ζ	ζ	ζ	ζ
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a	a	a	a	a
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q	q	q	q	q
---	---	---	---	---

q	q	q	q	q
---	---	---	---	---

LATIN SMALL LETTER E WITH RETROFLEX HOOK uni1D92	𐐡	𐐢	𐐣	𐐤	𐐥
LATIN SMALL LETTER OPEN E WITH RETROFLEX HOOK uni1D93	𐐦	𐐧	𐐨	𐐩	𐐪
LATIN SMALL LETTER REVERSED OPEN E WITH RETROFLEX HOOK uni1D94	𐐬	𐐭	𐐮	𐐯	𐐰
LATIN SMALL LETTER SCHWA WITH RETROFLEX HOOK uni1D95	𐐲	𐐳	𐐴	𐐵	𐐶
LATIN SMALL LETTER I WITH RETROFLEX HOOK uni1D96	𐐸	𐐹	𐐺	𐐻	𐐼
LATIN SMALL LETTER OPEN O WITH RETROFLEX HOOK uni1D97	𐐾	𐐿	𐑀	𐑁	𐑂
LATIN SMALL LETTER ESH WITH RETROFLEX HOOK uni1D98	𐑄	𐑅	𐑆	𐑇	𐑈
LATIN SMALL LETTER U WITH RETROFLEX HOOK uni1D99	𐑊	𐑋	𐑌	𐑍	𐑎
LATIN SMALL LETTER EZH WITH RETROFLEX HOOK uni1D9A	𐑐	𐑑	𐑒	𐑓	𐑔
MODIFIER LETTER SMALL TURNED ALPHA uni1D9B	𐑖	𐑗	𐑘	𐑙	𐑚
MODIFIER LETTER SMALL C uni1D9C	𐑜	𐑝	𐑞	𐑟	𐑠
MODIFIER LETTER SMALL C WITH CURL uni1D9D	𐑢	𐑣	𐑤	𐑥	𐑦
MODIFIER LETTER SMALL ETH uni1D9E	𐑨	𐑩	𐑪	𐑫	𐑬
MODIFIER LETTER SMALL REVERSED OPEN E uni1D9F	𐑮	𐑯	𐑰	𐑱	𐑲
MODIFIER LETTER SMALL F uni1DA0	𐑴	𐑵	𐑶	𐑷	𐑸
MODIFIER LETTER SMALL DOTLESS J WITH STROKE uni1DA1	𐑺	𐑻	𐑼	𐑽	𐑾
MODIFIER LETTER SMALL SCRIPT G uni1DA2	𐑿	𐒀	𐒁	𐒂	𐒃
MODIFIER LETTER SMALL TURNED H uni1DA3	𐒅	𐒆	𐒇	𐒈	𐒉
MODIFIER LETTER SMALL I WITH STROKE uni1DA4	𐒋	𐒌	𐒍	𐒎	𐒏
MODIFIER LETTER SMALL IOTA uni1DA5	𐒑	𐒒	𐒓	𐒔	𐒕
MODIFIER LETTER SMALL CAPITAL I uni1DA6	𐒗	𐒘	𐒙	𐒚	𐒛
MODIFIER LETTER SMALL CAPITAL I WITH STROKE uni1DA7	𐒝	𐒞	𐒟	𐒠	𐒡
MODIFIER LETTER SMALL J WITH CROSSED-TAIL uni1DA8	𐒣	𐒤	𐒥	𐒦	𐒧
MODIFIER LETTER SMALL L WITH RETROFLEX HOOK uni1DA9	𐒩	𐒪	𐒫	𐒬	𐒭
MODIFIER LETTER SMALL L WITH PALATAL HOOK uni1DAA	𐒯	𐒰	𐒱	𐒲	𐒳
MODIFIER LETTER SMALL CAPITAL L uni1DAB	𐒵	𐒶	𐒷	𐒸	𐒹
MODIFIER LETTER SMALL M WITH HOOK uni1DAC	𐒻	𐒼	𐒽	𐒾	𐒿

MODIFIER LETTER SMALL TURNED M WITH LONG LEG uni1DAD	𐍑	𐍒	𐍓	𐍔	𐍕
MODIFIER LETTER SMALL N WITH LEFT HOOK uni1DAE	𐍖	𐍗	𐍘	𐍙	𐍚
MODIFIER LETTER SMALL N WITH RETROFLEX HOOK uni1DAF	𐍛	𐍜	𐍝	𐍞	𐍟
MODIFIER LETTER SMALL CAPITAL N uni1DB0	𐍠	𐍡	𐍢	𐍣	𐍤
MODIFIER LETTER SMALL BARRED O uni1DB1	𐍥	𐍦	𐍧	𐍨	𐍩
MODIFIER LETTER SMALL PHI uni1DB2	𐍪	𐍫	𐍬	𐍭	𐍮
MODIFIER LETTER SMALL S WITH HOOK uni1DB3	𐍯	𐍰	𐍱	𐍲	𐍳
MODIFIER LETTER SMALL ESH uni1DB4	𐍴	𐍵	𐍶	𐍷	𐍸
MODIFIER LETTER SMALL T WITH PALATAL HOOK uni1DB5	𐍹	𐍺	𐍻	𐍼	𐍽
MODIFIER LETTER SMALL U BAR uni1DB6	𐍾	𐍿	𐎀	𐎁	𐎂
MODIFIER LETTER SMALL UPSILON uni1DB7	𐎃	𐎄	𐎅	𐎆	𐎇
MODIFIER LETTER SMALL CAPITAL U uni1DB8	𐎈	𐎉	𐎊	𐎋	𐎌
MODIFIER LETTER SMALL V WITH HOOK uni1DB9	𐎍	𐎎	𐎏	𐎐	𐎑
MODIFIER LETTER SMALL TURNED V uni1DBA	𐎒	𐎓	𐎔	𐎕	𐎖
MODIFIER LETTER SMALL Z uni1DBB	𐎗	𐎘	𐎙	𐎚	𐎛
MODIFIER LETTER SMALL Z WITH RETROFLEX HOOK uni1DBC	𐎜	𐎝	𐎞	𐎟	𐎠
MODIFIER LETTER SMALL Z WITH CURL uni1DBD	𐎡	𐎢	𐎣	𐎤	𐎥
MODIFIER LETTER SMALL EZH uni1DBE	𐎦	𐎧	𐎨	𐎩	𐎪
MODIFIER LETTER SMALL THETA uni1DBF	𐎫	𐎬	𐎭	𐎮	𐎯
COMBINING DOTTED GRAVE ACCENT uni1DC0	◌̥	◌̦	◌̧	◌̨	◌̩
COMBINING DOTTED ACUTE ACCENT uni1DC1	◌̪	◌̬	◌̭	◌̮	◌̯
COMBINING SNAKE BELOW uni1DC2	◌̰	◌̱	◌̲	◌̳	◌̴
COMBINING SUSPENSION MARK uni1DC3	◌̵	◌̶	◌̷	◌̸	◌̹
COMBINING MACRON-ACUTE uni1DC4	◌̺	◌̻	◌̼	◌̽	◌̾
COMBINING GRAVE-MACRON uni1DC5	◌̿	◌̀	◌͂	◌̓	◌̈́
COMBINING MACRON-GRAVE uni1DC6	◌ͅ	◌͆	◌͇	◌͈	◌͉
COMBINING ACUTE-MACRON uni1DC7	◌͊	◌͋	◌͌	◌͍	◌͎



COMBINING GRAVE-ACUTE-GRAVE uni1DC8				
COMBINING ACUTE-GRAVE-ACUTE uni1DC9	˜	˜	˜	˜
COMBINING LATIN SMALL LETTER R BELOW uni1DCA	ṙ	ṙ	ṙ	ṙ
COMBINING LEFT ARROWHEAD ABOVE uni1DFE	<	<	<	<
COMBINING RIGHT ARROWHEAD AND DOWN ARROWHEAD BELOW uni1DFF	>v	>v	>v	>v
LATIN CAPITAL LETTER A WITH RING BELOW uni1E00	Ȧ	Ȧ	Ȧ	Ȧ
LATIN SMALL LETTER A WITH RING BELOW uni1E01	ȧ	ȧ	ȧ	ȧ
LATIN CAPITAL LETTER B WITH DOT ABOVE uni1E02	Ḃ	Ḃ	Ḃ	Ḃ
LATIN SMALL LETTER B WITH DOT ABOVE uni1E03	ḃ	ḃ	ḃ	ḃ
LATIN CAPITAL LETTER B WITH DOT BELOW uni1E04	Ḅ	Ḅ	Ḅ	Ḅ
LATIN SMALL LETTER B WITH DOT BELOW uni1E05	ḅ	ḅ	ḅ	ḅ
LATIN CAPITAL LETTER B WITH LINE BELOW uni1E06	Ḇ	Ḇ	Ḇ	Ḇ
LATIN SMALL LETTER B WITH LINE BELOW uni1E07	ḇ	ḇ	ḇ	ḇ
LATIN CAPITAL LETTER C WITH CEDILLA AND ACUTE uni1E08	Ç	Ç	Ç	Ç
LATIN SMALL LETTER C WITH CEDILLA AND ACUTE uni1E09	ç	ç	ç	ç
LATIN CAPITAL LETTER D WITH DOT ABOVE uni1E0A	Ḍ	Ḍ	Ḍ	Ḍ
LATIN SMALL LETTER D WITH DOT ABOVE uni1E0B	ḍ	ḍ	ḍ	ḍ
LATIN CAPITAL LETTER D WITH DOT BELOW uni1E0C	Ḏ	Ḏ	Ḏ	Ḏ
LATIN SMALL LETTER D WITH DOT BELOW uni1E0D	ḏ	ḏ	ḏ	ḏ
LATIN CAPITAL LETTER D WITH LINE BELOW uni1E0E	Ḑ	Ḑ	Ḑ	Ḑ
LATIN SMALL LETTER D WITH LINE BELOW uni1E0F	ḑ	ḑ	ḑ	ḑ
LATIN CAPITAL LETTER D WITH CEDILLA uni1E10	Ḓ	Ḓ	Ḓ	Ḓ
LATIN SMALL LETTER D WITH CEDILLA uni1E11	ḓ	ḓ	ḓ	ḓ
LATIN CAPITAL LETTER D WITH CIRCUMFLEX BELOW uni1E12	Ḕ	Ḕ	Ḕ	Ḕ
LATIN SMALL LETTER D WITH CIRCUMFLEX BELOW uni1E13	ḕ	ḕ	ḕ	ḕ
LATIN CAPITAL LETTER E WITH MACRON AND GRAVE uni1E14	È	È	È	È
LATIN SMALL LETTER E WITH MACRON AND GRAVE uni1E15	è	è	è	è

LATIN CAPITAL LETTER E WITH MACRON AND ACUTE  
uni1E16

LATIN SMALL LETTER E WITH MACRON AND ACUTE  
uni1E17

LATIN CAPITAL LETTER E WITH CIRCUMFLEX BELOW  
uni1E18

LATIN SMALL LETTER E WITH CIRCUMFLEX BELOW  
uni1E19

LATIN CAPITAL LETTER E WITH TILDE BELOW  
uni1E1A

LATIN SMALL LETTER E WITH TILDE BELOW  
uni1E1B

LATIN CAPITAL LETTER E WITH CEDILLA AND BREVE  
uni1E1C

LATIN SMALL LETTER E WITH CEDILLA AND BREVE  
uni1E1D

LATIN CAPITAL LETTER F WITH DOT ABOVE  
uni1E1E

LATIN SMALL LETTER F WITH DOT ABOVE  
uni1E1F

LATIN CAPITAL LETTER G WITH MACRON  
uni1E20

LATIN SMALL LETTER G WITH MACRON  
uni1E21

LATIN CAPITAL LETTER H WITH DOT ABOVE  
uni1E22

LATIN SMALL LETTER H WITH DOT ABOVE  
uni1E23

LATIN CAPITAL LETTER H WITH DOT BELOW  
uni1E24

LATIN SMALL LETTER H WITH DOT BELOW  
uni1E25

LATIN CAPITAL LETTER H WITH DIAERESIS  
uni1E26

LATIN SMALL LETTER H WITH DIAERESIS  
uni1E27

LATIN CAPITAL LETTER H WITH CEDILLA  
uni1E28

LATIN SMALL LETTER H WITH CEDILLA  
uni1E29

LATIN CAPITAL LETTER H WITH BREVE BELOW  
uni1E2A

LATIN SMALL LETTER H WITH BREVE BELOW  
uni1E2B

LATIN CAPITAL LETTER I WITH TILDE BELOW  
uni1E2C

LATIN SMALL LETTER I WITH TILDE BELOW  
uni1E2D

LATIN CAPITAL LETTER I WITH DIAERESIS AND ACUTE  
uni1E2E

LATIN SMALL LETTER I WITH DIAERESIS AND ACUTE  
uni1E2F

LATIN CAPITAL LETTER K WITH ACUTE  
uni1E30

LATIN SMALL LETTER K WITH ACUTE

É	É	É	É	É
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uni1E31

LATIN CAPITAL LETTER K WITH DOT BELOW  
uni1E32

LATIN SMALL LETTER K WITH DOT BELOW  
uni1E33

LATIN CAPITAL LETTER K WITH LINE BELOW  
uni1E34

LATIN SMALL LETTER K WITH LINE BELOW  
uni1E35

LATIN CAPITAL LETTER L WITH DOT BELOW  
uni1E36

LATIN SMALL LETTER L WITH DOT BELOW  
uni1E37

LATIN CAPITAL LETTER L WITH DOT BELOW AND  
MACRON  
uni1E38

LATIN SMALL LETTER L WITH DOT BELOW AND MACRON  
uni1E39

LATIN CAPITAL LETTER L WITH LINE BELOW  
uni1E3A

LATIN SMALL LETTER L WITH LINE BELOW  
uni1E3B

LATIN CAPITAL LETTER L WITH CIRCUMFLEX BELOW  
uni1E3C

LATIN SMALL LETTER L WITH CIRCUMFLEX BELOW  
uni1E3D

LATIN CAPITAL LETTER M WITH ACUTE  
uni1E3E

LATIN SMALL LETTER M WITH ACUTE  
uni1E3F

LATIN CAPITAL LETTER M WITH DOT ABOVE  
uni1E40

LATIN SMALL LETTER M WITH DOT ABOVE  
uni1E41

LATIN CAPITAL LETTER M WITH DOT BELOW  
uni1E42

LATIN SMALL LETTER M WITH DOT BELOW  
uni1E43

LATIN CAPITAL LETTER N WITH DOT ABOVE  
uni1E44

LATIN SMALL LETTER N WITH DOT ABOVE  
uni1E45

LATIN CAPITAL LETTER N WITH DOT BELOW  
uni1E46

LATIN SMALL LETTER N WITH DOT BELOW  
uni1E47

LATIN CAPITAL LETTER N WITH LINE BELOW  
uni1E48

LATIN SMALL LETTER N WITH LINE BELOW  
uni1E49

LATIN CAPITAL LETTER N WITH CIRCUMFLEX BELOW  
uni1E4A

LATIN SMALL LETTER N WITH CIRCUMFLEX BELOW  
uni1E4B

LATIN CAPITAL LETTER O WITH TILDE AND ACUTE

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uni1E4C

LATIN SMALL LETTER O WITH TILDE AND ACUTE  
uni1E4D

LATIN CAPITAL LETTER O WITH TILDE AND DIAERESIS  
uni1E4E

LATIN SMALL LETTER O WITH TILDE AND DIAERESIS  
uni1E4F

LATIN CAPITAL LETTER O WITH MACRON AND GRAVE  
uni1E50

LATIN SMALL LETTER O WITH MACRON AND GRAVE  
uni1E51

LATIN CAPITAL LETTER O WITH MACRON AND ACUTE  
uni1E52

LATIN SMALL LETTER O WITH MACRON AND ACUTE  
uni1E53

LATIN CAPITAL LETTER P WITH ACUTE  
uni1E54

LATIN SMALL LETTER P WITH ACUTE  
uni1E55

LATIN CAPITAL LETTER P WITH DOT ABOVE  
uni1E56

LATIN SMALL LETTER P WITH DOT ABOVE  
uni1E57

LATIN CAPITAL LETTER R WITH DOT ABOVE  
uni1E58

LATIN SMALL LETTER R WITH DOT ABOVE  
uni1E59

LATIN CAPITAL LETTER R WITH DOT BELOW  
uni1E5A

LATIN SMALL LETTER R WITH DOT BELOW  
uni1E5B

LATIN CAPITAL LETTER R WITH DOT BELOW AND  
MACRON  
uni1E5C

LATIN SMALL LETTER R WITH DOT BELOW AND  
MACRON  
uni1E5D

LATIN CAPITAL LETTER R WITH LINE BELOW  
uni1E5E

LATIN SMALL LETTER R WITH LINE BELOW  
uni1E5F

LATIN CAPITAL LETTER S WITH DOT ABOVE  
uni1E60

LATIN SMALL LETTER S WITH DOT ABOVE  
uni1E61LATIN CAPITAL LETTER S WITH DOT BELOW  
uni1E62LATIN SMALL LETTER S WITH DOT BELOW  
uni1F63

