

COMMA  
uni002C

Open Sans Light  
Open Sans Regular  
Open Sans SemiBold  
Open Sans Bold  
Open Sans ExtraBold  
Open Sans Light Italic  
Open Sans Italic  
Open Sans SemiBold Italic  
Open Sans Bold Italic  
Open Sans ExtraBold Italic

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LATIN CAPITAL  
LETTER F  
uni0046

F F F F F F F F F F F

LATIN CAPITAL  
LETTER G  
uni0047

G G G G G G G G G G G

LATIN CAPITAL  
LETTER H  
uni0048

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LATIN CAPITAL  
LETTER I  
uni0049

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LATIN CAPITAL  
LETTER J  
uni004A

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LATIN CAPITAL  
LETTER K  
uni004B

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LATIN CAPITAL  
LETTER L  
uni004C

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LATIN CAPITAL  
LETTER M  
uni004D

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LATIN CAPITAL  
LETTER N  
uni004E

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LATIN CAPITAL  
LETTER O  
uni004F

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LATIN CAPITAL  
LETTER P  
uni0050

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LATIN CAPITAL  
LETTER Q  
uni0051

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LATIN CAPITAL  
LETTER R  
uni0052

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LATIN CAPITAL  
LETTER S  
uni0053

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LATIN CAPITAL  
LETTER T  
uni0054

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LATIN CAPITAL  
LETTER U  
uni0055

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LATIN CAPITAL  
LETTER V  
uni0056

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LATIN CAPITAL  
LETTER W  
uni0057

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LATIN CAPITAL  
LETTER X  
uni0058

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LATIN CAPITAL  
LETTER Y  
uni0059

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LATIN CAPITAL  
LETTER Z  
uni005A

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LEFT SQUARE  
BRACKET  
uni005B

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REVERSE  
SOLIDUS  
uni005C

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RIGHT SQUARE  
BRACKET  
uni005D

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CIRCUMFLEX  
ACCENT  
uni005E

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LOW LINE  
uni005F

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GRAVE ACCENT  
uni0060

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LATIN SMALL  
LETTER A  
uni0061

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LATIN SMALL  
LETTER B  
uni0062

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LATIN SMALL  
LETTER C  
uni0063

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LATIN SMALL  
LETTER D  
uni0064

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LATIN SMALL  
LETTER E  
uni0065

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LATIN SMALL  
LETTER F  
uni0066

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LATIN SMALL  
LETTER G  
uni0067

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LATIN SMALL  
LETTER H  
uni0068

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LATIN SMALL  
LETTER I  
uni0069

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LATIN SMALL  
LETTER J  
uni006A

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LATIN SMALL  
LETTER K  
uni006B

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LATIN SMALL  
LETTER L  
uni006C

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LATIN SMALL  
LETTER M  
uni006D

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LATIN SMALL  
LETTER N  
uni006E

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LATIN SMALL  
LETTER O  
uni006F

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uni00BD

VULGAR  
FRACTION ONE  
HALF  
uni00BD

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VULGAR  
FRACTION THREE  
QUARTERS  
uni00BE

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INVERTED  
QUESTION MARK  
uni00BF

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LATIN CAPITAL  
LETTER A WITH  
GRAVE  
uni00C0

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LATIN CAPITAL  
LETTER A WITH  
ACUTE  
uni00C1

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LATIN CAPITAL  
LETTER A WITH  
CIRCUMFLEX  
uni00C2

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LATIN CAPITAL  
LETTER A WITH  
TILDE  
uni00C3

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LATIN CAPITAL  
LETTER A WITH  
DIAERESIS  
uni00C4

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LATIN CAPITAL  
LETTER A WITH  
RING ABOVE  
uni00C5

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LATIN CAPITAL  
LETTER AE  
uni00C6

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LATIN CAPITAL  
LETTER C WITH  
CEDILLA  
uni00C7

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LATIN CAPITAL  
LETTER E WITH  
GRAVE  
uni00C8

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LATIN CAPITAL  
LETTER E WITH  
ACUTE  
uni00C9

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LATIN CAPITAL  
LETTER E WITH  
CIRCUMFLEX  
uni00CA

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LATIN CAPITAL  
LETTER E WITH  
DIAERESIS  
uni00CB

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LATIN CAPITAL  
LETTER I WITH  
GRAVE  
uni00CC

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LATIN CAPITAL  
LETTER I WITH  
ACUTE

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LATIN CAPITAL  
LETTER I WITH  
CIRCUMFLEX  
uni00CE

LATIN CAPITAL  
LETTER I WITH  
DIAERESIS  
uni00CF

LATIN CAPITAL  
LETTER ETH  
uni00D0

LATIN CAPITAL  
LETTER N WITH  
TILDE  
uni00D1

LATIN CAPITAL  
LETTER O WITH  
GRAVE  
uni00D2

LATIN CAPITAL  
LETTER O WITH  
ACUTE  
uni00D3

LATIN CAPITAL  
LETTER O WITH  
CIRCUMFLEX  
uni00D4

LATIN CAPITAL  
LETTER O WITH  
TILDE  
uni00D5

LATIN CAPITAL  
LETTER O WITH  
DIAERESIS  
uni00D6

MULTIPLICATION  
SIGN  
uni00D7

LATIN CAPITAL  
LETTER O WITH  
STROKE  
uni00D8

LATIN CAPITAL  
LETTER U WITH  
GRAVE  
uni00D9

LATIN CAPITAL  
LETTER U WITH  
ACUTE  
uni00DA

LATIN CAPITAL  
LETTER U WITH  
CIRCUMFLEX  
uni00DB

LATIN CAPITAL  
LETTER U WITH  
DIAERESIS  
uni00DC

LATIN CAPITAL  
LETTER Y WITH  
ACUTE  
uni00DD

LATIN CAPITAL  
LETTER THORN  
uni00DE



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LETTER SHARP S  
uni00DF

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LETTER A WITH  
GRAVE  
uni00E0

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LATIN SMALL  
LETTER A WITH  
ACUTE  
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LATIN SMALL  
LETTER A WITH  
CIRCUMFLEX  
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LATIN SMALL  
LETTER A WITH  
TILDE  
uni00E3

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LATIN SMALL  
LETTER A WITH  
DIAERESIS  
uni00E4

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LATIN SMALL  
LETTER A WITH  
RING ABOVE  
uni00E5

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LATIN SMALL  
LETTER AE  
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LATIN SMALL  
LETTER C WITH  
CEDILLA  
uni00E7

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LATIN SMALL  
LETTER E WITH  
GRAVE  
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LATIN SMALL  
LETTER E WITH  
ACUTE  
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LATIN SMALL  
LETTER E WITH  
CIRCUMFLEX  
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LETTER E WITH  
DIAERESIS  
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LETTER I WITH  
GRAVE  
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LETTER I WITH  
ACUTE  
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LATIN SMALL  
LETTER I WITH  
CIRCUMFLEX  
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LATIN SMALL  
LETTER N WITH  
TILDE  
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LATIN SMALL  
LETTER O WITH  
GRAVE  
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LATIN SMALL  
LETTER O WITH  
ACUTE  
uni00F3

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LATIN SMALL  
LETTER O WITH  
CIRCUMFLEX  
uni00F4

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LATIN SMALL  
LETTER O WITH  
TILDE  
uni00F5

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LATIN SMALL  
LETTER O WITH  
DIAERESIS  
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uni00F7

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LATIN SMALL  
LETTER O WITH  
STROKE  
uni00F8

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LATIN SMALL  
LETTER U WITH  
GRAVE  
uni00F9

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LATIN SMALL  
LETTER U WITH  
ACUTE  
uni00FA

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LATIN SMALL  
LETTER U WITH  
CIRCUMFLEX  
uni00FB

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LATIN SMALL  
LETTER U WITH  
DIAERESIS  
uni00FC

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LATIN SMALL  
LETTER Y WITH  
ACUTE  
uni00FD

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LATIN SMALL  
LETTER THORN  
uni00FE

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LATIN SMALL  
LETTER Y WITH  
DIAERESIS  
uni00FF

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LATIN CAPITAL  
LETTER A WITH  
MACRON  
uni0100

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LATIN SMALL  
LETTER A WITH  
MACRON  
uni0101

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LATIN CAPITAL  
LETTER A WITH  
BREVE  
uni0102

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LATIN SMALL  
LETTER A WITH  
BREVE  
uni0103

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LATIN CAPITAL  
LETTER A WITH  
OGONEK  
uni0104

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LATIN SMALL  
LETTER A WITH  
OGONEK  
uni0105

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LATIN CAPITAL  
LETTER C WITH  
ACUTE  
uni0106

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LATIN SMALL  
LETTER C WITH  
ACUTE  
uni0107

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LATIN CAPITAL  
LETTER C WITH  
CIRCUMFLEX  
uni0108

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LATIN SMALL  
LETTER C WITH  
CIRCUMFLEX  
uni0109

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LATIN CAPITAL  
LETTER C WITH  
DOT ABOVE  
uni010A

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LATIN SMALL  
LETTER C WITH  
DOT ABOVE  
uni010B

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LATIN CAPITAL  
LETTER C WITH  
CARON  
uni010C

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LATIN SMALL  
LETTER C WITH  
CARON  
uni010D

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LATIN CAPITAL  
LETTER D WITH  
CARON  
uni010E

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LATIN SMALL  
LETTER D WITH  
CARON  
uni010F

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LATIN CAPITAL  
LETTER D WITH  
STROKE  
uni0110

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LATIN SMALL  
LETTER D WITH

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LATIN CAPITAL  
LETTER E WITH  
MACRON  
uni0112

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LATIN CAPITAL  
LETTER G WITH  
CEDILLA  
uni0122

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LATIN SMALL  
LETTER G WITH  
CEDILLA  
uni0123

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LATIN CAPITAL  
LETTER H WITH  
CIRCUMFLEX  
uni0124

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LATIN SMALL  
LETTER H WITH  
CIRCUMFLEX  
uni0125

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LATIN CAPITAL  
LETTER H WITH  
STROKE  
uni0126

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LATIN SMALL  
LETTER H WITH  
STROKE  
uni0127