LATIN CAPITAL LETTER S WITH ACUTE AND DOT ABOVE  
uni1E64

LATIN SMALL LETTER S WITH ACUTE AND DOT ABOVE  
uni1E65LATIN CAPITAL LETTER S WITH CARON AND DOT ABOVE  
uni1E66[illegible]

LATIN SMALL LETTER S WITH CARON AND DOT ABOVE  
uni1E67

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LATIN CAPITAL LETTER S WITH DOT BELOW AND DOT ABOVE  
uni1E68

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LATIN SMALL LETTER S WITH DOT BELOW AND DOT ABOVE  
uni1E69

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LATIN CAPITAL LETTER T WITH DOT ABOVE  
uni1E6A

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LATIN SMALL LETTER T WITH DOT ABOVE  
uni1E6B

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LATIN CAPITAL LETTER T WITH DOT BELOW  
uni1E6C

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LATIN SMALL LETTER T WITH DOT BELOW  
uni1E6D

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LATIN CAPITAL LETTER T WITH LINE BELOW  
uni1E6E

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LATIN SMALL LETTER T WITH LINE BELOW  
uni1E6F

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LATIN CAPITAL LETTER T WITH CIRCUMFLEX BELOW  
uni1E70

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LATIN SMALL LETTER T WITH CIRCUMFLEX BELOW  
uni1E71

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LATIN CAPITAL LETTER U WITH DIAERESIS BELOW  
uni1E72

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LATIN SMALL LETTER U WITH DIAERESIS BELOW  
uni1E73

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LATIN CAPITAL LETTER U WITH TILDE BELOW  
uni1E74

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LATIN SMALL LETTER U WITH TILDE BELOW  
uni1E75

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LATIN CAPITAL LETTER U WITH CIRCUMFLEX BELOW  
uni1E76

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LATIN SMALL LETTER U WITH CIRCUMFLEX BELOW  
uni1E77

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LATIN CAPITAL LETTER U WITH TILDE AND ACUTE  
uni1E78

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LATIN SMALL LETTER U WITH TILDE AND ACUTE  
uni1E79

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LATIN CAPITAL LETTER U WITH MACRON AND DIAERESIS  
uni1E7A

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LATIN SMALL LETTER U WITH MACRON AND DIAERESIS  
uni1E7B

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LATIN CAPITAL LETTER V WITH TILDE  
uni1E7C

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LATIN SMALL LETTER V WITH TILDE  
uni1E7D

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LATIN CAPITAL LETTER V WITH DOT BELOW  
uni1E7E

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LATIN SMALL LETTER V WITH DOT BELOW  
uni1E7F

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LATIN CAPITAL LETTER W WITH GRAVE  
uni1E80

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LATIN SMALL LETTER W WITH GRAVE

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LATIN SMALL LETTER W WITH GRAVE uni1E81	ŵ	ŵ	ŵ	ŵ	ŵ
LATIN CAPITAL LETTER W WITH ACUTE uni1E82	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ
LATIN SMALL LETTER W WITH ACUTE uni1E83	ŵ	ŵ	ŵ	ŵ	ŵ
LATIN CAPITAL LETTER W WITH DIAERESIS uni1E84	Ẃ	Ẃ	Ẃ	Ẃ	Ẃ
LATIN SMALL LETTER W WITH DIAERESIS uni1E85	ẃ	ẃ	ẃ	ẃ	ẃ
LATIN CAPITAL LETTER W WITH DOT ABOVE uni1E86	Ẅ	Ẅ	Ẅ	Ẅ	Ẅ
LATIN SMALL LETTER W WITH DOT ABOVE uni1E87	ẅ	ẅ	ẅ	ẅ	ẅ
LATIN CAPITAL LETTER W WITH DOT BELOW uni1E88	Ẇ	Ẇ	Ẇ	Ẇ	Ẇ
LATIN SMALL LETTER W WITH DOT BELOW uni1E89	ẇ	ẇ	ẇ	ẇ	ẇ
LATIN CAPITAL LETTER X WITH DOT ABOVE uni1E8A	Ẋ	Ẋ	Ẋ	Ẋ	Ẋ
LATIN SMALL LETTER X WITH DOT ABOVE uni1E8B	ẋ	ẋ	ẋ	ẋ	ẋ
LATIN CAPITAL LETTER X WITH DIAERESIS uni1E8C	Ẍ	Ẍ	Ẍ	Ẍ	Ẍ
LATIN SMALL LETTER X WITH DIAERESIS uni1E8D	ẍ	ẍ	ẍ	ẍ	ẍ
LATIN CAPITAL LETTER Y WITH DOT ABOVE uni1E8E	Ỳ	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER Y WITH DOT ABOVE uni1E8F	ỳ	ỳ	ỳ	ỳ	ỳ
LATIN CAPITAL LETTER Z WITH CIRCUMFLEX uni1E90	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ
LATIN SMALL LETTER Z WITH CIRCUMFLEX uni1E91	ẑ	ẑ	ẑ	ẑ	ẑ
LATIN CAPITAL LETTER Z WITH DOT BELOW uni1E92	Ẓ	Ẓ	Ẓ	Ẓ	Ẓ
LATIN SMALL LETTER Z WITH DOT BELOW uni1E93	ẓ	ẓ	ẓ	ẓ	ẓ
LATIN CAPITAL LETTER Z WITH LINE BELOW uni1E94	Ẕ	Ẕ	Ẕ	Ẕ	Ẕ
LATIN SMALL LETTER Z WITH LINE BELOW uni1E95	ẕ	ẕ	ẕ	ẕ	ẕ
LATIN SMALL LETTER H WITH LINE BELOW uni1E96	ħ	ħ	ħ	ħ	ħ
LATIN SMALL LETTER T WITH DIAERESIS uni1E97	ţ	ţ	ţ	ţ	ţ
LATIN SMALL LETTER W WITH RING ABOVE uni1E98	Ẅ	Ẅ	Ẅ	Ẅ	Ẅ
LATIN SMALL LETTER Y WITH RING ABOVE uni1E99	Ỳ	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER A WITH RIGHT HALF RING uni1E9A	ǎ	ǎ	ǎ	ǎ	ǎ
LATIN SMALL LETTER LONG S WITH DOT ABOVE uni1E9B	ẛ	ẛ	ẛ	ẛ	ẛ
LATIN CAPITAL LETTER SHARP S uni1E9C	ß	ß	ß	ß	ß

LATIN CAPITAL LETTER A WITH DOT BELOW	uni1EA0	À	À	À	À	À
LATIN SMALL LETTER A WITH DOT BELOW	uni1EA1	à	à	à	à	à
LATIN CAPITAL LETTER A WITH HOOK ABOVE	uni1EA2	Ả	Ả	Ả	Ả	Ả
LATIN SMALL LETTER A WITH HOOK ABOVE	uni1EA3	ả	ả	ả	ả	ả
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND ACUTE	uni1EA4	Ã	Ã	Ã	Ã	Ã
LATIN SMALL LETTER A WITH CIRCUMFLEX AND ACUTE	uni1EA5	ã	ã	ã	ã	ã
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND GRAVE	uni1EA6	Ä	Ä	Ä	Ä	Ä
LATIN SMALL LETTER A WITH CIRCUMFLEX AND GRAVE	uni1EA7	ä	ä	ä	ä	ä
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND HOOK ABOVE	uni1EA8	Ȧ	Ȧ	Ȧ	Ȧ	Ȧ
LATIN SMALL LETTER A WITH CIRCUMFLEX AND HOOK ABOVE	uni1EA9	ȧ	ȧ	ȧ	ȧ	ȧ
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND TILDE	uni1EAA	Ⱥ	Ⱥ	Ⱥ	Ⱥ	Ⱥ
LATIN SMALL LETTER A WITH CIRCUMFLEX AND TILDE	uni1EAB	Ȼ	Ȼ	Ȼ	Ȼ	Ȼ
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND DOT BELOW	uni1EAC	Ạ	Ạ	Ạ	Ạ	Ạ
LATIN SMALL LETTER A WITH CIRCUMFLEX AND DOT BELOW	uni1EAD	ạ	ạ	ạ	ạ	ạ
LATIN CAPITAL LETTER A WITH BREVE AND ACUTE	uni1EAE	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH BREVE AND ACUTE	uni1EAF	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER A WITH BREVE AND GRAVE	uni1EB0	Ȧ	Ȧ	Ȧ	Ȧ	Ȧ
LATIN SMALL LETTER A WITH BREVE AND GRAVE	uni1EB1	ȧ	ȧ	ȧ	ȧ	ȧ
LATIN CAPITAL LETTER A WITH BREVE AND HOOK ABOVE	uni1EB2	Ȧ	Ȧ	Ȧ	Ȧ	Ȧ
LATIN SMALL LETTER A WITH BREVE AND HOOK ABOVE	uni1EB3	ȧ	ȧ	ȧ	ȧ	ȧ
LATIN CAPITAL LETTER A WITH BREVE AND TILDE	uni1EB4	Ⱥ	Ⱥ	Ⱥ	Ⱥ	Ⱥ
LATIN SMALL LETTER A WITH BREVE AND TILDE	uni1EB5	Ȼ	Ȼ	Ȼ	Ȼ	Ȼ
LATIN CAPITAL LETTER A WITH BREVE AND DOT BELOW	uni1EB6	Ạ	Ạ	Ạ	Ạ	Ạ
LATIN SMALL LETTER A WITH BREVE AND DOT BELOW	uni1EB7	ạ	ạ	ạ	ạ	ạ
LATIN CAPITAL LETTER E WITH DOT BELOW		Ǝ	Ǝ	Ǝ	Ǝ	Ǝ

	uni1EB8	•	•	•	•
LATIN SMALL LETTER E WITH DOT BELOW	uni1EB9	ẹ	ẹ	ẹ	ẹ
LATIN CAPITAL LETTER E WITH HOOK ABOVE	uni1EBA	Ẹ	Ẹ	Ẹ	Ẹ
LATIN SMALL LETTER E WITH HOOK ABOVE	uni1EBB	ẹ	ẹ	ẹ	ẹ
LATIN CAPITAL LETTER E WITH TILDE	uni1EBC	Ẽ	Ẽ	Ẽ	Ẽ
LATIN SMALL LETTER E WITH TILDE	uni1EBD	ẽ	ẽ	ẽ	ẽ
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND ACUTE	uni1EBE	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND ACUTE	uni1EBF	ê	ê	ê	ê
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND GRAVE	uni1EC0	È	È	È	È
LATIN SMALL LETTER E WITH CIRCUMFLEX AND GRAVE	uni1EC1	è	è	è	è
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND HOOK ABOVE	uni1EC2	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND HOOK ABOVE	uni1EC3	ê	ê	ê	ê
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND TILDE	uni1EC4	Ẽ	Ẽ	Ẽ	Ẽ
LATIN SMALL LETTER E WITH CIRCUMFLEX AND TILDE	uni1EC5	ẽ	ẽ	ẽ	ẽ
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND DOT BELOW	uni1EC6	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND DOT BELOW	uni1EC7	ê	ê	ê	ê
LATIN CAPITAL LETTER I WITH HOOK ABOVE	uni1EC8	Ỉ	Ỉ	Ỉ	Ỉ
LATIN SMALL LETTER I WITH HOOK ABOVE	uni1EC9	ỉ	ỉ	ỉ	ỉ
LATIN CAPITAL LETTER I WITH DOT BELOW	uni1ECA	Ị	Ị	Ị	Ị
LATIN SMALL LETTER I WITH DOT BELOW	uni1ECB	ị	ị	ị	ị
LATIN CAPITAL LETTER O WITH DOT BELOW	uni1ECC	Ọ	Ọ	Ọ	Ọ
LATIN SMALL LETTER O WITH DOT BELOW	uni1ECD	ọ	ọ	ọ	ọ
LATIN CAPITAL LETTER O WITH HOOK ABOVE	uni1ECE	Ỏ	Ỏ	Ỏ	Ỏ
LATIN SMALL LETTER O WITH HOOK ABOVE	uni1ECF	ỏ	ỏ	ỏ	ỏ
LATIN CAPITAL LETTER O WITH CIRCUMFLEX AND ACUTE	uni1ED0	Õ	Õ	Õ	Õ
LATIN SMALL LETTER O WITH CIRCUMFLEX AND ACUTE		õ	õ	õ	õ



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LATIN SMALL LETTER U WITH HORN AND GRAVE uni1EEB	Ùʘ	Ùʘ	Ùʘ	Ùʘ	Ùʘ
LATIN CAPITAL LETTER U WITH HORN AND HOOK ABOVE uni1EEC	Ûʘ	Ûʘ	Ûʘ	Ûʘ	Ûʘ
LATIN SMALL LETTER U WITH HORN AND HOOK ABOVE uni1EED	Ùʘ̃	Ùʘ̃	Ùʘ̃	Ùʘ̃	Ùʘ̃
LATIN CAPITAL LETTER U WITH HORN AND TILDE uni1EEE	Ûʘ̃	Ûʘ̃	Ûʘ̃	Ûʘ̃	Ûʘ̃
LATIN SMALL LETTER U WITH HORN AND TILDE uni1EEF	ũʘ̃	ũʘ̃	ũʘ̃	ũʘ̃	ũʘ̃
LATIN CAPITAL LETTER U WITH HORN AND DOT BELOW uni1EF0	Ùʘ̣	Ùʘ̣	Ùʘ̣	Ùʘ̣	Ùʘ̣
LATIN SMALL LETTER U WITH HORN AND DOT BELOW uni1EF1	ũʘ̣	ũʘ̣	ũʘ̣	ũʘ̣	ũʘ̣
LATIN CAPITAL LETTER Y WITH GRAVE uni1EF2	Ỳ	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER Y WITH GRAVE uni1EF3	ỳ	ỳ	ỳ	ỳ	ỳ
LATIN CAPITAL LETTER Y WITH DOT BELOW uni1EF4	Ỵ̀	Ỵ̀	Ỵ̀	Ỵ̀	Ỵ̀
LATIN SMALL LETTER Y WITH DOT BELOW uni1EF5	ỵ̀	ỵ̀	ỵ̀	ỵ̀	ỵ̀
LATIN CAPITAL LETTER Y WITH HOOK ABOVE uni1EF6	Ỳ̃	Ỳ̃	Ỳ̃	Ỳ̃	Ỳ̃
LATIN SMALL LETTER Y WITH HOOK ABOVE uni1EF7	ỳ̃	ỳ̃	ỳ̃	ỳ̃	ỳ̃
LATIN CAPITAL LETTER Y WITH TILDE uni1EF8	Ỹ	Ỹ	Ỹ	Ỹ	Ỹ
LATIN SMALL LETTER Y WITH TILDE uni1EF9	ỹ	ỹ	ỹ	ỹ	ỹ
GREEK SMALL LETTER ALPHA WITH PSILI uni1F00	ᾀ	ᾀ	ᾀ	ᾀ	ᾀ
GREEK SMALL LETTER ALPHA WITH DASIA uni1F01	ᾁ	ᾁ	ᾁ	ᾁ	ᾁ
GREEK SMALL LETTER ALPHA WITH PSILI AND VARIA uni1F02	ᾂ	ᾂ	ᾂ	ᾂ	ᾂ
GREEK SMALL LETTER ALPHA WITH DASIA AND VARIA uni1F03	ᾃ	ᾃ	ᾃ	ᾃ	ᾃ
GREEK SMALL LETTER ALPHA WITH PSILI AND OXIA uni1F04	ᾄ	ᾄ	ᾄ	ᾄ	ᾄ
GREEK SMALL LETTER ALPHA WITH DASIA AND OXIA uni1F05	ᾅ	ᾅ	ᾅ	ᾅ	ᾅ
GREEK SMALL LETTER ALPHA WITH PSILI AND PERISPOMENI uni1F06	ᾆ	ᾆ	ᾆ	ᾆ	ᾆ
GREEK SMALL LETTER ALPHA WITH DASIA AND PERISPOMENI uni1F07	ᾇ	ᾇ	ᾇ	ᾇ	ᾇ
GREEK CAPITAL LETTER ALPHA WITH PSILI uni1F08	Ἀ	Ἀ	Ἀ	Ἀ	Ἀ
GREEK CAPITAL LETTER ALPHA WITH DASIA uni1F09	Ἀ	Ἀ	Ἀ	Ἀ	Ἀ
GREEK CAPITAL LETTER ALPHA WITH PSILI AND VARIA uni1FOA	Ἀ	Ἀ	Ἀ	Ἀ	Ἀ
	Ἀ	Ἀ	Ἀ	Ἀ	Ἀ

GREEK CAPITAL LETTER ALPHA WITH DASIA AND VARIA  
uni1F0B

GREEK CAPITAL LETTER ALPHA WITH PSILI AND OXIA  
uni1F0C

GREEK CAPITAL LETTER ALPHA WITH DASIA AND OXIA  
uni1F0D

GREEK CAPITAL LETTER ALPHA WITH PSILI AND  
PERISPOMENI  
uni1F0E

GREEK CAPITAL LETTER ALPHA WITH DASIA AND  
PERISPOMENI  
uni1F0F

GREEK SMALL LETTER EPSILON WITH PSILI  
uni1F10

GREEK SMALL LETTER EPSILON WITH DASIA  
uni1F11

GREEK SMALL LETTER EPSILON WITH PSILI AND VARIA  
uni1F12

GREEK SMALL LETTER EPSILON WITH DASIA AND VARIA  
uni1F13

GREEK SMALL LETTER EPSILON WITH PSILI AND OXIA  
uni1F14

GREEK SMALL LETTER EPSILON WITH DASIA AND OXIA  
uni1F15

GREEK CAPITAL LETTER EPSILON WITH PSILI  
uni1F18

GREEK CAPITAL LETTER EPSILON WITH DASIA  
uni1F19

GREEK CAPITAL LETTER EPSILON WITH PSILI AND  
VARIA  
uni1F1A

GREEK CAPITAL LETTER EPSILON WITH DASIA AND  
VARIA  
uni1F1B

GREEK CAPITAL LETTER EPSILON WITH PSILI AND OXIA  
uni1F1C

GREEK CAPITAL LETTER EPSILON WITH DASIA AND  
OXIA  
uni1F1D

GREEK SMALL LETTER ETA WITH PSILI  
uni1F20

GREEK SMALL LETTER ETA WITH DASIA  
uni1F21

GREEK SMALL LETTER ETA WITH PSILI AND VARIA  
uni1F22

GREEK SMALL LETTER ETA WITH DASIA AND VARIA  
uni1F23

GREEK SMALL LETTER ETA WITH PSILI AND OXIA  
uni1F24

GREEK SMALL LETTER ETA WITH DASIA AND OXIA  
uni1F25

GREEK SMALL LETTER ETA WITH PSILI AND  
PERISPOMENI  
uni1F26

GREEK SMALL LETTER ETA WITH DASIA AND  
PERISPOMENI  
uni1F27

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GREEK CAPITAL LETTER ETA WITH PSILI uni1F28	Ἠ	Ἡ	Ἢ	Ἣ	Ἤ
GREEK CAPITAL LETTER ETA WITH DASIA uni1F29	Ἠ̂	Ἡ̂	Ἢ̂	Ἣ̂	Ἤ̂
GREEK CAPITAL LETTER ETA WITH PSILI AND VARIA uni1F2A	Ἠ̃	Ἡ̃	Ἢ̃	Ἣ̃	Ἤ̃
GREEK CAPITAL LETTER ETA WITH DASIA AND VARIA uni1F2B	Ἠ̂̃	Ἡ̂̃	Ἢ̂̃	Ἣ̂̃	Ἤ̂̃
GREEK CAPITAL LETTER ETA WITH PSILI AND OXIA uni1F2C	Ἠ̇	Ἡ̇	Ἢ̇	Ἣ̇	Ἤ̇
GREEK CAPITAL LETTER ETA WITH DASIA AND OXIA uni1F2D	Ἠ̂̇	Ἡ̂̇	Ἢ̂̇	Ἣ̂̇	Ἤ̂̇
GREEK CAPITAL LETTER ETA WITH PSILI AND PERISPOMENI uni1F2E	Ἠ̃̄	Ἡ̃̄	Ἢ̃̄	Ἣ̃̄	Ἤ̃̄
GREEK CAPITAL LETTER ETA WITH DASIA AND PERISPOMENI uni1F2F	Ἠ̂̃̄	Ἡ̂̃̄	Ἢ̂̃̄	Ἣ̂̃̄	Ἤ̂̃̄
GREEK SMALL LETTER IOTA WITH PSILI uni1F30	ἰ	ἱ	ἲ	ἳ	ἴ
GREEK SMALL LETTER IOTA WITH DASIA uni1F31	ἰ̂	ἱ̂	ἲ̂	ἳ̂	ἴ̂
GREEK SMALL LETTER IOTA WITH PSILI AND VARIA uni1F32	ἰ̃	ἱ̃	ἲ̃	ἳ̃	ἴ̃
GREEK SMALL LETTER IOTA WITH DASIA AND VARIA uni1F33	ἰ̂̃	ἱ̂̃	ἲ̂̃	ἳ̂̃	ἴ̂̃
GREEK SMALL LETTER IOTA WITH PSILI AND OXIA uni1F34	ἰ̇	ἱ̇	ἲ̇	ἳ̇	ἴ̇
GREEK SMALL LETTER IOTA WITH DASIA AND OXIA uni1F35	ἰ̂̇	ἱ̂̇	ἲ̂̇	ἳ̂̇	ἴ̂̇
GREEK SMALL LETTER IOTA WITH PSILI AND PERISPOMENI uni1F36	ἰ̃̄	ἱ̃̄	ἲ̃̄	ἳ̃̄	ἴ̃̄
GREEK SMALL LETTER IOTA WITH DASIA AND PERISPOMENI uni1F37	ἰ̂̃̄	ἱ̂̃̄	ἲ̂̃̄	ἳ̂̃̄	ἴ̂̃̄
GREEK CAPITAL LETTER IOTA WITH PSILI uni1F38	Ἰ	Ἱ	Ἲ	Ἳ	Ἴ
GREEK CAPITAL LETTER IOTA WITH DASIA uni1F39	Ἰ̂	Ἱ̂	Ἲ̂	Ἳ̂	Ἴ̂
GREEK CAPITAL LETTER IOTA WITH PSILI AND VARIA uni1F3A	Ἰ̃	Ἱ̃	Ἲ̃	Ἳ̃	Ἴ̃
GREEK CAPITAL LETTER IOTA WITH DASIA AND VARIA uni1F3B	Ἰ̂̃	Ἱ̂̃	Ἲ̂̃	Ἳ̂̃	Ἴ̂̃
GREEK CAPITAL LETTER IOTA WITH PSILI AND OXIA uni1F3C	Ἰ̇	Ἱ̇	Ἲ̇	Ἳ̇	Ἴ̇
GREEK CAPITAL LETTER IOTA WITH DASIA AND OXIA uni1F3D	Ἰ̂̇	Ἱ̂̇	Ἲ̂̇	Ἳ̂̇	Ἴ̂̇
GREEK CAPITAL LETTER IOTA WITH PSILI AND PERISPOMENI uni1F3E	Ἰ̃̄	Ἱ̃̄	Ἲ̃̄	Ἳ̃̄	Ἴ̃̄
GREEK CAPITAL LETTER IOTA WITH DASIA AND PERISPOMENI uni1F3F	Ἰ̂̃̄	Ἱ̂̃̄	Ἲ̂̃̄	Ἳ̂̃̄	Ἴ̂̃̄
GREEK SMALL LETTER OMICRON WITH PSILI uni1F40	ὀ	ὁ	ὂ	ὃ	ὄ
GREEK SMALL LETTER OMICRON WITH DASIA uni1F41	ὀ̂	ὁ̂	ὂ̂	ὃ̂	ὄ̂

uni1F41

GREEK SMALL LETTER OMICRON WITH PSILI AND VARIA  
uni1F42

GREEK SMALL LETTER OMICRON WITH DASIA AND  
VARIA  
uni1F43

GREEK SMALL LETTER OMICRON WITH PSILI AND OXIA  
uni1F44

GREEK SMALL LETTER OMICRON WITH DASIA AND OXIA  
uni1F45

GREEK CAPITAL LETTER OMICRON WITH PSILI  
uni1F48

GREEK CAPITAL LETTER OMICRON WITH DASIA  
uni1F49

GREEK CAPITAL LETTER OMICRON WITH PSILI AND  
VARIA  
uni1F4A

GREEK CAPITAL LETTER OMICRON WITH DASIA AND  
VARIA  
uni1F4B

GREEK CAPITAL LETTER OMICRON WITH PSILI AND  
OXIA  
uni1F4C

GREEK CAPITAL LETTER OMICRON WITH DASIA AND  
OXIA  
uni1F4D

GREEK SMALL LETTER UPSILON WITH PSILI  
uni1F50

GREEK SMALL LETTER UPSILON WITH DASIA  
uni1F51

GREEK SMALL LETTER UPSILON WITH PSILI AND VARIA  
uni1F52

GREEK SMALL LETTER UPSILON WITH DASIA AND VARIA  
uni1F53

GREEK SMALL LETTER UPSILON WITH PSILI AND OXIA  
uni1F54

GREEK SMALL LETTER UPSILON WITH DASIA AND OXIA  
uni1F55

GREEK SMALL LETTER UPSILON WITH PSILI AND  
PERISPOMENI  
uni1F56

GREEK SMALL LETTER UPSILON WITH DASIA AND  
PERISPOMENI  
uni1F57

GREEK CAPITAL LETTER UPSILON WITH DASIA  
uni1F59

GREEK CAPITAL LETTER UPSILON WITH DASIA AND  
VARIA  
uni1F5B

GREEK CAPITAL LETTER UPSILON WITH DASIA AND  
OXIA  
uni1F5D

GREEK CAPITAL LETTER UPSILON WITH DASIA AND  
PERISPOMENI  
uni1F5F

GREEK SMALL LETTER OMEGA WITH PSILI  
uni1F60

GREEK SMALL LETTER OMEGA WITH DASIA

uni1f61

GREEK SMALL LETTER OMEGA WITH PSILI AND VARIA  
uni1F62

GREEK SMALL LETTER OMEGA WITH DASIA AND VARIA  
uni1F63

GREEK SMALL LETTER OMEGA WITH PSILI AND OXIA  
uni1F64

GREEK SMALL LETTER OMEGA WITH DASIA AND OXIA  
uni1F65

GREEK SMALL LETTER OMEGA WITH PSILI AND  
PERISPOMENI  
uni1F66

GREEK SMALL LETTER OMEGA WITH DASIA AND  
PERISPOMENI  
uni1F67

GREEK CAPITAL LETTER OMEGA WITH PSILI  
uni1F68

GREEK CAPITAL LETTER OMEGA WITH DASIA  
uni1F69

GREEK CAPITAL LETTER OMEGA WITH PSILI AND VARIA  
uni1F6A

GREEK CAPITAL LETTER OMEGA WITH DASIA AND  
VARIA  
uni1F6B

GREEK CAPITAL LETTER OMEGA WITH PSILI AND OXIA  
uni1F6C

GREEK CAPITAL LETTER OMEGA WITH DASIA AND OXIA  
uni1F6D

GREEK CAPITAL LETTER OMEGA WITH PSILI AND  
PERISPOMENI  
uni1F6E

GREEK CAPITAL LETTER OMEGA WITH DASIA AND  
PERISPOMENI  
uni1F6F

GREEK SMALL LETTER ALPHA WITH VARIA  
uni1F70

GREEK SMALL LETTER ALPHA WITH OXIA  
uni1F71

GREEK SMALL LETTER EPSILON WITH VARIA  
uni1E72

GREEK SMALL LETTER EPSILON WITH OXIA  
uni1F73

GREEK SMALL LETTER ETA WITH VARIATION SELECTOR-1  
uni1F74

GREEK SMALL LETTER ETA WITH OXIA  
uni1F75

GREEK SMALL LETTER IOTA WITH VARIA  
uni1F76

GREEK SMALL LETTER IOTA WITH OXIA  
uni1E77

GREEK SMALL LETTER OMICRON WITH VARIA  
uni1E78

GREEK SMALL LETTER OMICRON WITH OXIA  
uni1E79

GREEK SMALL LETTER UPSILON WITH VARIA  
uni1E7A

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GREEK SMALL LETTER UPSILON WITH OXIA  
uni1F7B

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GREEK SMALL LETTER OMEGA WITH VARIA  
uni1F7C

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GREEK SMALL LETTER OMEGA WITH OXIA  
uni1F7D

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GREEK SMALL LETTER ALPHA WITH PSILI AND  
YPOGEGRAMMENI  
uni1F80

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GREEK SMALL LETTER ALPHA WITH DASIA AND  
YPOGEGRAMMENI  
uni1F81

ᾀ ᾁ ᾂ ᾃ ᾄ

GREEK SMALL LETTER ALPHA WITH PSILI AND VARIA  
AND YPOGEGRAMMENI  
uni1F82

ᾀ ᾁ ᾂ ᾃ ᾄ

GREEK SMALL LETTER ALPHA WITH DASIA AND VARIA  
AND YPOGEGRAMMENI  
uni1F83

ᾀ ᾁ ᾂ ᾃ ᾄ

GREEK SMALL LETTER ALPHA WITH PSILI AND OXIA  
AND YPOGEGRAMMENI  
uni1F84

ᾀ ᾁ ᾂ ᾃ ᾄ

GREEK SMALL LETTER ALPHA WITH DASIA AND OXIA  
AND YPOGEGRAMMENI  
uni1F85

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GREEK SMALL LETTER ALPHA WITH PSILI AND  
PERISPOMENI AND YPOGEGRAMMENI  
uni1F86

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GREEK SMALL LETTER ALPHA WITH DASIA AND  
PERISPOMENI AND YPOGEGRAMMENI  
uni1F87

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND  
PROSGEGRAMMENI  
uni1F88

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND  
PROSGEGRAMMENI  
uni1F89

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND VARIA  
AND PROSGEGRAMMENI  
uni1F8A

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND VARIA  
AND PROSGEGRAMMENI  
uni1F8B

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND OXIA  
AND PROSGEGRAMMENI  
uni1F8C

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND OXIA  
AND PROSGEGRAMMENI  
uni1F8D

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND  
PERISPOMENI AND PROSGEGRAMMENI  
uni1F8E

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND  
PERISPOMENI AND PROSGEGRAMMENI  
uni1F8F

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GREEK SMALL LETTER ETA WITH PSILI AND  
YPOGEGRAMMENI  
uni1F90

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GREEK SMALL LETTER ETA WITH DASIA AND  
YPOGEGRAMMENI  
uni1F91