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LATIN CAPITAL  
LETTER I WITH  
TILDE  
uni0128

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LATIN SMALL  
LETTER I WITH  
TILDE  
uni0129

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LATIN CAPITAL  
LETTER I WITH  
MACRON  
uni012A

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LATIN SMALL  
LETTER I WITH  
MACRON  
uni012B

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LATIN CAPITAL  
LETTER I WITH  
BREVE  
uni012C

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LATIN SMALL  
LETTER I WITH  
BREVE  
uni012D

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LATIN CAPITAL  
LETTER I WITH  
OGONEK  
uni012E

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LATIN SMALL  
LETTER I WITH  
OGONEK  
uni012F

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LATIN CAPITAL  
LETTER I WITH  
DOT ABOVE  
uni0130

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LATIN SMALL  
LETTER DOTLESS  
I  
uni0131

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LATIN CAPITAL  
LIGATURE IJ

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LATIN SMALL  
LIGATURE IJ  
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[illegible]

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1	2	3	4	5	6	7	8	9	10	11	12

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ASCII  
uni0143

LATIN SMALL  
LETTER N WITH  
ACUTE  
uni0144

LATIN CAPITAL  
LETTER N WITH  
CEDILLA  
uni0145

LATIN SMALL  
LETTER N WITH  
CEDILLA  
uni0146

LATIN CAPITAL  
LETTER N WITH  
CARON  
uni0147

LATIN SMALL  
LETTER N WITH  
CARON  
uni0148

LATIN SMALL  
LETTER N  
PRECEDED BY  
APOSTROPHE  
uni0149

LATIN CAPITAL  
LETTER ENG  
uni014A

LATIN SMALL  
LETTER ENG  
uni014B

LATIN CAPITAL  
LETTER O WITH  
MACRON  
uni014C

LATIN SMALL  
LETTER O WITH  
MACRON  
uni014D

LATIN CAPITAL  
LETTER O WITH  
BREVE  
uni014E

LATIN SMALL  
LETTER O WITH  
BREVE  
uni014F

LATIN CAPITAL  
LETTER O WITH  
DOUBLE ACUTE  
uni0150

LATIN SMALL  
LETTER O WITH  
DOUBLE ACUTE  
uni0151

LATIN CAPITAL  
LIGATURE OE  
uni0152

LATIN SMALL  
LIGATURE OE  
uni0153

LATIN CAPITAL  
LETTER R WITH  
ACUTE

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uni0154

LATIN SMALL  
LETTER R WITH  
ACUTE  
uni0155

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LATIN CAPITAL  
LETTER R WITH  
CEDILLA  
uni0156

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LATIN SMALL  
LETTER R WITH  
CEDILLA  
uni0157

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LATIN CAPITAL  
LETTER R WITH  
CARON  
uni0158

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LATIN SMALL  
LETTER R WITH  
CARON  
uni0159

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LATIN CAPITAL  
LETTER S WITH  
ACUTE  
uni015A

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LATIN SMALL  
LETTER S WITH  
ACUTE  
uni015B

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LATIN CAPITAL  
LETTER S WITH  
CIRCUMFLEX  
uni015C

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LATIN SMALL  
LETTER S WITH  
CIRCUMFLEX  
uni015D

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LATIN CAPITAL  
LETTER S WITH  
CEDILLA  
uni015E

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LATIN SMALL  
LETTER S WITH  
CEDILLA  
uni015F

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LATIN CAPITAL  
LETTER S WITH  
CARON  
uni0160

Š Š Š Š Š Š Š Š Š Š Š

LATIN SMALL  
LETTER S WITH  
CARON  
uni0161

š š š š š š š š š š š

LATIN CAPITAL  
LETTER T WITH  
CEDILLA  
uni0162

Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ

LATIN SMALL  
LETTER T WITH  
CEDILLA  
uni0163

ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ

LATIN CAPITAL  
LETTER T WITH  
CARON  
uni0164

Ť Ť Ť Ť Ť Ť Ť Ť Ť Ť Ť

LATIN SMALL

Ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ ŧ



LATIN SMALL  
LETTER T WITH  
CARON  
uni0165

Ł ł Ł ł Ł ł Ł ł Ł ł Ł

LATIN CAPITAL  
LETTER T WITH  
STROKE  
uni0166

Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ Ŧ

LATIN SMALL  
LETTER T WITH  
STROKE  
uni0167

ţ ţ ţ ţ ţ ţ ţ ţ ţ ţ ţ

LATIN CAPITAL  
LETTER U WITH  
TILDE  
uni0168

Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ Ũ

LATIN SMALL  
LETTER U WITH  
TILDE  
uni0169

ũ ũ ũ ũ ũ ũ ũ ũ ũ ũ ũ

LATIN CAPITAL  
LETTER U WITH  
MACRON  
uni016A

Ū Ū Ū Ū Ū Ū Ū Ū Ū Ū Ū

LATIN SMALL  
LETTER U WITH  
MACRON  
uni016B

ū ū ū ū ū ū ū ū ū ū ū

LATIN CAPITAL  
LETTER U WITH  
BREVE  
uni016C

Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ Ŭ

LATIN SMALL  
LETTER U WITH  
BREVE  
uni016D

ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ ŭ

LATIN CAPITAL  
LETTER U WITH  
RING ABOVE  
uni016E

Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů

LATIN SMALL  
LETTER U WITH  
RING ABOVE  
uni016F

ů ů ů ů ů ů ů ů ů ů ů ů

LATIN CAPITAL  
LETTER U WITH  
DOUBLE ACUTE  
uni0170

Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú

LATIN SMALL  
LETTER U WITH  
DOUBLE ACUTE  
uni0171

ú ú ú ú ú ú ú ú ú ú ú

LATIN CAPITAL  
LETTER U WITH  
OGONEK  
uni0172

Ų Ų Ų Ų Ų Ų Ų Ų Ų Ų Ų

LATIN SMALL  
LETTER U WITH  
OGONEK  
uni0173

ų ų ų ų ų ų ų ų ų ų ų ų

LATIN CAPITAL  
LETTER W WITH  
CIRCUMFLEX  
uni0174

Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ Ŵ

LATIN SMALL  
LETTER W WITH  
CIRCUMFLEX

ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ ŵ

uni0175

LATIN CAPITAL  
LETTER Y WITH  
CIRCUMFLEX  
uni0176

Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

LATIN SMALL  
LETTER Y WITH  
CIRCUMFLEX  
uni0177

ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ ŷ

LATIN CAPITAL  
LETTER Y WITH  
DIAERESIS  
uni0178

ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ

LATIN CAPITAL  
LETTER Z WITH  
ACUTE  
uni0179

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL  
LETTER Z WITH  
ACUTE  
uni017A

ž ž ž ž ž ž ž ž ž ž ž

LATIN CAPITAL  
LETTER Z WITH  
DOT ABOVE  
uni017B

Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ Ẑ

LATIN SMALL  
LETTER Z WITH  
DOT ABOVE  
uni017C

ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ ẑ

LATIN CAPITAL  
LETTER Z WITH  
CARON  
uni017D

Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž Ž

LATIN SMALL  
LETTER Z WITH  
CARON  
uni017E

ž ž ž ž ž ž ž ž ž ž ž

LATIN SMALL  
LETTER LONG S  
uni017F

ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ ſ

LATIN SMALL  
LETTER F WITH  
HOOK  
uni0192

ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ ƒ

LATIN CAPITAL  
LETTER O WITH  
HORN  
uni01A0

Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ Ɔ

LATIN SMALL  
LETTER O WITH  
HORN  
uni01A1

ɔ ɔ ɔ ɔ ɔ ɔ ɔ ɔ ɔ ɔ ɔ

LATIN CAPITAL  
LETTER U WITH  
HORN  
uni01AF

Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ Ʊ

LATIN SMALL  
LETTER U WITH  
HORN  
uni01B0

ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ ɹ

LATIN SMALL  
LETTER J WITH  
CARON  
uni01F0

ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ ĵ

LATIN CAPITAL  
LETTER A WITH

Á Á Á Á Á Á Á Á Á Á Á

ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ ǎ

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[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

[illegible]

WITH TONOS  
uni038E

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

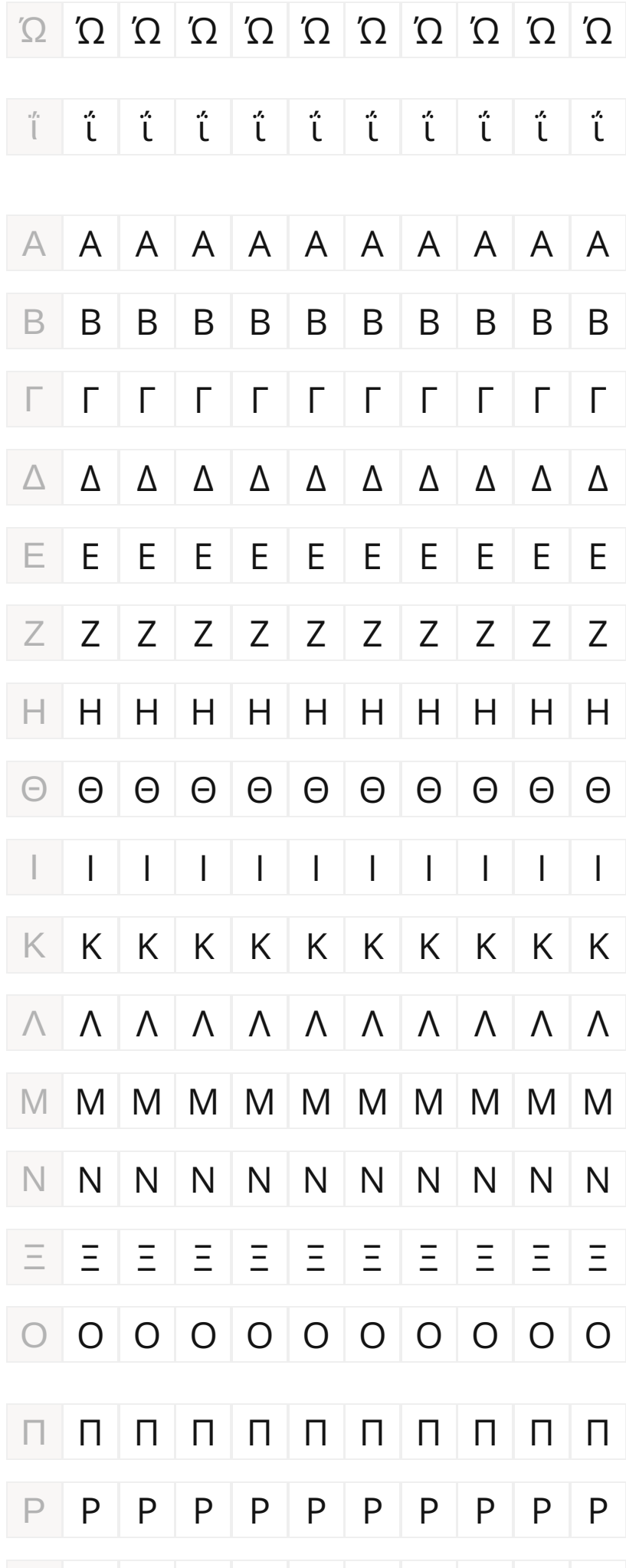
GREEK CAPITAL  
LETTER NU  
uni039D

GREEK CAPITAL  
LETTER XI  
uni039E

GREEK CAPITAL  
LETTER  
OMICRON  
uni039F

GREEK CAPITAL  
LETTER PI  
uni03A0

GREEK CAPITAL  
LETTER RHO  
uni03A1



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[illegible][illegible][illegible]