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GREEK SMALL LETTER ETA WITH PSILI AND VARIA AND  
YPOGEGRAMMENI

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YPOGEGRAMMENI  
uni1F92

GREEK SMALL LETTER ETA WITH DASIA AND VARIA AND  
YPOGEGRAMMENI  
uni1F93

GREEK SMALL LETTER ETA WITH PSILI AND OXIA AND  
YPOGEGRAMMENI  
uni1F94

GREEK SMALL LETTER ETA WITH DASIA AND OXIA AND  
YPOGEGRAMMENI  
uni1F95

GREEK SMALL LETTER ETA WITH PSILI AND  
PERISPOMENI AND YPOGEGRAMMENI  
uni1F96

GREEK SMALL LETTER ETA WITH DASIA AND  
PERISPOMENI AND YPOGEGRAMMENI  
uni1F97

GREEK CAPITAL LETTER ETA WITH PSILI AND  
PROSGEGRAMMENI  
uni1F98

GREEK CAPITAL LETTER ETA WITH DASIA AND  
PROSGEGRAMMENI  
uni1F99

GREEK CAPITAL LETTER ETA WITH PSILI AND VARIA  
AND PROSGEGRAMMENI  
uni1F9A

GREEK CAPITAL LETTER ETA WITH DASIA AND VARIA  
AND PROSGEGRAMMENI  
uni1F9B

GREEK CAPITAL LETTER ETA WITH PSILI AND OXIA AND  
PROSGEGRAMMENI  
uni1F9C

GREEK CAPITAL LETTER ETA WITH DASIA AND OXIA  
AND PROSGEGRAMMENI  
uni1F9D

GREEK CAPITAL LETTER ETA WITH PSILI AND  
PERISPOMENI AND PROSGEGRAMMENI  
uni1F9E

GREEK CAPITAL LETTER ETA WITH DASIA AND  
PERISPOMENI AND PROSGEGRAMMENI  
uni1F9F

GREEK SMALL LETTER OMEGA WITH PSILI AND  
YPOGEGRAMMENI  
uni1FA0

GREEK SMALL LETTER OMEGA WITH DASIA AND  
YPOGEGRAMMENI  
uni1FA1

GREEK SMALL LETTER OMEGA WITH PSILI AND VARIA  
AND YPOGEGRAMMENI  
uni1FA2

GREEK SMALL LETTER OMEGA WITH DASIA AND VARIA  
AND YPOGEGRAMMENI  
uni1FA3

GREEK SMALL LETTER OMEGA WITH PSILI AND OXIA  
AND YPOGEGRAMMENI  
uni1FA4

GREEK SMALL LETTER OMEGA WITH DASIA AND OXIA  
AND YPOGEGRAMMENI  
uni1FA5

GREEK SMALL LETTER OMEGA WITH PSILI AND  
PERISPOMENI AND YPOGEGRAMMENI  
uni1FA6





[illegible]

GREEK PSILI uni1FBF	᾿	᾿	᾿	᾿	᾿
GREEK PERISPOMENI uni1FC0	᾿̃	᾿̃	᾿̃	᾿̃	᾿̃
GREEK DIALYTIKA AND PERISPOMENI uni1FC1	᾿̣̃	᾿̣̃	᾿̣̃	᾿̣̃	᾿̣̃
GREEK SMALL LETTER ETA WITH VARIA AND YPOGEGRAMMENI uni1FC2	ῇ̣	ῇ̣	ῇ̣	ῇ̣	ῇ̣
GREEK SMALL LETTER ETA WITH YPOGEGRAMMENI uni1FC3	ῇ̣	ῇ̣	ῇ̣	ῇ̣	ῇ̣
GREEK SMALL LETTER ETA WITH OXIA AND YPOGEGRAMMENI uni1FC4	ῇ̣̊	ῇ̣̊	ῇ̣̊	ῇ̣̊	ῇ̣̊
GREEK SMALL LETTER ETA WITH PERISPOMENI uni1FC6	ῇ̣̃	ῇ̣̃	ῇ̣̃	ῇ̣̃	ῇ̣̃
GREEK SMALL LETTER ETA WITH PERISPOMENI AND YPOGEGRAMMENI uni1FC7	ῇ̣̣̃	ῇ̣̣̃	ῇ̣̣̃	ῇ̣̣̃	ῇ̣̣̃
GREEK CAPITAL LETTER EPSILON WITH VARIA uni1FC8	Ἐ̣	Ἐ̣	Ἐ̣	Ἐ̣	Ἐ̣
GREEK CAPITAL LETTER EPSILON WITH OXIA uni1FC9	Ἐ̊	Ἐ̊	Ἐ̊	Ἐ̊	Ἐ̊
GREEK CAPITAL LETTER ETA WITH VARIA uni1FCA	Ἠ̣	Ἠ̣	Ἠ̣	Ἠ̣	Ἠ̣
GREEK CAPITAL LETTER ETA WITH OXIA uni1FCB	Ἠ̊	Ἠ̊	Ἠ̊	Ἠ̊	Ἠ̊
GREEK CAPITAL LETTER ETA WITH PROSGEGRAMMENI uni1FCC	Ἠ̣̣	Ἠ̣̣	Ἠ̣̣	Ἠ̣̣	Ἠ̣̣
GREEK PSILI AND VARIA uni1FCD	᾿̣	᾿̣	᾿̣	᾿̣	᾿̣
GREEK PSILI AND OXIA uni1FCE	᾿̣̊	᾿̣̊	᾿̣̊	᾿̣̊	᾿̣̊
GREEK PSILI AND PERISPOMENI uni1FCF	᾿̣̃	᾿̣̃	᾿̣̃	᾿̣̃	᾿̣̃
GREEK SMALL LETTER IOTA WITH VRACHY uni1FD0	Ῑ̣	Ῑ̣	Ῑ̣	Ῑ̣	Ῑ̣
GREEK SMALL LETTER IOTA WITH MACRON uni1FD1	Ῑ̣̄	Ῑ̣̄	Ῑ̣̄	Ῑ̣̄	Ῑ̣̄
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND VARIA uni1FD2	Ῑ̣̣̣	Ῑ̣̣̣	Ῑ̣̣̣	Ῑ̣̣̣	Ῑ̣̣̣
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND OXIA uni1FD3	Ῑ̣̣̣̊	Ῑ̣̣̣̊	Ῑ̣̣̣̊	Ῑ̣̣̣̊	Ῑ̣̣̣̊
GREEK SMALL LETTER IOTA WITH PERISPOMENI uni1FD6	Ῑ̣̣̣̃	Ῑ̣̣̣̃	Ῑ̣̣̣̃	Ῑ̣̣̣̃	Ῑ̣̣̣̃
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND PERISPOMENI uni1FD7	Ῑ̣̣̣̣̣̣̃	Ῑ̣̣̣̣̣̣̃	Ῑ̣̣̣̣̣̣̃	Ῑ̣̣̣̣̣̣̃	Ῑ̣̣̣̣̣̣̃
GREEK CAPITAL LETTER IOTA WITH VRACHY uni1FD8	Ἰ̣	Ἰ̣	Ἰ̣	Ἰ̣	Ἰ̣
GREEK CAPITAL LETTER IOTA WITH MACRON uni1FD9	Ἰ̣̄	Ἰ̣̄	Ἰ̣̄	Ἰ̣̄	Ἰ̣̄
GREEK CAPITAL LETTER IOTA WITH VARIA uni1FDA	Ἰ̣̣	Ἰ̣̣	Ἰ̣̣	Ἰ̣̣	Ἰ̣̣
GREEK CAPITAL LETTER IOTA WITH OXIA uni1FDB	Ἰ̣̣̊	Ἰ̣̣̊	Ἰ̣̣̊	Ἰ̣̣̊	Ἰ̣̣̊

GREEK DASIA AND VARIA  
uni1FDD

GREEK DASIA AND OXIA  
uni1FDE

GREEK DASIA AND PERISPOMENI  
uni1FDF

GREEK SMALL LETTER UPSILON WITH VRACHY  
uni1FE0

GREEK SMALL LETTER UPSILON WITH MACRON  
uni1FE1

GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND  
VARIA  
uni1FE2

GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND  
OXIA  
uni1FE3

GREEK SMALL LETTER RHO WITH PSILI  
uni1FE4

GREEK SMALL LETTER RHO WITH DASIA  
uni1FE5

GREEK SMALL LETTER UPSILON WITH PERISPOMENI  
uni1FE6

GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND  
PERISPOMENI  
uni1FE7

GREEK CAPITAL LETTER UPSILON WITH VRACHY  
uni1FE8

GREEK CAPITAL LETTER UPSILON WITH MACRON  
uni1FE9

GREEK CAPITAL LETTER UPSILON WITH VARIA  
uni1FEA

GREEK CAPITAL LETTER UPSILON WITH OXIA  
uni1FEB

GREEK CAPITAL LETTER RHO WITH DASIA  
uni1FEC

GREEK DIALYTIKA AND VARIA  
uni1FED

GREEK DIALYTIKA AND OXIA  
uni1FEE

GREEK VARIA  
uni1FEF

GREEK SMALL LETTER OMEGA WITH VARIA AND  
YPOGEGRAMMENI  
uni1FF2

GREEK SMALL LETTER OMEGA WITH YPOGEGRAMMENI  
uni1FF3

GREEK SMALL LETTER OMEGA WITH OXIA AND  
YPOGEGRAMMENI  
uni1FF4

GREEK SMALL LETTER OMEGA WITH PERISPOMENI  
uni1FF6

GREEK SMALL LETTER OMEGA WITH PERISPOMENI AND  
YPOGEGRAMMENI  
uni1FF7

GREEK CAPITAL LETTER OMICRON WITH VARIA  
uni1FF8

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Ὠ̣	Ὠ̇	Ὠ̈	Ὠ̉	Ὠ̊
Ὠ̄	Ὠ̅	Ὠ̆	Ὠ̇	Ὠ̈
Ὠ̣̋	Ὠ̋̇	Ὠ̋̈	Ὠ̋̉	Ὠ̋̊
Ὠ̣̌	Ὠ̌̇	Ὠ̌̈	Ὠ̌̉	Ὠ̌̊
Ὢ̣	Ὢ̇	Ὢ̈	Ὢ̉	Ὢ̊
Ὢ̄	Ὢ̅	Ὢ̆	Ὢ̇	Ὢ̈
Ὢ̣̋	Ὢ̋̇	Ὢ̋̈	Ὢ̋̉	Ὢ̋̊
Ὢ̣̌	Ὢ̌̇	Ὢ̌̈	Ὢ̌̉	Ὢ̌̊

GREEK CAPITAL LETTER OMICRON WITH OXIA uni1FF9	◊	◊	◊	◊	◊
GREEK CAPITAL LETTER OMEGA WITH VARIA uni1FFA	◊	◊	◊	◊	◊
GREEK CAPITAL LETTER OMEGA WITH OXIA uni1FFB	◊	◊	◊	◊	◊
GREEK CAPITAL LETTER OMEGA WITH PROSGEGRAMMENI uni1FFC	◊	◊	◊	◊	◊
GREEK OXIA uni1FFD	◊	◊	◊	◊	◊
GREEK DASIA uni1FFE	◊	◊	◊	◊	◊
ZERO WIDTH NON-JOINER uni200C					
ZERO WIDTH JOINER uni200D					
LEFT-TO-RIGHT MARK uni200E					
RIGHT-TO-LEFT MARK uni200F					
FIGURE DASH uni2012	—	—	—	—	—
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	”	”	”	”	”
DOUBLE HIGH-REVERSED-9 QUOTATION MARK uni201F	”	”	”	”	”
DAGGER uni2020	†	†	†	†	†
DOUBLE DAGGER uni2021	‡	‡	‡	‡	‡
BULLET uni2022	•	•	•	•	•
HORIZONTAL ELLIPSIS uni2026	...	...	...	...	...

LEFT-TO-RIGHT EMBEDDING uni202A					
RIGHT-TO-LEFT EMBEDDING uni202B					
POP DIRECTIONAL FORMATTING uni202C					
LEFT-TO-RIGHT OVERRIDE uni202D					
RIGHT-TO-LEFT OVERRIDE uni202E					
PER MILLE SIGN uni2030	‰	‰	‰	‰	‰
PRIME uni2032	′	′	′	′	′
DOUBLE PRIME uni2033	″	″	″	″	″
TRIPLE PRIME uni2034	‴	‴	‴	‴	‴
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>	>	>
DOUBLE EXCLAMATION MARK uni203C	‼	‼	‼	‼	‼
OVERLINE uni203E	—	—	—	—	—
FRACTION SLASH uni2044	/	/	/	/	/
VERTICAL FOUR DOTS uni205E	⋮	⋮	⋮	⋮	⋮
INHIBIT SYMMETRIC SWAPPING uni206A	↯	↯	↯	↯	↯
ACTIVATE SYMMETRIC SWAPPING uni206B	↰	↰	↰	↰	↰
INHIBIT ARABIC FORM SHAPING uni206C	↻	↻	↻	↻	↻
ACTIVATE ARABIC FORM SHAPING uni206D	↷	↷	↷	↷	↷
NATIONAL DIGIT SHAPES uni206E	↰	↰	↰	↰	↰
NOMINAL DIGIT SHAPES uni206F	↯	↯	↯	↯	↯
SUPERSCRRIPT LATIN SMALL LETTER N uni207F	<sup>n</sup>	<sup>n</sup>	<sup>n</sup>	<sup>n</sup>	<sup>n</sup>
LATIN SUBSCRIPT SMALL LETTER A uni2090	<sub>a</sub>	<sub>a</sub>	<sub>a</sub>	<sub>a</sub>	<sub>a</sub>
LATIN SUBSCRIPT SMALL LETTER E uni2091	<sub>e</sub>	<sub>e</sub>	<sub>e</sub>	<sub>e</sub>	<sub>e</sub>
LATIN SUBSCRIPT SMALL LETTER O uni2092	<sub>o</sub>	<sub>o</sub>	<sub>o</sub>	<sub>o</sub>	<sub>o</sub>
LATIN SUBSCRIPT SMALL LETTER X uni2093	<sub>x</sub>	<sub>x</sub>	<sub>x</sub>	<sub>x</sub>	<sub>x</sub>
LATIN SUBSCRIPT SMALL LETTER SCHWA uni2094	<sub>ə</sub>	<sub>ə</sub>	<sub>ə</sub>	<sub>ə</sub>	<sub>ə</sub>
EURO CURRENCY SIGN	€	€	€	€	€

EURO-CURRENCY SIGN uni20A0	₠	₠	₠	₠	₠
COLON SIGN uni20A1	₡	₡	₡	₡	₡
CRUZEIRO SIGN uni20A2	₢	₢	₢	₢	₢
FRENCH FRANC SIGN uni20A3	₣	₣	₣	₣	₣
LIRA SIGN uni20A4	₤	₤	₤	₤	₤
MILL SIGN uni20A5	₥	₥	₥	₥	₥
NAIRA SIGN uni20A6	₦	₦	₦	₦	₦
PESETA SIGN uni20A7	₧	₧	₧	₧	₧
RUPEE SIGN uni20A8	₨	₨	₨	₨	₨
WON SIGN uni20A9	₩	₩	₩	₩	₩
NEW SHEQEL SIGN uni20AA	₪	₪	₪	₪	₪
DONG SIGN uni20AB	₫	₫	₫	₫	₫
EURO SIGN uni20AC	€	€	€	€	€
KIP SIGN uni20AD	₭	₭	₭	₭	₭
TUGRIK SIGN uni20AE	₮	₮	₮	₮	₮
DRACHMA SIGN uni20AF	₯	₯	₯	₯	₯
GERMAN PENNY SIGN uni20B0	₰	₰	₰	₰	₰
PESO SIGN uni20B1	₱	₱	₱	₱	₱
GUARANI SIGN uni20B2	₲	₲	₲	₲	₲
AUSTRAL SIGN uni20B3	₳	₳	₳	₳	₳
HRYVNIA SIGN uni20B4	₴	₴	₴	₴	₴
CEDI SIGN uni20B5	₵	₵	₵	₵	₵
COMBINING ASTERISK ABOVE uni20F0	*̂	*̂	*̂	*̂	*̂
CARE OF uni2105	%̐	%̐	%̐	%̐	%̐
SCRIPT SMALL L uni2113	ℓ	ℓ	ℓ	ℓ	ℓ
NUMERO SIGN uni2116	№	№	№	№	№
SOUND RECORDING COPYRIGHT uni2117	©	©	©	©	©
TRADE MARK SIGN uni2122	™	™	™	™	™

uni2122

OHM SIGN  
uni2126

ESTIMATED SYMBOL  
uni212E

AKTIESELSKAB  
uni214D

TURNED SMALL F  
uni214E

VULGAR FRACTION ONE THIRD  
uni2153

VULGAR FRACTION TWO THIRDS  
uni2154

VULGAR FRACTION ONE EIGHTH  
uni215B

VULGAR FRACTION THREE EIGHTHS  
uni215C

VULGAR FRACTION FIVE EIGHTHS  
uni215D

VULGAR FRACTION SEVEN EIGHTHS  
uni215E

LATIN SMALL LETTER REVERSED C  
uni2184

LEFTWARDS ARROW  
uni2190

UPWARDS ARROW  
uni2191

RIGHTWARDS ARROW  
uni2192

DOWNWARDS ARROW  
uni2193

LEFT RIGHT ARROW  
uni2194

UP DOWN ARROW  
uni2195

UP DOWN ARROW WITH BASE  
uni21A8

PARTIAL DIFFERENTIAL  
uni2202

INCREMENT  
uni2206

N-ARY PRODUCT  
uni220F

N-ARY SUMMATION  
uni2211

MINUS SIGN  
uni2212








































































































































DIVISION SLASH  
uni2215

BULLET OPERATOR  
uni2219

































































































































SQUARE ROOT  
uni221A

INFINITY  
uni221E

Ω	Ω	Ω	Ω	Ω
e	e	e	e	e
Å/s	Å/s	Å/s	Å/s	Å/s
ƒ	ƒ	ƒ	ƒ	ƒ
1/3	1/3	1/3	1/3	1/3
2/3	2/3	2/3	2/3	2/3
1/8	1/8	1/8	1/8	1/8
3/8	3/8	3/8	3/8	3/8
5/8	5/8	5/8	5/8	5/8
7/8	7/8	7/8	7/8	7/8
Ꝣ	Ꝣ	Ꝣ	Ꝣ	Ꝣ
←	←	←	←	←
↑	↑	↑	↑	↑
→	→	→	→	→
↓	↓	↓	↓	↓
↔	↔	↔	↔	↔
↕	↕	↕	↕	↕
↕	↕	↕	↕	↕
∂	∂	∂	∂	∂
Δ	Δ	Δ	Δ	Δ
∏	∏	∏	∏	∏
Σ	Σ	Σ	Σ	Σ
−	−	−	−	−
/	/	/	/	/
•	•	•	•	•
√	√	√	√	√
∞	∞	∞	∞	∞

RIGHT ANGLE uni221F					
INTERSECTION uni2229					
INTEGRAL uni222B					
ALMOST EQUAL TO uni2248					
NOT EQUAL TO uni2260					
IDENTICAL TO uni2261					
LESS-THAN OR EQUAL TO uni2264					
GREATER-THAN OR EQUAL TO uni2265					
HOUSE uni2302					
REVERSED NOT SIGN uni2310					
TOP HALF INTEGRAL uni2320					
BOTTOM HALF INTEGRAL uni2321					
BOX DRAWINGS LIGHT HORIZONTAL uni2500					
BOX DRAWINGS LIGHT VERTICAL uni2502					
BOX DRAWINGS LIGHT DOWN AND RIGHT uni250C					
BOX DRAWINGS LIGHT DOWN AND LEFT uni2510					
BOX DRAWINGS LIGHT UP AND RIGHT uni2514					
BOX DRAWINGS LIGHT UP AND LEFT uni2518					
BOX DRAWINGS LIGHT VERTICAL AND RIGHT uni251C					
BOX DRAWINGS LIGHT VERTICAL AND LEFT uni2524					
BOX DRAWINGS LIGHT DOWN AND HORIZONTAL uni252C					
BOX DRAWINGS LIGHT UP AND HORIZONTAL uni2534					
BOX DRAWINGS LIGHT VERTICAL AND HORIZONTAL uni253C					
BOX DRAWINGS DOUBLE HORIZONTAL uni2550					
BOX DRAWINGS DOUBLE VERTICAL uni2551					
BOX DRAWINGS DOWN SINGLE AND RIGHT DOUBLE uni2552					
BOX DRAWINGS DOWN DOUBLE AND RIGHT SINGLE uni2553					



BOX DRAWINGS DOUBLE DOWN AND RIGHT uni2554					
BOX DRAWINGS DOWN SINGLE AND LEFT DOUBLE uni2555					
BOX DRAWINGS DOWN DOUBLE AND LEFT SINGLE uni2556					
BOX DRAWINGS DOUBLE DOWN AND LEFT uni2557					
BOX DRAWINGS UP SINGLE AND RIGHT DOUBLE uni2558					
BOX DRAWINGS UP DOUBLE AND RIGHT SINGLE uni2559					
BOX DRAWINGS DOUBLE UP AND RIGHT uni255A					
BOX DRAWINGS UP SINGLE AND LEFT DOUBLE uni255B					
BOX DRAWINGS UP DOUBLE AND LEFT SINGLE uni255C					
BOX DRAWINGS DOUBLE UP AND LEFT uni255D					
BOX DRAWINGS VERTICAL SINGLE AND RIGHT DOUBLE uni255E					
BOX DRAWINGS VERTICAL DOUBLE AND RIGHT SINGLE uni255F					
BOX DRAWINGS DOUBLE VERTICAL AND RIGHT uni2560					
BOX DRAWINGS VERTICAL SINGLE AND LEFT DOUBLE uni2561					
BOX DRAWINGS VERTICAL DOUBLE AND LEFT SINGLE uni2562					
BOX DRAWINGS DOUBLE VERTICAL AND LEFT uni2563					
BOX DRAWINGS DOWN SINGLE AND HORIZONTAL DOUBLE uni2564					
BOX DRAWINGS DOWN DOUBLE AND HORIZONTAL SINGLE uni2565					
BOX DRAWINGS DOUBLE DOWN AND HORIZONTAL uni2566					
BOX DRAWINGS UP SINGLE AND HORIZONTAL DOUBLE uni2567					
BOX DRAWINGS UP DOUBLE AND HORIZONTAL SINGLE uni2568					
BOX DRAWINGS DOUBLE UP AND HORIZONTAL uni2569					
BOX DRAWINGS VERTICAL SINGLE AND HORIZONTAL DOUBLE uni256A					
BOX DRAWINGS VERTICAL DOUBLE AND HORIZONTAL SINGLE uni256B					
BOX DRAWINGS DOUBLE VERTICAL AND HORIZONTAL uni256C					
UPPER HALF BLOCK uni2580					
					

LOWER HALF BLOCK  
uni2584



FULL BLOCK  
uni2588



LEFT HALF BLOCK  
uni258C



RIGHT HALF BLOCK  
uni2590



LIGHT SHADE  
uni2591



MEDIUM SHADE  
uni2592



DARK SHADE  
uni2593



BLACK SQUARE  
uni25A0



WHITE SQUARE  
uni25A1



BLACK SMALL SQUARE  
uni25AA



WHITE SMALL SQUARE  
uni25AB



BLACK RECTANGLE  
uni25AC



BLACK UP-POINTING TRIANGLE  
uni25B2



BLACK RIGHT-POINTING POINTER  
uni25BA



BLACK DOWN-POINTING TRIANGLE  
uni25BC



BLACK LEFT-POINTING POINTER  
uni25C4



LOZENGE  
uni25CA



WHITE CIRCLE  
uni25CB



DOTTED CIRCLE  
uni25CC



BLACK CIRCLE  
uni25CF



INVERSE BULLET  
uni25D8



INVERSE WHITE CIRCLE  
uni25D9



WHITE BULLET  
uni25E6



WHITE SMILING FACE  
uni263A



BLACK SMILING FACE  
uni263B



WHITE SUN WITH RAYS  
uni263C



FEMALE SIGN  
uni2640



MALE SIGN



uni2642	♠	♠	♠	♠	♠
BLACK SPADE SUIT uni2660	♣	♣	♣	♣	♣
BLACK CLUB SUIT uni2663	♥	♥	♥	♥	♥
BLACK HEART SUIT uni2665	♦	♦	♦	♦	♦
BLACK DIAMOND SUIT uni2666	♪	♪	♪	♪	♪
EIGHTH NOTE uni266A	♫	♫	♫	♫	♫
BEAMED EIGHTH NOTES uni266B	♯	♯	♯	♯	♯
MUSIC SHARP SIGN uni266F	Ł	Ł	Ł	Ł	Ł
LATIN CAPITAL LETTER L WITH DOUBLE BAR uni2C60	ł	ł	ł	ł	ł
LATIN SMALL LETTER L WITH DOUBLE BAR uni2C61	Ł	Ł	Ł	Ł	Ł
LATIN CAPITAL LETTER L WITH MIDDLE TILDE uni2C62	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER P WITH STROKE uni2C63	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER R WITH TAIL uni2C64	Ƀ	Ƀ	Ƀ	Ƀ	Ƀ
LATIN SMALL LETTER A WITH STROKE uni2C65	Ʉ	Ʉ	Ʉ	Ʉ	Ʉ
LATIN SMALL LETTER T WITH DIAGONAL STROKE uni2C66	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER H WITH DESCENDER uni2C67	ɦ	ɦ	ɦ	ɦ	ɦ
LATIN SMALL LETTER H WITH DESCENDER uni2C68	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER K WITH DESCENDER uni2C69	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER K WITH DESCENDER uni2C6A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER Z WITH DESCENDER uni2C6B	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER Z WITH DESCENDER uni2C6C	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER ALPHA uni2C6D	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER V WITH RIGHT HOOK uni2C71	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER W WITH HOOK uni2C72	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER W WITH HOOK uni2C73	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER V WITH CURL uni2C74	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER HALF H uni2C75	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER HALF H uni2C76	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ

LATIN SMALL LETTER TAILLESS PHI  
uni2C77

DOUBLE OBLIQUE HYPHEN  
uni2E17

MODIFIER LETTER DOT VERTICAL BAR  
uniA717

MODIFIER LETTER DOT SLASH  
uniA718

MODIFIER LETTER DOT HORIZONTAL BAR  
uniA719

MODIFIER LETTER LOWER RIGHT CORNER ANGLE  
uniA71A

MODIFIER LETTER RAISED UP ARROW  
uniA71B

MODIFIER LETTER RAISED DOWN ARROW  
uniA71C

MODIFIER LETTER RAISED EXCLAMATION MARK  
uniA71D

MODIFIER LETTER RAISED INVERTED EXCLAMATION  
MARK  
uniA71E

MODIFIER LETTER LOW INVERTED EXCLAMATION MARK  
uniA71F

MODIFIER LETTER STRESS AND HIGH TONE  
uniA720

MODIFIER LETTER STRESS AND LOW TONE  
uniA721

MODIFIER LETTER LOW CIRCUMFLEX ACCENT  
uniA788

MODIFIER LETTER COLON  
uniA789

MODIFIER LETTER SHORT EQUALS SIGN  
uniA78A

LATIN CAPITAL LETTER SALTILLO  
uniA78B

LATIN SMALL LETTER SALTILLO  
uniA78C

LATIN SMALL LIGATURE FI  
uniFB01

LATIN SMALL LIGATURE FL  
uniFB02

HEBREW LETTER YOD WITH HIRIQ  
uniFB1D

HEBREW POINT JUDEO-SPANISH VARIKA  
uniFB1E

HEBREW LIGATURE YIDDISH YOD YOD PATAH  
uniFB1F

HEBREW LETTER ALTERNATIVE AYIN  
uniFB20

HEBREW LETTER WIDE ALEF  
uniFB21

HEBREW LETTER WIDE DALET  
uniFB22

HEBREW LETTER WIDE HE  
uniFB23

Ϝ	ϝ	Ϟ	ϟ	Ϡ
≋	≋	≋	≋	≋
⋱	⋱	⋱	⋱	⋱
⁄	⁄	⁄	⁄	⁄
̣	̣	̣	̣	̣
↙	↙	↙	↙	↙
↑	↑	↑	↑	↑
↓	↓	↓	↓	↓
!	!	!	!	!
¡	¡	¡	¡	¡
í	í	í	í	í
⸀	⸀	⸀	⸀	⸀
⸁	⸁	⸁	⸁	⸁
ˆ	ˆ	ˆ	ˆ	ˆ
:	:	:	:	:
=	=	=	=	=
Ꞁ	Ꞁ	Ꞁ	Ꞁ	Ꞁ
ꞁ	ꞁ	ꞁ	ꞁ	ꞁ
fi	fi	fi	fi	fi
fl	fl	fl	fl	fl
!	!	!	!	!
◌	◌	◌	◌	◌
װ	װ	װ	װ	װ
װ	װ	װ	װ	װ
א	א	א	א	א
ד	ד	ד	ד	ד
ה	ה	ה	ה	ה

HEBREW LETTER WIDE KAF  
uniFB24

HEBREW LETTER WIDE LAMED  
uniFB25

HEBREW LETTER WIDE FINAL MEM  
uniFB26

HEBREW LETTER WIDE RESH  
uniFB27

HEBREW LETTER WIDE TAV  
uniFB28

HEBREW LETTER ALTERNATIVE PLUS SIGN  
uniFB29

HEBREW LETTER SHIN WITH SHIN DOT  
uniFB2A

HEBREW LETTER SHIN WITH SIN DOT  
uniFB2B

HEBREW LETTER SHIN WITH DAGESH AND SHIN DOT  
uniFB2C

HEBREW LETTER SHIN WITH DAGESH AND SIN DOT  
uniFB2D

HEBREW LETTER ALEF WITH PATAH  
uniFB2E

HEBREW LETTER ALEF WITH QAMATS  
uniFB2F

HEBREW LETTER ALEF WITH MAPIQ  
uniFB30

HEBREW LETTER BET WITH DAGESH  
uniFB31

HEBREW LETTER GIMEL WITH DAGESH  
uniFB32

HEBREW LETTER DALET WITH DAGESH  
uniFB33

HEBREW LETTER HE WITH MAPIQ  
uniFB34

HEBREW LETTER VAV WITH DAGESH  
uniFB35

HEBREW LETTER ZAYIN WITH DAGESH  
uniFB36

HEBREW LETTER TET WITH DAGESH  
uniFB38

HEBREW LETTER YOD WITH DAGESH  
uniFB39

HEBREW LETTER FINAL KAF WITH DAGESH  
uniFB3A

HEBREW LETTER KAF WITH DAGESH  
uniFB3B

HEBREW LETTER LAMED WITH DAGESH  
uniFB3C







































































































HEBREW LETTER MEM WITH DAGESH  
uniFB3E

HEBREW LETTER NUN WITH DAGESH  
uniFB40

HEBREW LETTER SAMEKH WITH DAGESH  
uniFB41

כ	כ	כ	כ	כ
ל	ל	ל	ל	ל
ם	ם	ם	ם	ם
ר	ר	ר	ר	ר
ת	ת	ת	ת	ת
ⴌ	ⴌ	ⴌ	ⴌ	ⴌ
שׂ	שׂ	שׂ	שׂ	שׂ
שׁ	שׁ	שׁ	שׁ	שׁ
שׂ	שׂ	שׂ	שׂ	שׂ
שׁ	שׁ	שׁ	שׁ	שׁ
אֲ	אֲ	אֲ	אֲ	אֲ
אָ	אָ	אָ	אָ	אָ
אִ	אִ	אִ	אִ	אִ
בּ	בּ	בּ	בּ	בּ
גּ	גּ	גּ	גּ	גּ
דּ	דּ	דּ	דּ	דּ
הּ	הּ	הּ	הּ	הּ
וּ	וּ	וּ	וּ	וּ
זּ	זּ	זּ	זּ	זּ
טּ	טּ	טּ	טּ	טּ
יּ	יּ	יּ	יּ	יּ
ךּ	ךּ	ךּ	ךּ	ךּ
כּ	כּ	כּ	כּ	כּ
לּ	לּ	לּ	לּ	לּ
מּ	מּ	מּ	מּ	מּ
נּ	נּ	נּ	נּ	נּ
סּ	סּ	סּ	סּ	סּ