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Ω Ω Ω Ω Ω Ω Ω Ω Ω Ω

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[illegible]

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ή ή ή ή ή ή ή ή ή ή ή

[illegible]

Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů Ů

[illegible]

β β β β β β β β β β

[illegible][illegible][illegible]

uni03B5

GREEK SMALL  
LETTER ZETA  
uni03B6

ζ ζ ζ ζ ζ ζ ζ ζ ζ ζ

GREEK SMALL  
LETTER ETA  
uni03B7

η η η η η η η η η η

GREEK SMALL  
LETTER THETA  
uni03B8

θ θ θ θ θ θ θ θ θ θ

GREEK SMALL  
LETTER IOTA  
uni03B9

ι ι ι ι ι ι ι ι ι ι

GREEK SMALL  
LETTER KAPPA  
uni03BA

κ κ κ κ κ κ κ κ κ κ

GREEK SMALL  
LETTER LAMDA  
uni03BB

λ λ λ λ λ λ λ λ λ λ

GREEK SMALL  
LETTER MU  
uni03BC

μ μ μ μ μ μ μ μ μ μ

GREEK SMALL  
LETTER NU  
uni03BD

ν ν ν ν ν ν ν ν ν ν

GREEK SMALL  
LETTER XI  
uni03BE

ξ ξ ξ ξ ξ ξ ξ ξ ξ ξ

GREEK SMALL  
LETTER  
OMICRON  
uni03BF

ο ο ο ο ο ο ο ο ο ο

GREEK SMALL  
LETTER PI  
uni03C0

π π π π π π π π π π

GREEK SMALL  
LETTER RHO  
uni03C1

ρ ρ ρ ρ ρ ρ ρ ρ ρ ρ

GREEK SMALL  
LETTER FINAL  
SIGMA  
uni03C2

ς ς ς ς ς ς ς ς ς ς

GREEK SMALL  
LETTER SIGMA  
uni03C3

σ σ σ σ σ σ σ σ σ σ

GREEK SMALL  
LETTER TAU  
uni03C4

τ τ τ τ τ τ τ τ τ τ

GREEK SMALL  
LETTER UPSILON  
uni03C5

υ υ υ υ υ υ υ υ υ υ

GREEK SMALL  
LETTER PHI  
uni03C6

φ φ φ φ φ φ φ φ φ φ

GREEK SMALL  
LETTER CHI  
uni03C7

χ χ χ χ χ χ χ χ χ χ

GREEK SMALL  
LETTER PSI  
uni03C8

ψ ψ ψ ψ ψ ψ ψ ψ ψ ψ

GREEK SMALL  
LETTER OMEGA  
uni03C9

ω ω ω ω ω ω ω ω ω ω

uni03C9

GREEK SMALL  
LETTER IOTA  
WITH DIALYTIKA  
uni03CA

ï ï ï ï ï ï ï ï ï ï ï

GREEK SMALL  
LETTER UPSILON  
WITH DIALYTIKA  
uni03CB

ü ü ü ü ü ü ü ü ü ü ü

GREEK SMALL  
LETTER  
OMICRON WITH  
TONOS  
uni03CC

ó ó ó ó ó ó ó ó ó ó ó

GREEK SMALL  
LETTER UPSILON  
WITH TONOS  
uni03CD

ú ú ú ú ú ú ú ú ú ú ú

GREEK SMALL  
LETTER OMEGA  
WITH TONOS  
uni03CE

ώ ώ ώ ώ ώ ώ ώ ώ ώ ώ ώ

GREEK THETA  
SYMBOL  
uni03D1

ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ ϑ

GREEK UPSILON  
WITH HOOK  
SYMBOL  
uni03D2

ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ ϣ

GREEK PI  
SYMBOL  
uni03D6

ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ ϖ

CYRILLIC  
CAPITAL LETTER  
IE WITH GRAVE  
uni0400

È È È È È È È È È È È

CYRILLIC  
CAPITAL LETTER  
IO  
uni0401

Ë Ë Ë Ë Ë Ë Ë Ë Ë Ë Ë

CYRILLIC  
CAPITAL LETTER  
DJE  
uni0402

Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ Ђ

CYRILLIC  
CAPITAL LETTER  
GJE  
uni0403

Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ

CYRILLIC  
CAPITAL LETTER  
UKRAINIAN IE  
uni0404

Є Є Є Є Є Є Є Є Є Є Є

CYRILLIC  
CAPITAL LETTER  
DZE  
uni0405

Є Є Є Є Є Є Є Є Є Є Є

CYRILLIC  
CAPITAL LETTER  
BYELORUSSIAN-  
UKRAINIAN I  
uni0406

І І І І І І І І І І І

CYRILLIC  
CAPITAL LETTER  
YI  
uni0407

Й Й Й Й Й Й Й Й Й Й Й

CYRILLIC

Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ Ѡ



CAPITAL LETTER  
JE  
uni0408

Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ

CYRILLIC  
CAPITAL LETTER  
LJE  
uni0409

Љ Љ Љ Љ Љ Љ Љ Љ Љ Љ Љ

CYRILLIC  
CAPITAL LETTER  
NJE  
uni040A

Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ

CYRILLIC  
CAPITAL LETTER  
TSHE  
uni040B

Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ Ћ

CYRILLIC  
CAPITAL LETTER  
KJE  
uni040C

Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ Ќ

CYRILLIC  
CAPITAL LETTER  
I WITH GRAVE  
uni040D

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

CYRILLIC  
CAPITAL LETTER  
SHORT U  
uni040E

Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ

CYRILLIC  
CAPITAL LETTER  
DZHE  
uni040F

Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ Џ

CYRILLIC  
CAPITAL LETTER  
A  
uni0410

А А А А А А А А А А А

CYRILLIC  
CAPITAL LETTER  
BE  
uni0411

Б Б Б Б Б Б Б Б Б Б Б

CYRILLIC  
CAPITAL LETTER  
VE  
uni0412

В В В В В В В В В В В

CYRILLIC  
CAPITAL LETTER  
GHE  
uni0413

Г Г Г Г Г Г Г Г Г Г Г

CYRILLIC  
CAPITAL LETTER  
DE  
uni0414

Д Д Д Д Д Д Д Д Д Д Д

CYRILLIC  
CAPITAL LETTER  
IE  
uni0415

Е Е Е Е Е Е Е Е Е Е Е

CYRILLIC  
CAPITAL LETTER  
ZHE  
uni0416

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC  
CAPITAL LETTER  
ZE  
uni0417

З З З З З З З З З З З

CYRILLIC  
CAPITAL LETTER  
I  
uni0418

И И И И И И И И И И И

uni0418  
CYRILLIC  
CAPITAL LETTER  
SHORT I  
uni0419

Й Й Й Й Й Й Й Й Й Й Й

CYRILLIC  
CAPITAL LETTER  
KA  
uni041A

К К К К К К К К К К К

CYRILLIC  
CAPITAL LETTER  
EL  
uni041B

Л Л Л Л Л Л Л Л Л Л Л

CYRILLIC  
CAPITAL LETTER  
EM  
uni041C

М М М М М М М М М М М

CYRILLIC  
CAPITAL LETTER  
EN  
uni041D

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC  
CAPITAL LETTER  
O  
uni041E

О О О О О О О О О О О

CYRILLIC  
CAPITAL LETTER  
PE  
uni041F

П П П П П П П П П П П

CYRILLIC  
CAPITAL LETTER  
ER  
uni0420

Р Р Р Р Р Р Р Р Р Р Р

CYRILLIC  
CAPITAL LETTER  
ES  
uni0421

С С С С С С С С С С С

CYRILLIC  
CAPITAL LETTER  
TE  
uni0422

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC  
CAPITAL LETTER  
U  
uni0423

У У У У У У У У У У У

CYRILLIC  
CAPITAL LETTER  
EF  
uni0424

Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф

CYRILLIC  
CAPITAL LETTER  
HA  
uni0425

Х Х Х Х Х Х Х Х Х Х Х

CYRILLIC  
CAPITAL LETTER  
TSE  
uni0426

Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц

CYRILLIC  
CAPITAL LETTER  
CHE  
uni0427

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC  
CAPITAL LETTER  
SHA  
uni0428

Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш

CYRILLIC

III III III III III III III III III III III

CAPITAL LETTER  
SHCHA  
uni0429

Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш

CYRILLIC  
CAPITAL LETTER  
HARD SIGN  
uni042A

Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC  
CAPITAL LETTER  
YERU  
uni042B

Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы

CYRILLIC  
CAPITAL LETTER  
SOFT SIGN  
uni042C

Ь Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC  
CAPITAL LETTER  
E  
uni042D

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC  
CAPITAL LETTER  
YU  
uni042E

Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю

CYRILLIC  
CAPITAL LETTER  
YA  
uni042F

Я Я Я Я Я Я Я Я Я Я Я

CYRILLIC SMALL  
LETTER A  
uni0430

а а а а а а а а а а а

CYRILLIC SMALL  
LETTER BE  
uni0431

б б б б б б б б б б б

CYRILLIC SMALL  
LETTER VE  
uni0432

в в в в в в в в в в в

CYRILLIC SMALL  
LETTER GHE  
uni0433

г г г г г г г г г г г

CYRILLIC SMALL  
LETTER DE  
uni0434

д д д д д д д д д д д

CYRILLIC SMALL  
LETTER IE  
uni0435

е е е е е е е е е е е

CYRILLIC SMALL  
LETTER ZHE  
uni0436

ж ж ж ж ж ж ж ж ж ж ж

CYRILLIC SMALL  
LETTER ZE  
uni0437

з з з з з з з з з з з

CYRILLIC SMALL  
LETTER I  
uni0438

и и и и и и и и и и и

CYRILLIC SMALL  
LETTER SHORT I  
uni0439

й й й й й й й й й й й

CYRILLIC SMALL  
LETTER KA  
uni043A

к к к к к к к к к к к

CYRILLIC SMALL  
LETTER EL  
uni043B

л л л л л л л л л л л

CYRILLIC SMALL

.. .. .. .. .. .. .. .. .. .. ..