HEBREW LETTER FINAL PE WITH DAGESH uniFB43	פּ	פּ	פּ	פּ	פּ
HEBREW LETTER PE WITH DAGESH uniFB44	פֿ	פֿ	פֿ	פֿ	פֿ
HEBREW LETTER TSADI WITH DAGESH uniFB46	צּ	צּ	צּ	צּ	צּ
HEBREW LETTER QOF WITH DAGESH uniFB47	קּ	קּ	קּ	קּ	קּ
HEBREW LETTER RESH WITH DAGESH uniFB48	רּ	רּ	רּ	רּ	רּ
HEBREW LETTER SHIN WITH DAGESH uniFB49	שּׁ	שּׁ	שּׁ	שּׁ	שּׁ
HEBREW LETTER TAV WITH DAGESH uniFB4A	תּ	תּ	תּ	תּ	תּ
HEBREW LETTER VAV WITH HOLAM uniFB4B	וֹ	וֹ	וֹ	וֹ	וֹ
HEBREW LETTER BET WITH RAFE uniFB4C	בְּ	בְּ	בְּ	בְּ	בְּ
HEBREW LETTER KAF WITH RAFE uniFB4D	כְּ	כְּ	כְּ	כְּ	כְּ
HEBREW LETTER PE WITH RAFE uniFB4E	פְּ	פְּ	פְּ	פְּ	פְּ
HEBREW LIGATURE ALEF LAMED uniFB4F	לֶא	לֶא	לֶא	לֶא	לֶא
COMBINING LIGATURE LEFT HALF uniFE20	ֿ	ֿ	ֿ	ֿ	ֿ
COMBINING LIGATURE RIGHT HALF uniFE21	ֿ	ֿ	ֿ	ֿ	ֿ
COMBINING DOUBLE TILDE LEFT HALF uniFE22	̂	̂	̂	̂	̂
COMBINING DOUBLE TILDE RIGHT HALF uniFE23	̂	̂	̂	̂	̂
nonmarkingreturn Cannot display because feature tag is missing in name.	?	?	?	?	?
undercommaaccent Cannot display because feature tag is missing in name.	?	?	?	?	?
cyrillicbreve Cannot display because feature tag is missing in name.	?	?	?	?	?
caroncommaaccent Cannot display because feature tag is missing in name.	?	?	?	?	?
commaaccentrotate Cannot display because feature tag is missing in name.	?	?	?	?	?
dotlessj Cannot display because feature tag is missing in name.	?	?	?	?	?
onefraction Cannot display because feature tag is missing in name.	?	?	?	?	?
twofraction Cannot display because feature tag is missing in name.	?	?	?	?	?
threefraction Cannot display because feature tag is missing in name.	?	?	?	?	?

fourfraction Cannot display because feature tag is missing in name.					
fivefraction Cannot display because feature tag is missing in name.					
sevenfraction Cannot display because feature tag is missing in name.					
eightfraction Cannot display because feature tag is missing in name.					
dotbelow.alt1 Ending "alt1" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)					
hookabove.alt4 Ending "alt4" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)					
dotlessi.alt1 Ending "alt1" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)					
uni03080304.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03080301.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni0308030C.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03080300.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03070304.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03030304.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
cyrillic_otmark (cannot find base glyph) (cannot find base glyph)					
breve.cyr Ending "cyr" ≠ OT Feature (cannot display this character) feature					
uni03040300.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03040301.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03030301.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03030308.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03010307.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni030C0307.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03040308.cap Ending "cap" ≠ OT Feature (cannot display this character) feature					

Ending "dotless" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

uni03B1030403130300  
"Uni" in name but missing unicode: uni03B1030403130300

uni03B1030403130301  
"Uni" in name but missing unicode: uni03B1030403130301

uni03B1030403140300  
"Uni" in name but missing unicode: uni03B1030403140300

uni03B1030403140301  
"Uni" in name but missing unicode: uni03B1030403140301

uni03B1030603130300  
"Uni" in name but missing unicode: uni03B1030603130300

uni03B1030603130301  
"Uni" in name but missing unicode: uni03B1030603130301

uni03B1030603140300  
"Uni" in name but missing unicode: uni03B1030603140300

uni03B1030603140301  
"Uni" in name but missing unicode: uni03B1030603140301

uni03B9030403130300  
"Uni" in name but missing unicode: uni03B9030403130300

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"Uni" in name but missing unicode: uni03B9030403130301

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"Uni" in name but missing unicode: uni03B9030403140300

uni03B9030403140301  
"Uni" in name but missing unicode: uni03B9030403140301

uni03B9030603130300  
"Uni" in name but missing unicode: uni03B9030603130300

uni03B9030603130301  
"Uni" in name but missing unicode: uni03B9030603130301

uni03B9030603140300  
"Uni" in name but missing unicode: uni03B9030603140300

uni03B9030603140301  
"Uni" in name but missing unicode: uni03B9030603140301

uni03C5030403130300  
"Uni" in name but missing unicode: uni03C5030403130300

uni03C5030403130301  
"Uni" in name but missing unicode: uni03C5030403130301

uni03C5030403140300  
"Uni" in name but missing unicode: uni03C5030403140300

uni03C5030403140301  
"Uni" in name but missing unicode: uni03C5030403140301

uni03C5030603130300  
"Uni" in name but missing unicode: uni03C5030603130300

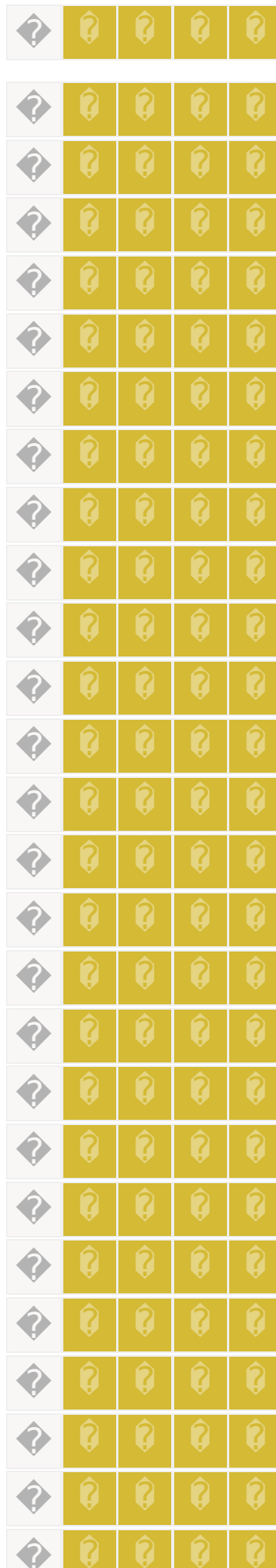
uni03C5030603130301  
"Uni" in name but missing unicode: uni03C5030603130301

uni03C5030603140300  
"Uni" in name but missing unicode: uni03C5030603140300

uni03C5030603140301  
"Uni" in name but missing unicode: uni03C5030603140301

uni03B9030803040300  
"Uni" in name but missing unicode: uni03B9030803040300

uni03B9030803040301  
"Uni" in name but missing unicode: uni03B9030803040301





Uni in name but missing unicode: uni03B9030803040301

uni03B9030803060300

"Uni" in name but missing unicode: uni03B9030803060300

uni03B9030803060301

"Uni" in name but missing unicode: uni03B9030803060301

uni03C5030803040300

"Uni" in name but missing unicode: uni03C5030803040300

uni03C5030803040301

"Uni" in name but missing unicode: uni03C5030803040301

uni03C5030803060300

"Uni" in name but missing unicode: uni03C5030803060300

uni03C5030803060301

"Uni" in name but missing unicode: uni03C5030803060301

dottediacute

Cannot display because feature tag is missing in name.

Eng.alt1

Ending "alt1" ≠ OT Feature (cannot display this character)  
feature

Eng.alt2

Ending "alt2" ≠ OT Feature (cannot display this character)  
feature

Eng.alt3

Ending "alt3" ≠ OT Feature (cannot display this character)  
feature

zero.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

one.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

two.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

three.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

four.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

five.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

six.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

seven.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

eight.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

nine.alt

Ending "alt" ≠ OT Feature (cannot display this character)  
feature

circumflexacute

Cannot display because feature tag is missing in name.

circumflexgrave

Cannot display because feature tag is missing in name.

circumflexhook

Cannot display because feature tag is missing in name.



Cannot display because feature tag is missing in name.

circumflextilde

Cannot display because feature tag is missing in name.

breveacute

Cannot display because feature tag is missing in name.

brevegrave

Cannot display because feature tag is missing in name.

brevehook

Cannot display because feature tag is missing in name.

brevetilde

Cannot display because feature tag is missing in name.

circumflexacute.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

circumflexgrave.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

circumflexhook.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

circumflextilde.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

breveacute.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

brevegrave.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

brevehook.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

brevetilde.lc

Ending "lc" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)

grave.uc

Ending "uc" ≠ OT Feature (cannot display this character)  
feature

acute.uc

Ending "uc" ≠ OT Feature (cannot display this character)  
feature

circumflex.uc

Ending "uc" ≠ OT Feature (cannot display this character)  
feature

caron.uc

Ending "uc" ≠ OT Feature (cannot display this character)  
feature

dieresis.uc

Ending "uc" ≠ OT Feature (cannot display this character)  
feature

tilde.uc

Ending "uc" ≠ OT Feature (cannot display this character)  
feature

hungarumlaut.uc

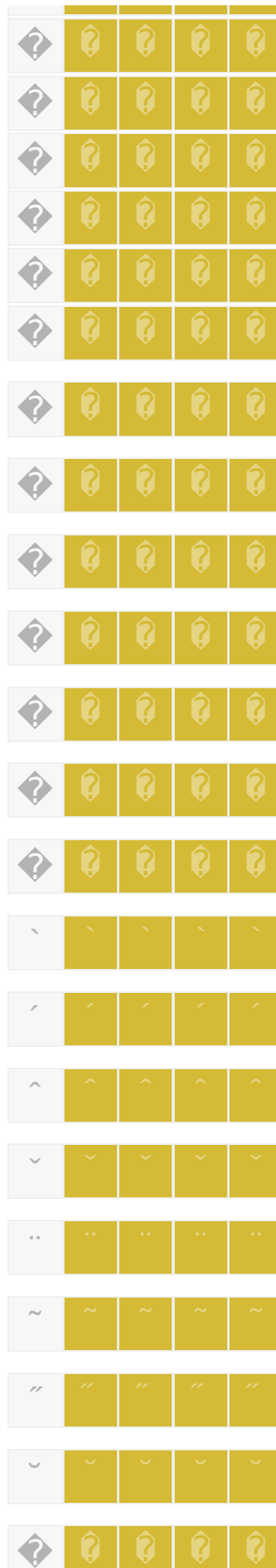
Ending "uc" ≠ OT Feature (cannot display this character)  
feature

breve.uc

Ending "uc" ≠ OT Feature (cannot display this character)  
feature

macron

Cannot display because feature tag is missing in name.



Cannot display because feature tag is missing in name.

lamedholamdagesh

Cannot display because feature tag is missing in name.

lamedholam

Cannot display because feature tag is missing in name.

finalkafqamats

Cannot display because feature tag is missing in name.

finalkafsheva

Cannot display because feature tag is missing in name.

aleflamedhatafsegol

Cannot display because feature tag is missing in name.

aleflamedsegol

Cannot display because feature tag is missing in name.

aleflamedtsere

Cannot display because feature tag is missing in name.

alternativelamed

Cannot display because feature tag is missing in name.

alefdagesh

Cannot display because feature tag is missing in name.

uni05B105BD

It might be two unicodes: 05B1 + 05BD (most Arabic ccmp feature)

uni05B205BD

It might be two unicodes: 05B2 + 05BD (most Arabic ccmp feature)

uni05B305BD

It might be two unicodes: 05B3 + 05BD (most Arabic ccmp feature)

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ
ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ
ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ	ⴰⴱⴳ



The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented in the paper.

The conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests potential directions for future studies. Overall, the paper contributes to the existing knowledge in the field and provides a solid foundation for further research.















100%



100%



100%







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 using a survey questionnaire. The data was then analyzed using statistical software to identify patterns and trends. The results of the study show that there is a significant positive correlation between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the intervention being studied is effective in achieving the desired outcomes. Second, the study highlights the need for further research to explore the long-term effects of the intervention. Finally, the findings provide valuable insights for policymakers and practitioners working in the field.

In conclusion, the study has provided valuable insights into the relationship between the variables being studied. The results suggest that the intervention is effective, and the findings have several implications for practice and policy. Further research is needed to explore the long-term effects of the intervention.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, and the results were analyzed using advanced statistical techniques. The findings of the study are presented in a clear and concise manner, allowing for a thorough understanding of the results. The conclusions drawn from the data are based on a careful analysis of the findings and are supported by the evidence.

The study has several strengths, including a large sample size and the use of advanced statistical techniques. However, there are also some limitations to the study, such as the potential for bias in the data collection process. Despite these limitations, the study provides valuable insights into the subject matter and offers a solid foundation for future research.

In conclusion, the study has shown that the research is a complex and multifaceted process that requires a thorough understanding of the subject matter and the role of the researcher. The findings of the study are presented in a clear and concise manner, allowing for a thorough understanding of the results. The conclusions drawn from the data are based on a careful analysis of the findings and are supported by the evidence.

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The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a representative sample of the population, and the analysis was performed using advanced statistical techniques. The results of the study indicate that there is a significant relationship between the variables under investigation, and this finding has important implications for the field of study.

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

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The conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests potential directions for future studies. Overall, the paper contributes to the existing knowledge in the field and provides a solid foundation for further research.

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

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

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





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The conclusions drawn from the study suggest that the findings have important implications for the field of study. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The research also identifies areas for further investigation and suggests potential directions for future studies. The overall contribution of the paper is to advance the understanding of the subject and to provide a solid foundation for further research in this area.

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



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The findings of the study have important implications for the field of research and for the broader community. They provide a new perspective on the subject matter and offer valuable insights into the issues at hand. The study also identifies areas for further research and suggests ways in which the findings can be applied in practice.

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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 a source of richness and interest, but it also creates challenges for those who seek to understand and govern the world as a whole.

The second of these is the fact that the world is not a static whole, but a constantly changing one. This is true of the human world, where new ideas, technologies, and social structures are constantly being developed and adopted. It is also true of the natural world, where the climate is constantly changing, and new species are constantly being discovered. This change is a source of progress and growth, but it also creates uncertainty and risk for those who seek to predict and control the future.

The third of these is the fact that the world is not a simple whole, but a complex one. This is true of the human world, where the interactions between different nations and peoples are often complex and unpredictable. It is also true of the natural world, where the interactions between different elements of the environment are often complex and unpredictable. This complexity is a source of fascination and wonder, but it also makes it difficult to understand and govern the world as a whole.

These three facts—the diversity, the change, and the complexity of the world—create a need for a new way of thinking about the world. This new way of thinking must be able to take account of the diversity, the change, and the complexity of the world, and must be able to provide a framework for understanding and governing the world as a whole. This is the task of the new science of the world, which is the subject of this book.





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The conclusions drawn from the study suggest that the findings have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The study also identifies areas for further research, highlighting the need for continued exploration of the topic. The paper concludes by emphasizing the importance of the research and the role of the researcher in advancing knowledge in the field.









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In conclusion, the study has provided a detailed and thorough examination of the subject matter. The findings are presented in a clear and concise manner, making them accessible to a wide range of readers. The study also highlights the importance of ongoing research in this area and offers suggestions for future work.

The first of these is the *Journal of the American Medical Association* (JAMA), which has been a leading voice in the medical profession for over a century. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The second is the *New England Journal of Medicine* (NEJM), which is a leading journal in the field of internal medicine. The third is the *Lancet*, which is a leading journal in the field of general practice. The fourth is the *British Medical Journal* (BMJ), which is a leading journal in the field of general practice. The fifth is the *Medical Record*, which is a leading journal in the field of general practice. The sixth is the *Medical News*, which is a leading journal in the field of general practice. The seventh is the *Medical Record*, which is a leading journal in the field of general practice. The eighth is the *Medical News*, which is a leading journal in the field of general practice. The ninth is the *Medical Record*, which is a leading journal in the field of general practice. The tenth is the *Medical News*, which is a leading journal in the field of general practice.



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In conclusion, the study has provided valuable insights into the subject matter and has contributed to the existing body of knowledge. The findings suggest that further research is needed to explore the underlying mechanisms and to test the generalizability of the results. The researcher hopes that this work will inspire others to continue the exploration of this important topic.

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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 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 findings and provides recommendations for future research.

The study was conducted in a laboratory setting. The participants were recruited from a local university and were assigned to two groups: the experimental group and the control group. The experimental group received the intervention, while the control group did not. The data was collected over a period of six weeks.

The results of the study show that the intervention had a significant positive effect on the outcome variable. The experimental group showed a significant improvement in the outcome variable compared to the control group. The findings suggest that the intervention is effective in improving the outcome variable.

The conclusion of the study is that the intervention is effective in improving the outcome variable. The findings suggest that the intervention is a promising approach for improving the outcome variable. Further research is needed to confirm the findings and to explore the long-term effects of the intervention.