CYRILLIC SMALL  
LETTER EM  
uni043C

М М М М М М М М М М М

CYRILLIC SMALL  
LETTER EN  
uni043D

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL  
LETTER O  
uni043E

О О О О О О О О О О О

CYRILLIC SMALL  
LETTER PE  
uni043F

П П П П П П П П П П П

CYRILLIC SMALL  
LETTER ER  
uni0440

Р Р Р Р Р Р Р Р Р Р Р

CYRILLIC SMALL  
LETTER ES  
uni0441

С С С С С С С С С С С

CYRILLIC SMALL  
LETTER TE  
uni0442

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC SMALL  
LETTER U  
uni0443

У У У У У У У У У У У

CYRILLIC SMALL  
LETTER EF  
uni0444

Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф Ф

CYRILLIC SMALL  
LETTER HA  
uni0445

Х Х Х Х Х Х Х Х Х Х Х

CYRILLIC SMALL  
LETTER TSE  
uni0446

Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц Ц

CYRILLIC SMALL  
LETTER CHE  
uni0447

Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч Ч

CYRILLIC SMALL  
LETTER SHA  
uni0448

Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш Ш

CYRILLIC SMALL  
LETTER SHCHA  
uni0449

Щ Щ Щ Щ Щ Щ Щ Щ Щ Щ Щ

CYRILLIC SMALL  
LETTER HARD  
SIGN  
uni044A

Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC SMALL  
LETTER YERU  
uni044B

Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы Ы

CYRILLIC SMALL  
LETTER SOFT  
SIGN  
uni044C

Ь Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ Ъ

CYRILLIC SMALL  
LETTER E  
uni044D

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC SMALL  
LETTER YU  
uni044E

Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю Ю

CYRILLIC SMALL  
LETTER YA  
uni044F

Я Я Я Я Я Я Я Я Я Я Я

CYRILLIC SMALL

ѐ ё ѐ ё ѐ ё ѐ ё ѐ ё ѐ ё ѐ

LETTER IE WITH  
GRAVE  
uni0450

é é é é é é é é é é é

CYRILLIC SMALL  
LETTER IO  
uni0451

ë ë ë ë ë ë ë ë ë ë ë

CYRILLIC SMALL  
LETTER DJE  
uni0452

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CYRILLIC SMALL  
LETTER GJE  
uni0453

ѓ ђ ђ ђ ђ ђ ђ ђ ђ ђ ђ

CYRILLIC SMALL  
LETTER  
UKRAINIAN IE  
uni0454

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CYRILLIC SMALL  
LETTER DZE  
uni0455

ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ ѕ

CYRILLIC SMALL  
LETTER  
BYELORUSSIAN-  
UKRAINIAN I  
uni0456

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CYRILLIC SMALL  
LETTER YI  
uni0457

ї ї ї ї ї ї ї ї ї ї ї

CYRILLIC SMALL  
LETTER JE  
uni0458

ј ј ј ј ј ј ј ј ј ј ј

CYRILLIC SMALL  
LETTER LJE  
uni0459

љ љ љ љ љ љ љ љ љ љ љ

CYRILLIC SMALL  
LETTER NJE  
uni045A

њ њ њ њ њ њ њ њ њ њ њ

CYRILLIC SMALL  
LETTER TSHE  
uni045B

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CYRILLIC SMALL  
LETTER KJE  
uni045C

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CYRILLIC SMALL  
LETTER I WITH  
GRAVE  
uni045D

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CYRILLIC SMALL  
LETTER SHORT U  
uni045E

ў ў ў ў ў ў ў ў ў ў ў

CYRILLIC SMALL  
LETTER DZHE  
uni045F

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CYRILLIC  
CAPITAL LETTER  
OMEGA  
uni0460

Ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ

CYRILLIC SMALL  
LETTER OMEGA  
uni0461

ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ ѡ

CYRILLIC  
CAPITAL LETTER  
YAT  
uni0462

Ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ

ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ ѣ

CYRILLIC SMALL  
LETTER YAT  
uni0463

Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ Ѣ

CYRILLIC  
CAPITAL LETTER  
IOTIFIED E  
uni0464

Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ Ѐ

CYRILLIC SMALL  
LETTER IOTIFIED  
E  
uni0465

ё ё ё ё ё ё ё ё ё ё ё

CYRILLIC  
CAPITAL LETTER  
LITTLE YUS  
uni0466

Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ Ѧ

CYRILLIC SMALL  
LETTER LITTLE  
YUS  
uni0467

ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ ѧ

CYRILLIC  
CAPITAL LETTER  
IOTIFIED LITTLE  
YUS  
uni0468

Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ Ѩ

CYRILLIC SMALL  
LETTER IOTIFIED  
LITTLE YUS  
uni0469

ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ ѩ

CYRILLIC  
CAPITAL LETTER  
BIG YUS  
uni046A

Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ Ѫ

CYRILLIC SMALL  
LETTER BIG YUS  
uni046B

ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ ѫ

CYRILLIC  
CAPITAL LETTER  
IOTIFIED BIG YUS  
uni046C

Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ Ѭ

CYRILLIC SMALL  
LETTER IOTIFIED  
BIG YUS  
uni046D

ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ ѭ

CYRILLIC  
CAPITAL LETTER  
KSI  
uni046E

Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ Ѯ

CYRILLIC SMALL  
LETTER KSI  
uni046F

ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ ѯ

CYRILLIC  
CAPITAL LETTER  
PSI  
uni0470

Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ Ѱ

CYRILLIC SMALL  
LETTER PSI  
uni0471

ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ ѱ

CYRILLIC  
CAPITAL LETTER  
FITA  
uni0472

Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ Ѳ

CYRILLIC SMALL  
LETTER FITA  
uni0473

ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ ѳ

CYRILLIC  
CAPITAL LETTER

Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ Ѵ

COMBINING  
CYRILLIC  
PALATALIZATION  
uni0484

[illegible]

COMBINING  
CYRILLIC DASIA  
PNEUMATA  
uni0485



COMBINING  
CYRILLIC PSILI  
PNEUMATA  
uni0486



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

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC  
CAPITAL LETTER  
ZHE WITH  
DESCENDER  
uni0496

Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж Ж

CYRILLIC SMALL  
LETTER ZHE  
WITH  
DESCENDER  
uni0497

з з з з з з з з з з з

CYRILLIC  
CAPITAL LETTER  
ZE WITH  
DESCENDER  
uni0498

з з з з з з з з з з з

CYRILLIC SMALL  
LETTER ZE WITH  
DESCENDER  
uni0499

К К К К К К К К К К К

CYRILLIC  
CAPITAL LETTER  
KA WITH  
DESCENDER  
uni049A

К К К К К К К К К К К

CYRILLIC SMALL  
LETTER KA WITH  
DESCENDER  
uni049B

К К К К К К К К К К К

CYRILLIC  
CAPITAL LETTER  
KA WITH  
VERTICAL  
STROKE  
uni049C

К К К К К К К К К К К

CYRILLIC SMALL  
LETTER KA WITH  
VERTICAL  
STROKE  
uni049D

К К К К К К К К К К К

CYRILLIC  
CAPITAL LETTER  
KA WITH STROKE  
uni049E

К К К К К К К К К К К

CYRILLIC SMALL  
LETTER KA WITH  
STROKE  
uni049F

к к к к к к к к к к к

CYRILLIC  
CAPITAL LETTER  
BASHKIR KA  
uni04A0

К К К К К К К К К К К

CYRILLIC SMALL  
LETTER BASHKIR  
KA  
uni04A1

К К К К К К К К К К К

CYRILLIC  
CAPITAL LETTER  
EN WITH  
DESCENDER  
uni04A2

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

CYRILLIC SMALL  
LETTER EN WITH  
DESCENDER  
uni04A3

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

CYRILLIC

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

CYRILLIC  
CAPITAL  
LIGATURE EN  
GHE  
uni04A4

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL  
LIGATURE EN  
GHE  
uni04A5

н н н н н н н н н н н

CYRILLIC  
CAPITAL LETTER  
PE WITH MIDDLE  
HOOK  
uni04A6

П П П П П П П П П П П

CYRILLIC SMALL  
LETTER PE WITH  
MIDDLE HOOK  
uni04A7

п п п п п п п п п п п

CYRILLIC  
CAPITAL LETTER  
ABKHASIAN HA  
uni04A8

Q Q Q Q Q Q Q Q Q Q Q

CYRILLIC SMALL  
LETTER  
ABKHASIAN HA  
uni04A9

q q q q q q q q q q q

CYRILLIC  
CAPITAL LETTER  
ES WITH  
DESCENDER  
uni04AA

С С С С С С С С С С С

CYRILLIC SMALL  
LETTER ES WITH  
DESCENDER  
uni04AB

с с с с с с с с с с с

CYRILLIC  
CAPITAL LETTER  
TE WITH  
DESCENDER  
uni04AC

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC SMALL  
LETTER TE WITH  
DESCENDER  
uni04AD

т т т т т т т т т т т

CYRILLIC  
CAPITAL LETTER  
STRAIGHT U  
uni04AE

У У У У У У У У У У У

CYRILLIC SMALL  
LETTER  
STRAIGHT U  
uni04AF

у у у у у у у у у у у

CYRILLIC  
CAPITAL LETTER  
STRAIGHT U  
WITH STROKE  
uni04B0

У У У У У У У У У У У

CYRILLIC SMALL  
LETTER  
STRAIGHT U  
WITH STROKE  
uni04B1

у у у у у у у у у у у

CYRILLIC  
CAPITAL LETTER  
HA WITH  
DESCENDER  
uni04B2

Х Х Х Х Х Х Х Х Х Х Х

CYRILLIC SMALL

х х х х х х х х х х х

LETTER HA WITH  
DESCENDER  
uni04B3

Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ Ѓ

CYRILLIC  
CAPITAL  
LIGATURE TE TSE  
uni04B4

Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ Ѥ

CYRILLIC SMALL  
LIGATURE TE TSE  
uni04B5

ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ ѥ

CYRILLIC  
CAPITAL LETTER  
CHE WITH  
DESCENDER  
uni04B6

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL  
LETTER CHE  
WITH  
DESCENDER  
uni04B7

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC  
CAPITAL LETTER  
CHE WITH  
VERTICAL  
STROKE  
uni04B8

҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂

CYRILLIC SMALL  
LETTER CHE  
WITH VERTICAL  
STROKE  
uni04B9

҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃

CYRILLIC  
CAPITAL LETTER  
SHHA  
uni04BA

Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ Һ

CYRILLIC SMALL  
LETTER SHHA  
uni04BB

һ һ һ һ һ һ һ һ һ һ һ

CYRILLIC  
CAPITAL LETTER  
ABKHASIAN CHE  
uni04BC

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL  
LETTER  
ABKHASIAN CHE  
uni04BD

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC  
CAPITAL LETTER  
ABKHASIAN CHE  
WITH  
DESCENDER  
uni04BE

҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂ ҂

CYRILLIC SMALL  
LETTER  
ABKHASIAN CHE  
WITH  
DESCENDER  
uni04BF

҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃ ҃

CYRILLIC LETTER  
PALOCHKA  
uni04C0

І І І І І І І І І І І

CYRILLIC  
CAPITAL LETTER  
ZHE WITH BREVE  
uni04C1

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC SMALL  
LETTER ZHE  
WITH BREVE  
uni04C2

Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ

..... Cyrillic  
uni04C2

CYRILLIC  
CAPITAL LETTER  
KA WITH HOOK  
uni04C3

CYRILLIC SMALL  
LETTER KA WITH  
HOOK  
uni04C4

CYRILLIC  
CAPITAL LETTER  
EL WITH TAIL  
uni04C5

CYRILLIC SMALL  
LETTER EL WITH  
TAIL  
uni04C6

CYRILLIC  
CAPITAL LETTER  
EN WITH HOOK  
uni04C7

CYRILLIC SMALL  
LETTER EN WITH  
HOOK  
uni04C8

CYRILLIC  
CAPITAL LETTER  
EN WITH TAIL  
uni04C9

CYRILLIC SMALL  
LETTER EN WITH  
TAIL  
uni04CA

CYRILLIC  
CAPITAL LETTER  
KHAKASSIAN CHE  
uni04CB

CYRILLIC SMALL  
LETTER  
KHAKASSIAN CHE  
uni04CC

CYRILLIC  
CAPITAL LETTER  
EM WITH TAIL  
uni04CD

CYRILLIC SMALL  
LETTER EM WITH  
TAIL  
uni04CE

CYRILLIC SMALL  
LETTER  
PALOCHKA  
uni04CF

CYRILLIC  
CAPITAL LETTER  
A WITH BREVE  
uni04D0

CYRILLIC SMALL  
LETTER A WITH  
BREVE  
uni04D1

CYRILLIC  
CAPITAL LETTER  
A WITH  
DIAERESIS  
uni04D2

Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ Њ

њ њ њ њ њ њ њ њ њ њ њ

Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў Ў

ў ў ў ў ў ў ў ў ў ў ў

Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң Ң

ң ң ң ң ң ң ң ң ң ң ң

ҢҢ ҢҢ ҢҢ ҢҢ ҢҢ ҢҢ ҢҢ ҢҢ ҢҢ ҢҢ ҢҢ

ңң ңң ңң ңң ңң ңң ңң ңң ңң ңң ңң

Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү Ү

ү ү ү ү ү ү ү ү ү ү ү

Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ Ҫ

ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ ҫ

І І І І І І І І І І І

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL  
LETTER A WITH  
DIAERESIS  
uni04D3

ä ä ä ä ä ä ä ä ä ä

CYRILLIC  
CAPITAL  
LIGATURE A IE  
uni04D4

Æ Æ Æ Æ Æ Æ Æ Æ Æ Æ Æ

CYRILLIC SMALL  
LIGATURE A IE  
uni04D5

æ æ æ æ æ æ æ æ æ æ æ

CYRILLIC  
CAPITAL LETTER  
IE WITH BREVE  
uni04D6

Ě Ě Ě Ě Ě Ě Ě Ě Ě Ě Ě

CYRILLIC SMALL  
LETTER IE WITH  
BREVE  
uni04D7

ě ě ě ě ě ě ě ě ě ě ě

CYRILLIC  
CAPITAL LETTER  
SCHWA  
uni04D8

Ә Ә Ә Ә Ә Ә Ә Ә Ә Ә Ә

CYRILLIC SMALL  
LETTER SCHWA  
uni04D9

ә ә ә ә ә ә ә ә ә ә ә

CYRILLIC  
CAPITAL LETTER  
SCHWA WITH  
DIAERESIS  
uni04DA

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL  
LETTER SCHWA  
WITH DIAERESIS  
uni04DB

ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ ӓ

CYRILLIC  
CAPITAL LETTER  
ZHE WITH  
DIAERESIS  
uni04DC

Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ Ӗ

CYRILLIC SMALL  
LETTER ZHE  
WITH DIAERESIS  
uni04DD

ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ ӗ

CYRILLIC  
CAPITAL LETTER  
ZE WITH  
DIAERESIS  
uni04DE

Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ Ӛ

CYRILLIC SMALL  
LETTER ZE WITH  
DIAERESIS  
uni04DF

ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ ӛ

CYRILLIC  
CAPITAL LETTER  
ABKHASIAN DZE  
uni04E0

Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ Ӝ

CYRILLIC SMALL  
LETTER  
ABKHASIAN DZE  
uni04E1

ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ ӝ

CYRILLIC  
CAPITAL LETTER  
I WITH MACRON  
uni04E2

Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ Ӟ

CYRILLIC SMALL

ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ ӟ

CYRILLIC CAPITAL LETTER I WITH MACRON  
uni04E3

Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї Ї

CYRILLIC CAPITAL LETTER I WITH DIAERESIS  
uni04E4

Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ Ӣ

CYRILLIC SMALL LETTER I WITH DIAERESIS  
uni04E5

ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ ӥ

CYRILLIC CAPITAL LETTER O WITH DIAERESIS  
uni04E6

Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ Ӧ

CYRILLIC SMALL LETTER O WITH DIAERESIS  
uni04E7

ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ ӧ

CYRILLIC CAPITAL LETTER BARRED O  
uni04E8

Ө Ө Ө Ө Ө Ө Ө Ө Ө Ө Ө

CYRILLIC SMALL LETTER BARRED O  
uni04E9

ө ө ө ө ө ө ө ө ө ө ө

CYRILLIC CAPITAL LETTER BARRED O WITH DIAERESIS  
uni04EA

Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈ Ӧ̈

CYRILLIC SMALL LETTER BARRED O WITH DIAERESIS  
uni04EB

ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈ ӧ̈

CYRILLIC CAPITAL LETTER E WITH DIAERESIS  
uni04EC

Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ Ӑ

CYRILLIC SMALL LETTER E WITH DIAERESIS  
uni04ED

ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ ӑ

CYRILLIC CAPITAL LETTER U WITH MACRON  
uni04EE

ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ

CYRILLIC SMALL LETTER U WITH MACRON  
uni04EF

ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ ӯ

CYRILLIC CAPITAL LETTER U WITH DIAERESIS  
uni04F0

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

CYRILLIC SMALL LETTER U WITH DIAERESIS  
uni04F1

ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ ӱ

CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE  
uni04F2

Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ Ӱ

ACUTE  
uni04F2

CYRILLIC SMALL  
LETTER U WITH  
DOUBLE ACUTE  
uni04F3

Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ Ÿ

CYRILLIC  
CAPITAL LETTER  
CHE WITH  
DIAERESIS  
uni04F4

Č Č Č Č Č Č Č Č Č Č Č

CYRILLIC SMALL  
LETTER CHE  
WITH DIAERESIS  
uni04F5

č č č č č č č č č č č

CYRILLIC  
CAPITAL LETTER  
GHE WITH  
DESCENDER  
uni04F6

Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ Ҁ

CYRILLIC SMALL  
LETTER GHE  
WITH  
DESCENDER  
uni04F7

ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ ҁ

CYRILLIC  
CAPITAL LETTER  
YERU WITH  
DIAERESIS  
uni04F8

Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ Ӏ

CYRILLIC SMALL  
LETTER YERU  
WITH DIAERESIS  
uni04F9

Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ Ӂ

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

Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ Ԁ

CYRILLIC SMALL  
LETTER KOMI DE  
uni0501

ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ ԁ

CYRILLIC  
CAPITAL LETTER  
KOMI DJE  
uni0502

Д Д Д Д Д Д Д Д Д Д Д

CYRILLIC SMALL  
LETTER KOMI  
DJE  
uni0503

д д д д д д д д д д д

CYRILLIC  
CAPITAL LETTER  
KOMI ZJE  
uni0504

З З З З З З З З З З З

CYRILLIC SMALL  
LETTER KOMI ZJE  
uni0505

з з з з з з з з з з з

CYRILLIC  
CAPITAL LETTER  
KOMI DZJE  
uni0506

Дз Дз Дз Дз Дз Дз Дз Дз Дз Дз Дз

CYRILLIC SMALL  
LETTER KOMI  
DZJE  
uni0507

дз дз дз дз дз дз дз дз дз дз дз

CYRILLIC  
CAPITAL LETTER  
KOMI LJE  
uni0508

Л Л Л Л Л Л Л Л Л Л Л

CYRILLIC SMALL  
LETTER KOMI LJE  
uni0509

л л л л л л л л л л л

CYRILLIC  
CAPITAL LETTER  
KOMI NJE  
uni050A

Н Н Н Н Н Н Н Н Н Н Н

CYRILLIC SMALL  
LETTER KOMI  
NJE  
uni050B

н н н н н н н н н н н

CYRILLIC  
CAPITAL LETTER  
KOMI SJE  
uni050C

Г Г Г Г Г Г Г Г Г Г Г

CYRILLIC SMALL  
LETTER KOMI  
SJE  
uni050D

г г г г г г г г г г г

CYRILLIC  
CAPITAL LETTER  
KOMI TJE  
uni050E

Т Т Т Т Т Т Т Т Т Т Т

CYRILLIC SMALL  
LETTER KOMI TJE  
uni050F

т т т т т т т т т т т

CYRILLIC  
CAPITAL LETTER  
REVERSED ZE  
uni0510

Э Э Э Э Э Э Э Э Э Э Э

CYRILLIC SMALL  
LETTER  
REVERSED ZE  
uni0511

э э э э э э э э э э э

CYRILLIC  
CAPITAL LETTER  
EL WITH HOOK  
uni0512

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CYRILLIC SMALL  
LETTER EL WITH  
HOOK  
uni0513

Л л Л л Л л Л л Л л Л

LATIN CAPITAL  
LETTER A WITH  
RING BELOW  
uni1E00

À Á Â Ã Ä Å Æ Ç È É

LATIN SMALL  
LETTER A WITH  
RING BELOW  
uni1E01

à á â ã ä å æ ç è é

LATIN CAPITAL  
LETTER M WITH  
ACUTE  
uni1E3E

Í Î Ï Ñ Ò Ó

LATIN SMALL  
LETTER M WITH  
ACUTE  
uni1E3F

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LATIN CAPITAL  
LETTER W WITH  
GRAVE  
uni1E80

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LATIN SMALL  
LETTER W WITH  
GRAVE  
uni1E81

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LATIN CAPITAL  
LETTER W WITH  
ACUTE  
uni1E82

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LATIN SMALL  
LETTER W WITH  
ACUTE  
uni1E83

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LATIN CAPITAL  
LETTER W WITH  
DIAERESIS  
uni1E84

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LATIN SMALL  
LETTER W WITH  
DIAERESIS  
uni1E85

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LATIN CAPITAL  
LETTER A WITH  
DOT BELOW  
uni1EA0

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LATIN SMALL  
LETTER A WITH  
DOT BELOW  
uni1EA1

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LATIN CAPITAL  
LETTER A WITH  
HOOK ABOVE  
uni1EA2

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LATIN SMALL  
LETTER A WITH  
HOOK ABOVE  
uni1EA3

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LATIN CAPITAL  
LETTER A WITH  
CIRCUMFLEX  
AND ACUTE  
uni1EA4

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LATIN SMALL

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LETTER A WITH  
CIRCUMFLEX  
AND ACUTE  
uni1EA5

À Á Â Ã Ä Å Æ Ç È É

LATIN CAPITAL  
LETTER A WITH  
CIRCUMFLEX  
AND GRAVE  
uni1EA6

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LATIN SMALL  
LETTER A WITH  
CIRCUMFLEX  
AND GRAVE  
uni1EA7

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LATIN CAPITAL  
LETTER A WITH  
CIRCUMFLEX  
AND HOOK  
ABOVE  
uni1EA8

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LATIN SMALL  
LETTER A WITH  
CIRCUMFLEX  
AND HOOK  
ABOVE  
uni1EA9

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LATIN CAPITAL  
LETTER A WITH  
CIRCUMFLEX  
AND TILDE  
uni1EAA

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LATIN SMALL  
LETTER A WITH  
CIRCUMFLEX  
AND TILDE  
uni1EAB

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LATIN CAPITAL  
LETTER A WITH  
CIRCUMFLEX  
AND DOT BELOW  
uni1EAC

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LATIN SMALL  
LETTER A WITH  
CIRCUMFLEX  
AND DOT BELOW  
uni1EAD

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LATIN CAPITAL  
LETTER A WITH  
BREVE AND  
ACUTE  
uni1EAE

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LATIN SMALL  
LETTER A WITH  
BREVE AND  
ACUTE  
uni1EAF

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LATIN CAPITAL  
LETTER A WITH  
BREVE AND  
GRAVE  
uni1EB0

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LATIN SMALL  
LETTER A WITH  
BREVE AND  
GRAVE  
uni1EB1

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LATIN CAPITAL  
LETTER A WITH  
BREVE AND  
HOOK ABOVE

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uni1EB2

LATIN SMALL  
LETTER A WITH  
BREVE AND  
HOOK ABOVE  
uni1EB3

LATIN CAPITAL  
LETTER A WITH  
BREVE AND  
TILDE  
uni1EB4

LATIN SMALL  
LETTER A WITH  
BREVE AND  
TILDE  
uni1EB5

LATIN CAPITAL  
LETTER A WITH  
BREVE AND DOT  
BELOW  
uni1EB6

LATIN SMALL  
LETTER A WITH  
BREVE AND DOT  
BELOW  
uni1EB7

LATIN CAPITAL  
LETTER E WITH  
DOT BELOW  
uni1EB8

LATIN SMALL  
LETTER E WITH  
DOT BELOW  
uni1EB9

LATIN CAPITAL  
LETTER E WITH  
HOOK ABOVE  
uni1EBA

LATIN SMALL  
LETTER E WITH  
HOOK ABOVE  
uni1EBB

LATIN CAPITAL  
LETTER E WITH  
TILDE  
uni1EBC

LATIN SMALL  
LETTER E WITH  
TILDE  
uni1EBD

LATIN CAPITAL  
LETTER E WITH  
CIRCUMFLEX  
AND ACUTE  
uni1EBE

LATIN SMALL  
LETTER E WITH  
CIRCUMFLEX  
AND ACUTE  
uni1EBF

LATIN CAPITAL  
LETTER E WITH  
CIRCUMFLEX  
AND GRAVE  
uni1EC0

LATIN SMALL  
LETTER E WITH  
CIRCUMFLEX  
AND GRAVE

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CIRCUMFLEX  
AND GRAVE  
uni1EC1

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LATIN CAPITAL  
LETTER E WITH  
CIRCUMFLEX  
AND HOOK  
ABOVE  
uni1EC2

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LATIN SMALL  
LETTER E WITH  
CIRCUMFLEX  
AND HOOK  
ABOVE  
uni1EC3

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LATIN CAPITAL  
LETTER E WITH  
CIRCUMFLEX  
AND TILDE  
uni1EC4

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LATIN SMALL  
LETTER E WITH  
CIRCUMFLEX  
AND TILDE  
uni1EC5

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LATIN CAPITAL  
LETTER E WITH  
CIRCUMFLEX  
AND DOT BELOW  
uni1EC6

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LATIN SMALL  
LETTER E WITH  
CIRCUMFLEX  
AND DOT BELOW  
uni1EC7

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LATIN CAPITAL  
LETTER I WITH  
HOOK ABOVE  
uni1EC8

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LATIN SMALL  
LETTER I WITH  
HOOK ABOVE  
uni1EC9

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LATIN CAPITAL  
LETTER I WITH  
DOT BELOW  
uni1ECA

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LATIN SMALL  
LETTER I WITH  
DOT BELOW  
uni1ECB

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LATIN CAPITAL  
LETTER O WITH  
DOT BELOW  
uni1ECC

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LATIN SMALL  
LETTER O WITH  
DOT BELOW  
uni1ECD

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LATIN CAPITAL  
LETTER O WITH  
HOOK ABOVE  
uni1ECE

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LATIN SMALL  
LETTER O WITH  
HOOK ABOVE  
uni1ECF

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LATIN CAPITAL

LETTER O WITH  
CIRCUMFLEX  
AND ACUTE  
uni1ED0

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LATIN SMALL  
LETTER O WITH  
CIRCUMFLEX  
AND ACUTE  
uni1ED1

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LATIN CAPITAL  
LETTER O WITH  
CIRCUMFLEX  
AND GRAVE  
uni1ED2

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LATIN SMALL  
LETTER O WITH  
CIRCUMFLEX  
AND GRAVE  
uni1ED3

õ õ õ õ õ õ õ õ õ õ õ

LATIN CAPITAL  
LETTER O WITH  
CIRCUMFLEX  
AND HOOK  
ABOVE  
uni1ED4

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LATIN SMALL  
LETTER O WITH  
CIRCUMFLEX  
AND HOOK  
ABOVE  
uni1ED5

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LATIN CAPITAL  
LETTER O WITH  
CIRCUMFLEX  
AND TILDE  
uni1ED6

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LATIN SMALL  
LETTER O WITH  
CIRCUMFLEX  
AND TILDE  
uni1ED7

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LATIN CAPITAL  
LETTER O WITH  
CIRCUMFLEX  
AND DOT BELOW  
uni1ED8

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LATIN SMALL  
LETTER O WITH  
CIRCUMFLEX  
AND DOT BELOW  
uni1ED9

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LATIN CAPITAL  
LETTER O WITH  
HORN AND  
ACUTE  
uni1EDA

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LATIN SMALL  
LETTER O WITH  
HORN AND  
ACUTE  
uni1EDB

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LATIN CAPITAL  
LETTER O WITH  
HORN AND  
GRAVE  
uni1EDC

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LATIN SMALL  
LETTER O WITH  
HORN AND  
GRAVE  
uni1EDD

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uni1EDD

LATIN CAPITAL  
LETTER O WITH  
HORN AND HOOK  
ABOVE  
uni1EDE

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LATIN SMALL  
LETTER O WITH  
HORN AND HOOK  
ABOVE  
uni1EDF

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LATIN CAPITAL  
LETTER O WITH  
HORN AND TILDE  
uni1EE0