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The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The results also have practical implications, providing guidance for the development of interventions and policies. The study contributes to the existing body of knowledge and opens up new avenues for future research.

In conclusion, the study has provided a comprehensive understanding of the subject matter and has identified key areas for future research. The findings have important implications for the field and offer valuable insights into the underlying mechanisms. The study contributes to the existing body of knowledge and opens up new avenues for future research.





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The research was conducted using a quantitative approach, with data collected from a survey of 100 participants. The data was then analyzed using statistical software to identify patterns and trends. The results of the study show that there is a significant relationship between the variables being studied, and that the findings have important implications for the field.

In conclusion, the study has shown that the research objectives have been achieved, and that the findings are significant. The study also highlights the need for further research in this area, and provides recommendations for future studies.







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In conclusion, this study has made a significant contribution to the understanding of the subject matter. It has provided a comprehensive overview of the current state of knowledge and identified areas for future research. The findings of the study are robust and reliable, and they have important implications for the field. The study also demonstrates the value of a systematic and rigorous approach to research, and it provides a model for how such research can be conducted.

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to gain a comprehensive understanding of the research topic.

The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant differences in learning outcomes between the two groups, and these differences can be attributed to cultural factors.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that educators should be aware of the cultural context of their students and tailor their teaching methods accordingly. The authors also recommend further research to explore the underlying reasons for the observed differences.









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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1999. The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1999, compared with 3.5 million in 1980.

There are a number of reasons why the public sector has become an important employer of women. One reason is that the public sector has a high proportion of women in its workforce. In 1999, 88% of the public sector workforce were women, compared with 78% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

Another reason why the public sector has become an important employer of women is that it has a high proportion of jobs that are part-time or flexible. In 1999, 38% of the public sector workforce were employed on part-time or flexible contracts, compared with 28% in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

A third reason why the public sector has become an important employer of women is that it has a high proportion of jobs that are well paid. In 1999, the average salary of a public sector employee was £20,000, compared with £15,000 in 1980. This is due to a number of factors, including the fact that the public sector has a high proportion of jobs that are traditionally held by women, such as teaching, nursing, and social work.

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Another major player in the medical landscape is the *New England Journal of Medicine* (NEJM), which has been a leading voice in the field of clinical research since its founding in 1812. It is known for its high standards of scientific rigor and its commitment to the advancement of medical knowledge. In recent years, NEJM 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.

The *Lancet* is another major player in the medical landscape, known for its high standards of scientific rigor and its commitment to the advancement of medical knowledge. In recent years, it 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.

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The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for further research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented.

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

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The study is a valuable contribution to the field and offers a wealth of information for researchers and practitioners alike. The findings of the study are presented in a clear and accessible manner, making them easy to understand and interpret.





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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to the protection of children's rights, one that recognizes the role of the state and the international community in ensuring that children's rights are protected.

The purpose of this paper is to explore the challenges in the implementation of the UNCRC, and to propose a new approach to the protection of children's rights. The paper will first review the current state of children's rights, and then discuss the challenges in the implementation of the UNCRC. Finally, the paper will propose a new approach to the protection of children's rights, one that recognizes the role of the state and the international community in ensuring that children's rights are protected.

## 2. Background

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## 3. The UNCRC

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to provide a better quality of life for children in the world. The United Nations has developed the Convention on the Rights of the Child (1989) and the World Declaration on Education for All (1990). The United Nations has also developed the Millennium Development Goals (2000) which aim to reduce poverty, improve health and education, and promote sustainable development.

The purpose of this paper is to review the current state of knowledge about the health and education of children in the world, and to discuss the implications for policy and practice.

The paper is organized as follows. First, we discuss the current state of knowledge about the health and education of children in the world. Second, we discuss the implications for policy and practice.

The current state of knowledge about the health and education of children in the world is based on a number of sources. These include:

- The United Nations Children's Fund (UNICEF) reports on the health and education of children in the world.

- The World Bank reports on the health and education of children in the world.

- The World Health Organization (WHO) reports on the health and education of children in the world.

- The World Education Forum reports on the health and education of children in the world.

- The World Development Report reports on the health and education of children in the world.

- The World Education Trends report reports on the health and education of children in the world.

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

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

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

The 'Computers in Schools' programme is a key initiative in the field of information technology in education. It is essential for the development of a new generation of young people who are able to take advantage of the opportunities that the new technologies offer. It is also essential for the development of a new generation of teachers who are able to use computers effectively in the classroom.

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

Despite these challenges, the 'Computers in Schools' programme is a key initiative in the field of information technology in education. It is essential for the development of a new generation of young people who are able to take advantage of the opportunities that the new technologies offer. It is also essential for the development of a new generation of teachers who are able to use computers effectively in the classroom.

There are a number of ways in which the 'Computers in Schools' programme can be improved. One way is to provide more funding for the programme, particularly in developing countries. Another way is to provide more training for teachers and students. This can help to ensure that schools are able to make the most effective use of the computers they have.

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations has developed the Convention on the Rights of the Child (1989) and the United Nations Children's Fund (UNICEF) has developed the Innocent Initiative (1990). The United Nations Children's Fund (UNICEF) has developed the Innocent Initiative (1990).

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations (1994) has identified the need to ensure that all children have access to education, health care, and a decent standard of living. The World Bank (1994) has also emphasized the need to invest in children's health and education.

The purpose of this paper is to review the current state of knowledge about children's health and education in the 1990s.

The paper is organized as follows. First, we review the current state of knowledge about children's health and education in the 1990s.

Second, we discuss the need to address the needs of children in the 1990s.

Third, we discuss the role of the United Nations and the World Bank in addressing the needs of children in the 1990s.

Fourth, we discuss the role of the private sector in addressing the needs of children in the 1990s.

Fifth, we discuss the role of the community in addressing the needs of children in the 1990s.

Sixth, we discuss the role of the family in addressing the needs of children in the 1990s.

Seventh, we discuss the role of the school in addressing the needs of children in the 1990s.

Eighth, we discuss the role of the health care system in addressing the needs of children in the 1990s.

Ninth, we discuss the role of the social services system in addressing the needs of children in the 1990s.

Tenth, we discuss the role of the legal system in addressing the needs of children in the 1990s.

Eleventh, we discuss the role of the media in addressing the needs of children in the 1990s.

Twelfth, we discuss the role of the arts in addressing the needs of children in the 1990s.

Thirteenth, we discuss the role of the sports system in addressing the needs of children in the 1990s.

Fourteenth, we discuss the role of the entertainment industry in addressing the needs of children in the 1990s.

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the 1990s, the number of people in the UK with a mental health problem has increased by 50% (Mental Health Act 1983, 1993). The prevalence of mental health problems has increased in the UK, and this has led to a corresponding increase in the number of people with mental health problems who are in contact with the criminal justice system (Mental Health Act 1983, 1993).

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a series of reports on the state of the world's children (UNICEF 1990, 1991, 1992, 1993, 1994). These reports have highlighted the need for a new approach to children's rights, one that is based on the principle of the best interests of the child.

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC sets out a series of rights for children, including the right to life, the right to health, the right to education, and the right to participate in decisions that affect them.

The UNCRC is a comprehensive document, and it covers a wide range of issues. It is a landmark document in the history of children's rights, and it has been instrumental in bringing about a new awareness of the needs of children in the 1990s.

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There is a growing awareness of the need to develop a new generation of young people who are able to deal with the challenges of the 21st century. This has led to a number of initiatives aimed at promoting the development of young people's skills and attitudes.

One of the most important of these initiatives is the development of young people's self-esteem and self-confidence.

Self-esteem is a person's perception of their own worth and value. It is a feeling of self-respect and self-worth.

Self-confidence is a person's belief in their own abilities and skills. It is a feeling of certainty and assurance.

Both self-esteem and self-confidence are essential for a person to be able to deal with the challenges of the 21st century.

There are a number of ways in which young people's self-esteem and self-confidence can be developed.

One of the most important is through the development of their self-awareness.

Self-awareness is a person's knowledge and understanding of their own thoughts, feelings, and behaviours.

It is a feeling of being in touch with one's own inner world.

There are a number of ways in which young people's self-awareness can be developed.

One of the most important is through the development of their self-reflection.

Self-reflection is a person's ability to think about their own thoughts, feelings, and behaviours.

It is a feeling of being able to look at oneself from the inside.

There are a number of ways in which young people's self-reflection can be developed.

One of the most important is through the development of their self-acceptance.

Self-acceptance is a person's ability to accept themselves as they are, without trying to change or hide anything.

It is a feeling of being able to love and accept oneself.

There are a number of ways in which young people's self-acceptance can be developed.

One of the most important is through the development of their self-compassion.

Self-compassion is a person's ability to be kind and understanding to themselves.

It is a feeling of being able to forgive and be gentle with oneself.

There are a number of ways in which young people's self-compassion can be developed.

One of the most important is through the development of their self-encouragement.

Self-encouragement is a person's ability to encourage and motivate themselves.

It is a feeling of being able to push oneself to achieve one's goals.

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

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

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

The UNCRC also recognizes the importance of the family in the protection of children's rights. It sets out a range of rights for children in the family, including the right to live with their parents, the right to be brought up in their own culture, and the right to be protected from abuse and neglect.

The UNCRC also recognizes the importance of education in the protection of children's rights. It sets out a range of rights for children in education, including the right to free and compulsory education, the right to be taught about their rights, and the right to be protected from discrimination in education.

The UNCRC also recognizes the importance of the child's best interests in all decisions that affect them. It sets out a range of rights for children in decision-making, including the right to be heard, the right to be consulted, and the right to be protected from decisions that are not in their best interests.

The UNCRC also recognizes the importance of the child's identity in the protection of children's rights. It sets out a range of rights for children in identity, including the right to know their parents, the right to know their own history, and the right to be protected from identity theft.

The UNCRC also recognizes the importance of the child's environment in the protection of children's rights. It sets out a range of rights for children in the environment, including the right to a clean and healthy environment, the right to be protected from pollution, and the right to be protected from climate change.

The UNCRC also recognizes the importance of the child's participation in decisions that affect them. It sets out a range of rights for children in participation, including the right to be heard, the right to be consulted, and the right to be protected from decisions that are not in their best interests.

The UNCRC also recognizes the importance of the child's protection from abuse and neglect. It sets out a range of rights for children in protection, including the right to be protected from physical and sexual abuse, the right to be protected from neglect, and the right to be protected from exploitation.

The UNCRC also recognizes the importance of the child's right to life. It sets out a range of rights for children in life, including the right to be born, the right to live, and the right to be protected from death.







the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first international treaty to be ratified by more than 100 countries. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work.

The UNCRC is based on the principle of the best interests of the child. This principle is central to child protection work, and is a key reference point for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work.

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The first part of the paper discusses the importance of the research and the objectives of the study. It then moves on to a literature review, which provides a background on the topic and identifies the gaps in the existing research. The methodology section describes the research design, data collection, and analysis. The results section presents the findings of the study, and the conclusion summarizes the main points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data 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 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 the development of effective interventions and policies. The study also highlights the importance of considering individual and contextual factors in the design and implementation of such interventions.

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 importance of the research and the need for further investigation.







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The CRC is a landmark document in the history of children's rights. It is the first time that the rights of children have been set out in a single, legally binding treaty. The CRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect their lives.

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the 1990s, the number of people in the UK with a mental health problem has increased by 50% (Mental Health Act 1983, 1993). The prevalence of mental health problems has increased in the UK, and this has led to a corresponding increase in the number of people with mental health problems who are in contact with the criminal justice system (Mental Health Act 1983, 1993).

The purpose of this study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system. The study was conducted in a prison in the UK, and the participants were people who had been convicted of a crime and were currently serving a prison sentence.

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The purpose of this paper is to review the current state of knowledge about the needs of children in the 1990s, and to discuss the implications for policy and practice.

## 1. Introduction

The 1990s are expected to be a decade of rapid change for children in the world. The number of children in the world is expected to increase by 1.5 billion (United Nations 1994).

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## 2. The 1990s

The 1990s are expected to be a decade of rapid change for children in the world. The number of children in the world is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a number of reports and publications which have helped to focus attention on the needs of children in the 1990s (UNICEF 1990, 1992, 1993).

The purpose of this paper is to review the current state of knowledge about the needs of children in the 1990s, and to discuss the implications for policy and practice.

## 3. The needs of children

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## 4. Policy and practice

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## 5. Conclusion

The needs of children in the 1990s are expected to be different from the needs of children in the 1980s. The number of children in the world is expected to increase by 1.5 billion (United Nations 1994).

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

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

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

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

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

The UNCRC also recognizes the importance of the family in the protection of children's rights. It sets out a range of rights for children in the family, including the right to live with their parents, the right to be brought up in their own culture, and the right to be protected from violence and abuse.

The UNCRC also recognizes the importance of education in the protection of children's rights. It sets out a range of rights for children in education, including the right to free and compulsory education, the right to be taught in their own language, and the right to be protected from discrimination.

The UNCRC also recognizes the importance of the child's right to participate in decisions that affect them. It sets out a range of rights for children in participation, including the right to be heard in all matters that affect them, the right to be consulted on decisions that affect them, and the right to be involved in the development of policies and laws that affect them.

The UNCRC also recognizes the importance of the child's right to be protected from violence and abuse. It sets out a range of rights for children in protection, including the right to be protected from all forms of violence and abuse, the right to be protected from exploitation, and the right to be protected from discrimination.

The UNCRC also recognizes the importance of the child's right to be protected from discrimination. It sets out a range of rights for children in non-discrimination, including the right to be treated equally, the right to be protected from discrimination on the basis of race, ethnicity, religion, and gender, and the right to be protected from discrimination on the basis of disability.

The UNCRC also recognizes the importance of the child's right to be protected from exploitation. It sets out a range of rights for children in exploitation, including the right to be protected from all forms of exploitation, the right to be protected from child labour, and the right to be protected from child prostitution.

The UNCRC also recognizes the importance of the child's right to be protected from all forms of violence and abuse. It sets out a range of rights for children in violence and abuse, including the right to be protected from all forms of violence and abuse, the right to be protected from child marriage, and the right to be protected from child sexual abuse.

The UNCRC also recognizes the importance of the child's right to be protected from all forms of discrimination. It sets out a range of rights for children in discrimination, including the right to be treated equally, the right to be protected from discrimination on the basis of race, ethnicity, religion, and gender, and the right to be protected from discrimination on the basis of disability.

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The UNCRC is a landmark document in the history of children's rights. It sets out the rights of children, and provides a framework for the development of national legislation and policies. The Convention has been ratified by over 100 countries, and is now the most widely ratified human rights treaty in the world.

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The United Nations Convention on the Rights of the Child (UNCRC) is the first legally binding international instrument to set out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC sets out a range of rights for children, including the right to life, the right to education, and the right to be heard.

The UNCRC is a landmark document in the history of children's rights. It has provided a framework for the development of national laws and policies, and has been used by child rights activists to demand better protection for children. It is a testament to the fact that children are not just the future, but they are the present.

The UNCRC is a comprehensive document that covers a wide range of issues. It sets out the rights of children in general, and also addresses specific issues such as the rights of disabled children, the rights of children in conflict with the law, and the rights of children in need of special protection.

The UNCRC is a living document. It has been interpreted and applied in a variety of ways, and it is expected that it will continue to be so in the future. It is a document that is constantly evolving, and it is a document that is constantly being used to improve the lives of children.

The UNCRC is a document that is full of hope. It is a document that tells us that children have rights, and that those rights must be protected. It is a document that tells us that we have a responsibility to children, and that we must do everything in our power to ensure that they have a good life.

The UNCRC is a document that is full of promise. It is a document that tells us that the future is bright, and that we can make a difference. It is a document that tells us that we can create a world where children are safe, healthy, and happy.

The UNCRC is a document that is full of love. It is a document that tells us that children are our future, and that we must love them as we love ourselves. It is a document that tells us that we must care for them, and that we must protect them.

The UNCRC is a document that is full of life. It is a document that tells us that children are the heart of our world, and that we must give them the best of everything. It is a document that tells us that we must make the world a better place for them, and that we must make it a place where they can thrive.

The UNCRC is a document that is full of hope, promise, love, and life. It is a document that tells us that we can make a difference, and that we can create a better world for children. It is a document that tells us that we must do everything in our power to ensure that children have a good life, and that we must do everything in our power to protect their rights.