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LATIN SMALL  
LETTER O WITH  
HORN AND TILDE  
uni1EE1

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LATIN CAPITAL  
LETTER O WITH  
HORN AND DOT  
BELOW  
uni1EE2

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LATIN SMALL  
LETTER O WITH  
HORN AND DOT  
BELOW  
uni1EE3

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LATIN CAPITAL  
LETTER U WITH  
DOT BELOW  
uni1EE4

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LATIN SMALL  
LETTER U WITH  
DOT BELOW  
uni1EE5

ụ ụ ụ ụ ụ ụ ụ ụ ụ ụ ụ

LATIN CAPITAL  
LETTER U WITH  
HOOK ABOVE  
uni1EE6

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LATIN SMALL  
LETTER U WITH  
HOOK ABOVE  
uni1EE7

ủ ủ ủ ủ ủ ủ ủ ủ ủ ủ ủ

LATIN CAPITAL  
LETTER U WITH  
HORN AND  
ACUTE  
uni1EE8

Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú Ú

LATIN SMALL  
LETTER U WITH  
HORN AND  
ACUTE  
uni1EE9

ú ú ú ú ú ú ú ú ú ú ú

LATIN CAPITAL  
LETTER U WITH  
HORN AND  
GRAVE  
uni1EEA

Ù Ù Ù Ù Ù Ù Ù Ù Ù Ù Ù

LATIN SMALL  
LETTER U WITH  
HORN AND  
GRAVE  
uni1EEB

ù ù ù ù ù ù ù ù ù ù ù

LATIN CAPITAL  
LETTER U WITH  
HORN AND HOOK  
ABOVE

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EM QUAD  
uni2001





DAGGER  
uni2020[illegible]

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[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99
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[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

[illegible]












[illegible][illegible]

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[illegible][illegible][illegible]

ffi ffi ffi ffi ffi ffi ffi ffi ffi ffi ffi

[illegible]

A progress bar for the question "How much time do you spend on your work?". It consists of 11 vertical bars. The first bar on the left is grey and contains a small white icon of a person. The remaining 10 bars are yellow and each contains a small white icon of a person. This indicates that 1 out of 11 items for this question have been completed.

A horizontal progress bar with 11 segments. The first segment on the left is white with a black outline and contains a black vertical bar. The remaining 10 segments are solid blue and each contains a white vertical bar. This indicates that 1 out of 11 items have been completed.

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



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



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



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



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



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



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



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



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



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



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



afii10055.alt  
Ending "alt" ≠ OT  
Feature (cannot  
display this  
character) feature  
(cannot find base  
glyph)



afii10056.alt  
Ending "alt" ≠ OT  
Feature (cannot  
display this  
character) feature  
(cannot find base  
glyph)



cyrillicbreve  
Cannot display



Cannot display  
because feature tag  
is missing in name.



caroncommaaccent  
Cannot display  
because feature tag  
is missing in name.



commaaccent  
Cannot display  
because feature tag  
is missing in name.



commaaccentrotate  
Cannot display  
because feature tag  
is missing in name.



dasiaoxia  
Cannot display  
because feature tag  
is missing in name.



uni04C0.alt  
Ending "alt" ≠ OT  
Feature (cannot  
display this  
character) feature



uni04CF.alt  
Ending "alt" ≠ OT  
Feature (cannot  
display this  
character) feature



uni1EC8.alt  
Ending "alt" ≠ OT  
Feature (cannot  
display this  
character) feature



uni1ECA.alt  
Ending "alt" ≠ OT  
Feature (cannot  
display this  
character) feature



circumflexacutecomb  
Cannot display  
because feature tag  
is missing in name.



circumflexgravecomb  
Cannot display  
because feature tag  
is missing in name.



circumflexhookcomb  
Cannot display  
because feature tag  
is missing in name.



circumflextildecomb  
Cannot display  
because feature tag  
is missing in name.



breveacutecomb  
Cannot display  
because feature tag  
is missing in name.



brevegravecomb  
Cannot display  
because feature tag  
is missing in name.



brevehookcomb  
Cannot display  
because feature tag  
is missing in name.



brevetildecomb  
Cannot display  
because feature tag  
is missing in name.



cyrillichookleft  
Cannot display  
because feature tag  
is missing in name.



cyrillichighhookUC  
Cannot display  
because feature tag  
is missing in name.



cyrillichighhookLC  
Cannot display  
because feature tag  
is missing in name.



one.pnum  
pnum feature



zero.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



one.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



two.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



three.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



four.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



five.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



six.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



seven.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



eight.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



nine.os  
Ending "os" ≠ OT  
Feature (cannot  
display this  
character) feature



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



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



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



gdot.alt  
Ending "alt" ≠ OT  
Feature (cannot  
display this  
character) feature  
(cannot find base  
glyph)



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



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 data. The final part of the paper provides a summary of the findings and offers suggestions for future research.

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

The results of the study indicate that there is a significant relationship between the variables under investigation. This finding is consistent with the theoretical framework and provides valuable insights into the underlying mechanisms. The conclusions drawn from the study are based on the evidence presented and are supported by the statistical analysis.

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 practical suggestions for further exploration. The research was conducted in a transparent and ethical manner, ensuring the integrity and validity of the results.



100%



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 paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local informants and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that their research does not cause harm to the communities they are studying.

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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 representative sample of the population, and the analysis was performed using advanced statistical techniques. The results of the study indicate that there is a significant relationship between the variables under investigation, and this finding has important implications for the field of study.

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





100%





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, 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 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 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 be a guide for all those who are involved in the lives of children.

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The results of the study indicate that there is a significant relationship between the variables under investigation. This finding is consistent with the theoretical framework and provides support for the hypotheses of the study. The implications of these findings are discussed in detail, highlighting the potential applications of the research in the field. The paper concludes with a summary of the key points and offers suggestions for future research, emphasizing the need for further exploration of the subject matter.

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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].

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

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

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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 offers recommendations 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. Additionally, it calls for further research to explore the underlying reasons for the observed differences.

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 become a major employer in the UK, and its growth has been a key factor in the overall growth of the economy.

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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 valuable contribution to the understanding of the subject matter and offer insights into the challenges and opportunities that exist. The research also highlights the need for further investigation in this area and provides a foundation for future studies.

In conclusion, the research has been a successful and informative endeavor. It has provided a comprehensive understanding of the subject matter and has offered valuable insights into the challenges and opportunities that exist. The findings of the study are well-supported by the evidence and provide a solid foundation for future research.





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The study was conducted in a laboratory setting, and the data were collected over a period of six months. The results show that there is a significant difference between the two groups, and this difference is statistically significant. The findings suggest that the intervention has a positive effect on the outcome variable, and this effect is maintained over time.

The study has several limitations, including a small sample size and a lack of control group. Despite these limitations, the study provides valuable insights into the topic and highlights the need for further research. The authors conclude that the intervention is effective and recommend its use in clinical practice.





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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to determine the significance of the findings. The results of the study indicate that there is a significant relationship between the variables being studied.

The findings of the study have important implications for the field of research. They suggest that the variables being studied are closely related and that the research has the potential to contribute to the understanding of the topic.

In conclusion, the study has shown that the variables being studied are significantly related. The findings have important implications for the field of research and suggest that further research is needed to explore the relationship between the variables.







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In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are well-supported by the evidence and offer valuable insights into the challenges and opportunities that exist. The research also highlights the need for further investigation in this area and suggests directions for future research.













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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.

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

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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.

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

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

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

The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the previous research on the topic. The implications of the findings suggest that the variables of interest are important factors in the study of the topic.

In conclusion, the study has shown that the variables of interest are important factors in the study of the topic. The findings have implications for future research and for the development of interventions to address the issues identified in the study.





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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 relevant literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also have important implications for [specific areas], which should be taken into account in future research and practice.

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

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The findings of the study have several implications for practice and policy. First, the results suggest that the current approach to the issue is not effective. Second, the study identifies areas where further research is needed. Finally, the findings provide a basis for developing new interventions and policies to address the problem.

In conclusion, the study has provided valuable insights into the issue being studied. The results suggest that there is a need for a more effective approach to the problem. Further research is needed to explore the underlying causes of the problem and to develop more targeted interventions.



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Finally, the paper offers some practical recommendations for educators and policymakers. It suggests that teachers should be trained to recognize and respect cultural differences in the classroom. Additionally, it recommends that educational policies should be developed with a focus on cultural sensitivity and inclusivity.

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 become a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which it is funded.

The public sector is a complex and diverse entity, and it is difficult to define it precisely. However, it can be described as the part of the economy that is owned and controlled by the state. It includes a wide range of activities, from the provision of health care and education to the provision of social security and the management of public infrastructure.

The public sector is a major source of employment in the UK, and it is also a major source of revenue for the state. The public sector is funded by a combination of taxes and borrowing, and it is responsible for the provision of a wide range of public services.

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The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they provide evidence to support the hypotheses of the study. Third, they offer insights into the underlying mechanisms of the phenomenon being studied. Finally, they provide a basis for further research in the field.

In conclusion, the study has successfully achieved its objectives and has provided valuable insights into the topic. The findings are consistent with the existing literature and provide a solid foundation for future research.







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.

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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 is a key reference point for governments and other stakeholders in the field of children's rights.

The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and survival to the right to participation. It is a key reference point for governments and other stakeholders in the field of children's 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 best interests of the child is a concept that is often misunderstood, and it is important to explore its meaning in more detail.

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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. This includes the need to address the rights of children in conflict with the law, and the rights of children in need of special protection.

The UNCRC also sets out the need for children to be heard in decisions that affect their lives. This is a principle that is central to the UNCRC, and it is one that is increasingly being recognized in national laws and policies.

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

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

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

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

The fourth of these is the fact that the system is self-organizing. It is not a system that is controlled from the outside, and it is not a system that is controlled from the inside. It is a system that organizes itself, and its behavior is determined by its own internal structure. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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

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

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

The eighth of these is the fact that the system is innovative. It is not a system that is conservative, and it is not a system that is traditional. It is a system that is innovative, and it is able to create new and better ways of doing things. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is collaborative. It is not a system that is competitive, and it is not a system that is adversarial. It is a system that is collaborative, and it is able to work together with others to achieve common goals. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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



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

There is a growing awareness of the need to develop a new generation of young people who are able to 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 benefits to using computers in education. One of the most important is that computers can help to make learning more interactive and engaging. This can lead to improved learning outcomes and a more positive attitude towards learning. Computers can also help to make learning more personalized, allowing students to learn at their own pace and in their own way.