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The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and survival, to the right to education and participation. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

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The UNCRC is a comprehensive document, covering a wide range of issues. It includes provisions on the right to life, the right to a name and nationality, the right to a family, the right to education, the right to health, and the right to protection from abuse and exploitation. It also includes provisions on the right to participate in decisions that affect them, and the right to be heard in legal proceedings.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that has changed the way we think about children, and it is a document that has led to a new era of children's rights.

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One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances. This includes the need to address the needs of children in conflict with the law, and the need to ensure that children are not exploited or abused.

The UNCRC also recognizes the need to ensure that children are able to participate in decisions that affect them. This is a key principle of the UNCRC, and it is one that is increasingly being recognized in national laws and policies.

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations has developed a set of 27 goals for children, known as the 'Agenda for Children' (United Nations 1990). The goals are designed to ensure that all children have access to basic education, health care, and social services.

The United Nations has also developed a set of 10 principles for the care of children, known as the 'Convention on the Rights of the Child' (United Nations 1989).

The Convention on the Rights of the Child is a legally binding treaty that sets out the rights of children and the responsibilities of governments to protect and promote those rights.

The Convention on the Rights of the Child is the most widely ratified human rights treaty in the world, with over 100 countries having signed it.

The Convention on the Rights of the Child is a landmark document that has helped to bring the needs of children to the attention of the world community.

The Convention on the Rights of the Child is a testament to the power of international cooperation to address the needs of the world's most vulnerable children.

The Convention on the Rights of the Child is a call to action for all of us to ensure that every child has the opportunity to reach their full potential.

The Convention on the Rights of the Child is a vision of a world where every child is valued and protected.

The Convention on the Rights of the Child is a promise that we can all make to the children of the world.

The Convention on the Rights of the Child is a challenge that we can all meet.

The Convention on the Rights of the Child is a goal that we can all strive for.

The Convention on the Rights of the Child is a dream that we can all achieve.

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The Convention on the Rights of the Child is a world that we can all share.

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The UNCRC is a landmark document in the history of children's rights. It is the first international treaty to be ratified by more than 100 countries. It sets out a comprehensive framework of rights for children, and provides a basis for the development of national legislation and policies. The UNCRC has been hailed as a 'new paradigm' in the treatment of children, and as a 'blueprint for the future'.

However, the UNCRC is not a magic wand. It is a framework, not a blueprint. It sets out the principles and objectives, but it does not provide the details. It is up to individual countries to develop their own policies and practices, and to ensure that they are in line with the principles of the UNCRC.

One of the main challenges in implementing the UNCRC is the lack of resources. Many countries, particularly in the developing world, do not have the financial or human resources to implement the full range of rights set out in the UNCRC. This is particularly true in the area of education, where many children do not have access to basic schooling.

Another challenge is the lack of awareness. Many people, particularly in the developing world, are not aware of the UNCRC, and therefore do not know what rights their children are entitled to. This is particularly true in the area of child labour, where many children are working in hazardous conditions.

Despite these challenges, there is a growing awareness of the need to address the needs of children in the 1990s. The UNCRC provides a framework for this, and it is up to individual countries to develop their own policies and practices, and to ensure that they are in line with the principles of the UNCRC.

One of the main areas of concern is the issue of child labour. Child labour is a global problem, and it is estimated that there are over 200 million children working in hazardous conditions around the world. This is a serious violation of the UNCRC, and it is a major concern for the international community.

There are a number of reasons why child labour is so prevalent. One of the main reasons is the need for money. In many developing countries, families are poor, and they need money to survive. Children are often the only source of income for the family, and they are forced to work in hazardous conditions.

Another reason is the lack of education. In many developing countries, children do not have access to basic schooling. This is particularly true in the area of girls, who are often kept at home to do household chores or to look after younger siblings. This lack of education leads to a cycle of poverty, as children are not able to acquire the skills and knowledge needed to improve their lives.

There are a number of ways in which child labour can be reduced. One of the main ways is to improve the economic situation of families. If families have more money, they do not need their children to work. Another way is to improve access to education. If children have access to basic schooling, they are not forced to work.

It is important to note that child labour is not just a problem in the developing world. It is also a problem in the developed world. In many developed countries, children are working in hazardous conditions, and they are not being protected by the law. This is a serious violation of the UNCRC, and it is a major concern for the international community.

There are a number of ways in which child labour can be reduced in the developed world. One of the main ways is to improve the enforcement of the law. If the law is enforced, children will not be able to work in hazardous conditions. Another way is to improve the economic situation of families. If families have more money, they do not need their children to work.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

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The purpose of this paper is to review the current state of knowledge about child care and protection services, and to discuss the implications for policy and practice.

## 1. Introduction

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

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The UNCRC is a landmark document in the history of children's rights. It is the first international treaty to be ratified by more than 100 countries. It sets out a comprehensive framework of rights for children, and provides a basis for the development of national legislation and policies. The UNCRC has been hailed as a 'new paradigm' in the treatment of children, and as a 'blueprint for the future'.

However, the UNCRC is not a magic wand. It is a framework, not a blueprint. It sets out the principles and objectives, but it does not provide the details. It is up to individual countries to develop their own policies and practices, and to ensure that they are in line with the principles of the UNCRC.

One of the key challenges in implementing the UNCRC is the need to address the needs of children in different contexts. The needs of children in developed countries are different from the needs of children in developing countries. The needs of children in urban areas are different from the needs of children in rural areas. The needs of children in different cultures are different.

Therefore, it is essential to develop a new approach to children's rights, one that is based on the principles of the UNCRC, but that is also sensitive to the needs of children in different contexts. This new approach should be based on the following principles:

- 1. The best interests of the child should be the primary consideration in all actions concerning children.
- 2. Children have the right to be heard in all matters that affect them.
- 3. Children have the right to a standard of living that is adequate for their health and development.
- 4. Children have the right to education, and to a standard of living that is adequate for their health and development.

These principles should guide the development of national legislation and policies, and should be used to monitor and evaluate the implementation of the UNCRC. They should also be used to raise awareness of children's rights, and to encourage children and their families to demand better.

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The purpose of this paper is to review the current state of knowledge about child care and protection services, and to discuss the implications for policy and practice.

## 1. Introduction

The first section of the paper discusses the current state of knowledge about child care and protection services. The second section discusses the implications for policy and practice.

## 2. Current state of knowledge

The current state of knowledge about child care and protection services is based on a number of studies and reports. The most recent of these is the *State of the World's Children 1994* report (UNICEF 1994). This report provides a comprehensive overview of the current state of knowledge about child care and protection services, and discusses the implications for policy and practice.

The *State of the World's Children 1994* report identifies a number of key issues that need to be addressed in order to improve the lives of children in the 1990s. These issues include:

- The need to ensure that all children have access to basic education and health care.
- The need to protect children from violence and abuse.
- The need to ensure that children are able to participate in decisions that affect their lives.
- The need to ensure that children are able to live in a safe and healthy environment.

The *State of the World's Children 1994* report also discusses the implications of these issues for policy and practice. It argues that in order to improve the lives of children in the 1990s, it is essential to address these issues in a comprehensive and integrated manner.

The *State of the World's Children 1994* report also identifies a number of key areas for further research. These areas include:

- The need to develop more effective methods of assessing the needs of children.
- The need to develop more effective methods of delivering child care and protection services.
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One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a range of measures, including the strengthening of legal systems, the development of child protection services, and the promotion of a culture of respect for children's rights.

Another key challenge is the need to ensure that children's rights are protected in the context of the global economy. This requires a range of measures, including the strengthening of international law, the development of child labour laws, and the promotion of a culture of respect for children's rights.

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One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a range of measures, including the strengthening of legal systems, the development of child protection services, and the promotion of a culture of respect for children's rights.

Another key challenge is the need to ensure that children's rights are protected in the context of the global economy. This requires a range of measures, including the strengthening of international law, the development of child labour laws, and the promotion of a culture of respect for children's rights.

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The UNCRC is a comprehensive document, covering a wide range of issues. It sets out the rights of children in areas such as education, health, and protection. It also sets out the responsibilities of parents and society towards children. The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for children's rights.

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a number of reports and guidelines on the rights of the child (UNICEF 1989, 1990, 1991, 1992, 1993, 1994).

The purpose of this paper is to review the current state of knowledge on the rights of the child, and to discuss the implications for the future.

## 1. Introduction

The rights of the child are a topic of increasing importance in the 1990s. This is due to a number of factors, including the following:

- The increasing number of children in the world who are under 15 years of age (United Nations 1994).
- The growing awareness of the need to address the needs of children in the 1990s (UNICEF 1989, 1990, 1991, 1992, 1993, 1994).
- The increasing number of children who are living in poverty (United Nations 1994).

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## 2. The rights of the child

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations (1994) has identified the need to ensure that all children have access to education, health care, and a decent standard of living. The World Bank (1994) has also emphasized the need to invest in children's health and education.

One of the key challenges in addressing the needs of children is the lack of data on their health and education status. This is particularly true in developing countries, where the majority of the population is under 15 years of age.

One of the main reasons for this lack of data is the difficulty of conducting surveys of children. Children are often shy and reluctant to participate in surveys, and they may not understand the questions being asked.

Another reason for the lack of data is the lack of trained personnel to conduct surveys of children. In many developing countries, there are very few people who are trained to conduct surveys of children.

One of the solutions to this problem is to use a method that is easy for children to understand and participate in. This is the method that we have developed in our research.

The method that we have developed is called the "Child Health and Education Survey" (CHES). It is a simple, easy-to-use survey that can be conducted by children themselves.

The CHES is a self-administered survey that consists of a series of questions about children's health and education. The questions are designed to be easy for children to understand and answer.

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The purpose of this study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system. The study was conducted in a prison in the UK, and the participants were people who had been convicted of a crime and were currently serving a sentence in the prison.

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The purpose of this paper is to explore the challenges in the implementation of the UNCRC, and to propose a new approach to the protection of children's rights. The paper will first review the current state of children's rights, and then discuss the challenges in the implementation of the UNCRC. Finally, the paper will propose a new approach to the protection of children's rights, one that recognizes the role of the state and the international community in ensuring that children's rights are protected.

## 2. The UNCRC

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There is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) is the only international treaty that has been ratified by all 191 member states of the United Nations.

The Convention sets out the rights of children and young people, and the responsibilities of governments to protect and promote these rights.

The Convention is a landmark document in the history of children's rights, and it has inspired many national laws and policies.

The Convention is a key reference point for all those who work with children and young people, and it is essential reading for all those who are involved in the development of children's services.

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The UNCRC is a comprehensive document, covering a wide range of issues. It includes provisions on the right to life, the right to education, the right to health, the right to play, and the right to be heard. It also includes provisions on the protection of children from abuse and exploitation.

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The UNCRC is a landmark document in the history of children's rights. It is the first international treaty to be ratified by more than 100 countries. It sets out a comprehensive framework of rights for children, and provides a basis for the development of national legislation and policies. The UNCRC has been hailed as a 'new paradigm' in the way that children are viewed and treated.

One of the key principles of the UNCRC is the right of the child to be heard. This principle is enshrined in Article 12 of the Convention, which states that children have the right to express their views on matters that affect them, and for those views to be given due weight in accordance with their age and maturity.

The principle of the right to be heard is a fundamental one, and it is one that has been increasingly recognized in the legal systems of many countries. In the United Kingdom, for example, the principle has been enshrined in the Children Act 1989, which states that the child's views must be taken into account in all decisions affecting the child's life.

However, in practice, the principle of the right to be heard is often ignored. Children are rarely given the opportunity to express their views, and their views are rarely taken into account. This is a serious problem, and it is one that needs to be addressed if the UNCRC is to be fully implemented.

One of the reasons why the principle of the right to be heard is often ignored is that children are often seen as passive recipients of care and protection. They are seen as people who need to be looked after, and who have no say in the decisions that affect their lives. This view of children is outdated, and it is one that needs to be replaced by a new view of children as active participants in their own lives.

The new view of children is one that recognizes their rights, and their ability to make decisions for themselves. It is a view that sees children as people who are capable of expressing their views, and of taking part in the decisions that affect their lives. This is the view that is enshrined in the UNCRC, and it is the view that needs to be adopted if the Convention is to be fully implemented.

There are many ways in which the principle of the right to be heard can be put into practice. One way is to give children the opportunity to express their views in a formal setting, such as a court or a tribunal. Another way is to give children the opportunity to express their views in an informal setting, such as a family meeting or a school council.

Whatever the setting, the key is to ensure that children are given the opportunity to express their views, and that their views are given due weight. This is a challenge, but it is one that must be met if the UNCRC is to be fully implemented.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life, to the right to education, to the right to participate in decisions that affect them. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

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The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has inspired a new generation of children's rights activists.

However, the UNCRC is not a magic wand. It is a framework, and it needs to be implemented. The challenge is to ensure that the rights of children are protected and promoted in practice. This requires a commitment from governments, and it requires the active participation of children and their families.

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a range of measures, including the establishment of independent bodies to monitor children's rights, and the development of a culture of respect for children's rights.

The UNCRC also recognizes the need to address the specific needs of children in different situations. For example, it sets out special provisions for children in conflict with the law, and for children who are victims of abuse or neglect.

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One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances. This includes the need to address the rights of children in conflict with the law, and the need to ensure that children are not exploited or abused.

There is a growing awareness of the need to address the rights of children in conflict with the law. This is a complex issue, and one that requires a multi-disciplinary approach. It involves the need to understand the reasons why children become involved in conflict with the law, and the need to develop effective strategies for their rehabilitation and reintegration into society.

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to the protection of children's rights, one that recognizes the role of the state and other institutions in the protection of children's rights.

The need for a new approach to the protection of children's rights is highlighted by the fact that children are still suffering from poverty, malnutrition, and disease in many parts of the world. In addition, children are increasingly being used in armed conflict, and are being exploited in the labor market.

The need for a new approach to the protection of children's rights is also highlighted by the fact that children are increasingly being recognized as individuals with rights, and not just as passive recipients of adult care. This requires a new approach to the protection of children's rights, one that recognizes the role of the state and other institutions in the protection of children's rights.

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a series of reports on the state of the world's children (UNICEF 1990, 1991, 1992, 1993, 1994). These reports have highlighted the need for a new approach to children's rights, one that is based on the principle of the best interests of the child.

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries.

The UNCRC sets out a range of rights for children, including the right to life, the right to health, the right to education, and the right to participate in decisions that affect them.

The UNCRC also sets out a range of obligations for governments, including the obligation to ensure that children are protected from abuse and neglect, and the obligation to provide them with the best possible environment for their development.

The UNCRC is a landmark document in the history of children's rights, and it has played a major role in shaping the way in which governments think about children and their rights.

However, the UNCRC is not a perfect document. It has a number of limitations, and it is not always clear how it should be interpreted.

One of the main limitations of the UNCRC is that it is a treaty, and it is not always clear how it should be enforced. It is also not always clear how it should be interpreted, and there is a lot of disagreement about what it means.

Another limitation of the UNCRC is that it is a general document, and it does not address the specific needs of different groups of children. For example, it does not address the needs of children with disabilities, or the needs of children in conflict with the law.

Despite these limitations, the UNCRC is a landmark document, and it has played a major role in shaping the way in which governments think about children and their rights. It is a document that we should all be proud of, and it is a document that we should all strive to implement.

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There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations has developed a set of guidelines for the rights of children, known as the Convention on the Rights of the Child (CRC), which was adopted in 1989. The CRC is a legally binding treaty that sets out the rights of children and the responsibilities of governments to protect and promote these rights.

The CRC is a landmark document in the history of children's rights. It is the first time that the rights of children have been set out in a single, comprehensive document. The CRC is a legally binding treaty that sets out the rights of children and the responsibilities of governments to protect and promote these rights.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first international treaty to be ratified by more than 100 countries. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work.

The UNCRC is based on the principle of the best interests of the child. This principle is central to child protection work, and is a key focus of this paper. The principle of the best interests of the child is a complex one, and is the subject of much debate. This paper will explore the meaning of the principle, and will discuss its implications for child protection work.

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The purpose of this paper is to review the current state of knowledge about the needs of children in the 1990s, and to discuss the implications for policy and practice.

## 1. Introduction

The 1990s are expected to be a decade of rapid change for children in the world. The number of children in the world is expected to increase by 1.5 billion (United Nations 1994).

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