Another benefit of using computers in education is that they can help to make learning more accessible. This is particularly important for students who have special needs or who live in remote areas. Computers can provide these students with the resources and support they need to succeed in school.

There are also a number of challenges associated with using computers in education. One of the most important is the cost of computers and software. This can be a significant barrier for many schools, particularly in developing countries. Another challenge is the need for training for teachers and students. This can also be a significant barrier for many schools.

Despite these challenges, the use of computers in education is growing rapidly. This is due to a number of factors, including the increasing availability of computers and software, the growing awareness of the benefits of using computers in education, and the increasing demand for education by a growing population.

As the use of computers in education continues to grow, it is important to ensure that all students have access to the resources and support they need to succeed. This requires a concerted effort from governments, schools, and the private sector. Only then can we ensure that all students have the opportunity to benefit from the new technologies and to take advantage of the opportunities that the future offers.

The 'Computers in Schools' programme is a key initiative in this effort. It provides schools with the resources and training they need to use computers effectively in the classroom. This is a vital step towards ensuring that all students have access to the resources and support they need to succeed in school.

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of children in the world is projected to increase to 2.5 billion by the year 2025 (United Nations 1999). The United Nations (1999) also predicts that the number of children in the world will increase to 3.5 billion by the year 2050.

There are a number of factors that are likely to contribute to the increase in the number of children in the world. One of the most important factors is the increase in the life expectancy of people in the world. As people live longer, they are more likely to have children.

Another factor is the increase in the number of people who are living in poverty. People who are living in poverty are more likely to have children, as they are more likely to be in need of a source of income.

There are a number of other factors that are likely to contribute to the increase in the number of children in the world. These include the increase in the number of people who are living in urban areas, the increase in the number of people who are living in developing countries, and the increase in the number of people who are living in the world's poorest countries.

The increase in the number of children in the world is a major challenge for the world's governments. Governments need to ensure that they have the resources to provide for the needs of the growing number of children in the world. This includes providing education, healthcare, and social services.

There are a number of ways in which governments can ensure that they have the resources to provide for the needs of the growing number of children in the world. These include increasing the number of people who are working, increasing the number of people who are paying taxes, and increasing the number of people who are contributing to social security.

There are a number of other ways in which governments can ensure that they have the resources to provide for the needs of the growing number of children in the world. These include increasing the number of people who are living in poverty, increasing the number of people who are living in urban areas, and increasing the number of people who are living in developing countries.

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The increase in the number of children in the world is a major challenge for the world's governments. Governments need to develop policies and programs that will help to meet the needs of the world's children.

One of the most important needs of the world's children is the need for education. Governments need to ensure that all children have access to a quality education.

Another important need of the world's children is the need for health care. Governments need to ensure that all children have access to a quality health care system.

There are a number of other needs of the world's children that governments need to address. These needs include the need for food, the need for shelter, and the need for a safe environment.

The world's governments need to work together to address the needs of the world's children. Only through cooperation and action can we ensure that all children have a chance to live a better life.

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

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





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The 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.

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









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 study of the processes of information production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

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The UNCRC also recognizes the need for children to be protected from abuse and exploitation. It sets out a range of rights, including the right to life, the right to health, the right to education, and the right to a family. It also sets out the responsibilities of parents, and of the state, to ensure that these rights are fulfilled.

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The research was conducted using a quantitative approach, which allowed for the collection of large amounts of data and the use of statistical analysis. The data was collected through a series of surveys and interviews, which were designed to explore the research objectives. The analysis of the data revealed several key findings, which are discussed in detail in the results section. These findings suggest that there are significant differences in the way that different groups of people perceive and experience the phenomenon being studied. The discussion section explores the implications of these findings and suggests ways in which they might be used to inform practice and policy.

The study has several limitations, which are discussed in the conclusion. These limitations include the relatively small sample size, the use of self-reported data, and the lack of control over the environment in which the data was collected. Despite these limitations, the study provides valuable insights into the phenomenon being studied and suggests areas for further research.

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The research was conducted using a qualitative approach, which allows for a deeper understanding of the participants' experiences and perspectives. Data was collected through semi-structured interviews and focus group discussions. The analysis was conducted using thematic analysis, which involves identifying themes and patterns in the data. The findings of the study suggest that there are several key factors that influence the outcomes of the research, and these factors should be taken into account in future studies.

The study has several limitations, including a small sample size and a lack of generalizability. However, the findings provide valuable insights into the research topic and can be used to inform future research and practice. The authors would like to thank the participants and the research team for their contributions to the study.





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The results of the study indicate that there is a significant relationship between the variables under investigation. This finding has important implications for the field and suggests that further research is needed to explore the underlying mechanisms. The conclusions drawn from the study are based on the evidence presented and are supported by the data.

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, allowing for a full understanding of the research. The study also highlights the importance of ongoing research in this area and offers suggestions for future work.



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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data were collected from a representative sample of the population, and the analysis was carried out using appropriate statistical techniques. 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 its large sample size, the use of a representative sample, and the application of appropriate statistical methods. However, there are also some limitations to the study, such as the potential for bias in the sample and the fact that the study is a cross-sectional design.

In conclusion, the study has provided valuable insights into the topic and has identified areas for further research. The findings suggest that there is a need for more research in this area, and the study has provided a solid foundation for future work.

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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 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1995. The public sector has become a major employer in the UK, and its growth has been a major factor in the overall growth of the economy.

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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 offers recommendations 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. Additionally, it calls for further research to explore the underlying mechanisms of the cultural differences observed in the study.

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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 further 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 findings of the study suggest that there is a significant relationship between the variables under investigation. This relationship is supported by the statistical analysis and the theoretical framework. The results have important implications for the field of study and provide a basis for further research. The study also identifies some limitations and areas for future research, ensuring the ongoing development of the field.

In conclusion, the study has provided a comprehensive understanding of the subject matter and has contributed to the existing knowledge in the field. The findings are robust and reliable, providing a solid foundation for future research. The study also highlights the importance of a systematic and rigorous approach to research, ensuring the validity and reliability of the findings.







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The results of the study indicate that there is a significant relationship between the variables under investigation. This finding is consistent with the theoretical framework and provides support for the hypotheses of the study. The implications of these findings are discussed in detail, highlighting the potential applications of the research in the field. The paper concludes with a summary of the key points and offers suggestions for future research, emphasizing the need for continued exploration of the subject matter.





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The findings of this study have important implications for the field of research. They provide valuable insights into the underlying mechanisms and processes that govern the phenomenon being studied. These findings can be used to inform the development of new theories and models, as well as to guide the design of future research. The study also highlights the need for further research in this area, as there are still many unanswered questions and areas for exploration.

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 serves as a model for future studies in this area.

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The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research has identified several key areas for further study and has provided valuable insights into the subject matter. The findings have important implications for the field and will contribute to the ongoing development of the discipline.

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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 principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a body must be in balance to function properly, so must the world be in balance. If one part becomes too dominant, it will disrupt the harmony of the whole, leading to chaos and destruction. Balance is not a static state, but a dynamic equilibrium that allows for growth and adaptation.

The third principle is that of unity. While the world is made of many different parts, it is also a single, unified whole. All things are interconnected, and the actions of one part can affect the whole. This is the principle of unity, which reminds us that we are all part of the same great scheme of things.

These three principles—diversity, balance, and unity—are the guiding lights of the human journey. They remind us that we are not alone, that we are part of a larger whole, and that our actions have consequences. They are the principles that have guided the great civilizations of the past, and they are the principles that will guide us in the future.

In the end, the human journey is a journey of discovery. We are constantly learning, constantly growing, and constantly changing. But no matter how far we travel, we will always find ourselves returning to these three principles. For they are the principles of life itself, and they are the principles of the human spirit.

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The findings of this study have important implications for the field of research. They provide valuable insights into the underlying mechanisms and processes that govern the phenomenon being studied. These findings can be used to inform the development of new theories and models, as well as to guide the design of future research. The study also highlights the need for further research in this area, as there are still many unanswered questions and areas for exploration.

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 key 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 serves as a model for future studies in this area.

















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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, ensuring the representativeness of the findings. The analysis was performed using advanced statistical techniques, allowing for a detailed examination of the data. The results of the study indicate that there is a significant relationship between the variables under investigation, supporting the hypotheses of the study.

The findings of this study have important implications for the field of research. They provide valuable insights into the underlying mechanisms and processes that govern the phenomenon being studied. These findings can be used to inform the development of new theories and models, as well as to guide the design of future research. The study also highlights the need for further research in this area, as there are still many unanswered questions and areas for exploration.

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 key 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 serves as a model for future studies 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. The research also identifies areas for further investigation, highlighting the need for continued research in this area. The paper concludes by emphasizing the importance of the research and the role of the researcher in advancing knowledge in this field.

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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 understanding of the subject.





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

In conclusion, the 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 research is a valuable contribution to the field and offers a solid foundation for further study. The findings are presented in a clear and accessible manner, making them easy to understand and interpret. The study is a testament to the power of research and the importance of a thorough and systematic approach to the study of any subject.

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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].





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 principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a scale must be kept in equilibrium, so must the world be kept in balance. If one side of the scale is too heavy, the other must be lifted to restore the balance. This is the principle of justice, which is the foundation of all law and order. Without justice, there would be no room for fairness or equity, and the world would be a chaotic, lawless place.

The third principle is that of harmony. Just as a symphony must be played in harmony, so must the world be played in harmony. If one instrument is too loud, the others must be raised to match it. This is the principle of unity, which is the foundation of all peace and cooperation. Without unity, there would be no room for understanding or compassion, and the world would be a hostile, warring place.

These three principles—diversity, balance, and harmony—are the foundation of all life and progress. They are the principles that guide us through the complexities of the world, and they are the principles that we must strive to uphold in our lives.

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