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SPACE uni0020				
EXCLAMATION MARK uni0021	!	!	!	!
QUOTATION MARK uni0022	"	"	"	"
NUMBER SIGN uni0023	#	#	#	#
DOLLAR SIGN uni0024	\$	\$	\$	\$
PERCENT SIGN uni0025	%	%	%	%
AMPERSAND uni0026	&	&	&	&
APOSTROPHE uni0027	'	'	'	'
LEFT PARENTHESIS uni0028	((((
RIGHT PARENTHESIS uni0029))))
ASTERISK uni002A	*	*	*	*
PLUS SIGN uni002B	+	+	+	+
COMMA uni002C	,	,	,	,
HYPHEN-MINUS uni002D	-	-	-	-
FULL STOP uni002E

SOLIDUS uni002F	/	/	/	/	/
DIGIT ZERO uni0030	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8
DIGIT NINE uni0039	9	9	9	9	9
COLON uni003A	:	:	:	:	:
SEMICOLON uni003B	;	;	;	;	;
LESS-THAN SIGN uni003C	<	<	<	<	<
EQUALS SIGN uni003D	=	=	=	=	=
GREATER-THAN SIGN uni003E	>	>	>	>	>
QUESTION MARK uni003F	?	?	?	?	?
COMMERCIAL AT uni0040	@	@	@	@	@
LATIN CAPITAL LETTER A uni0041	A	A	A	A	A
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J

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

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

CENT SIGN uni00A2	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£
CURRENCY SIGN uni00A4	¤	¤	¤	¤	¤
YEN SIGN uni00A5	¥	¥	¥	¥	¥
BROKEN BAR uni00A6					
SECTION SIGN uni00A7	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	a	a	a	a	a
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬	¬
SOFT HYPHEN uni00AD					
REGISTERED SIGN uni00AE	®	®	®	®	®
MACRON uni00AF	—	—	—	—	—
DEGREE SIGN uni00B0	°	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±	±
SUPERSCRRIPT TWO uni00B2	²	²	²	²	²
SUPERSCRRIPT THREE uni00B3	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´
MICRO SIGN uni00B5	µ	µ	µ	µ	µ
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸
SUPERSCRRIPT ONE uni00B9	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼

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

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

LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö	ö
DIVISION SIGN uni00F7	÷	÷	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER A WITH MACRON uni0100	Ā	Ā	Ā	Ā	Ā
LATIN SMALL LETTER A WITH MACRON uni0101	ā	ā	ā	ā	ā
LATIN CAPITAL LETTER A WITH BREVE uni0102	Ă	Ă	Ă	Ă	Ă
LATIN SMALL LETTER A WITH BREVE uni0103	ă	ă	ă	ă	ă
LATIN CAPITAL LETTER A WITH OGONEK uni0104	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH OGONEK uni0105	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER C WITH ACUTE uni0106	Ć	Ć	Ć	Ć	Ć
LATIN SMALL LETTER C WITH ACUTE uni0107	ć	ć	ć	ć	ć
LATIN CAPITAL LETTER C WITH CIRCUMFLEX uni0108	Ĉ	Ĉ	Ĉ	Ĉ	Ĉ
LATIN SMALL LETTER C WITH CIRCUMFLEX uni0109	ĉ	ĉ	ĉ	ĉ	ĉ
LATIN CAPITAL LETTER C WITH DOT ABOVE uni010A	Č	Č	Č	Č	Č
LATIN SMALL LETTER C WITH DOT ABOVE uni010B	č	č	č	č	č
LATIN CAPITAL LETTER C WITH CARON uni010C	Č	Č	Č	Č	Č
LATIN SMALL LETTER C WITH CARON uni010D	č	č	č	č	č
LATIN CAPITAL LETTER D WITH CARON uni010E	Ď	Ď	Ď	Ď	Ď

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

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

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

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

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

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

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

uni01CD

LATIN SMALL LETTER A WITH CARON
uni01CE

LATIN CAPITAL LETTER I WITH CARON
uni01CF

LATIN SMALL LETTER I WITH CARON
uni01D0

LATIN CAPITAL LETTER O WITH CARON
uni01D1

LATIN SMALL LETTER O WITH CARON
uni01D2

LATIN CAPITAL LETTER U WITH CARON
uni01D3

LATIN SMALL LETTER U WITH CARON
uni01D4

LATIN CAPITAL LETTER U WITH DIAERESIS AND
MACRON
uni01D5

LATIN SMALL LETTER U WITH DIAERESIS AND MACRON
uni01D6

LATIN CAPITAL LETTER U WITH DIAERESIS AND ACUTE
uni01D7

LATIN SMALL LETTER U WITH DIAERESIS AND ACUTE
uni01D8

LATIN CAPITAL LETTER U WITH DIAERESIS AND CARON
uni01D9

LATIN SMALL LETTER U WITH DIAERESIS AND CARON
uni01DA

LATIN CAPITAL LETTER U WITH DIAERESIS AND GRAVE
uni01DB

LATIN SMALL LETTER U WITH DIAERESIS AND GRAVE
uni01DC

LATIN SMALL LETTER TURNED E
uni01DD

LATIN CAPITAL LETTER A WITH DIAERESIS AND
MACRON
uni01DE

LATIN SMALL LETTER A WITH DIAERESIS AND MACRON
uni01DF

LATIN CAPITAL LETTER A WITH DOT ABOVE AND
MACRON
uni01E0

LATIN SMALL LETTER A WITH DOT ABOVE AND MACRON
uni01E1

LATIN CAPITAL LETTER AE WITH MACRON
uni01E2

LATIN SMALL LETTER AE WITH MACRON
uni01E3

LATIN CAPITAL LETTER G WITH STROKE
uni01E4

LATIN SMALL LETTER G WITH STROKE
uni01E5

LATIN CAPITAL LETTER G WITH CARON
uni01E6

LATIN SMALL LETTER G WITH CARON
uni01E7

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LATIN CAPITAL LETTER K WITH CARON uni01E8	Ķ	Ķ	Ķ	Ķ	Ķ
LATIN SMALL LETTER K WITH CARON uni01E9	ķ	ķ	ķ	ķ	ķ
LATIN CAPITAL LETTER O WITH OGONEK uni01EA	Q	Q	Q	Q	Q
LATIN SMALL LETTER O WITH OGONEK uni01EB	q	q	q	q	q
LATIN CAPITAL LETTER O WITH OGONEK AND MACRON uni01EC	Ō	Ō	Ō	Ō	Ō
LATIN SMALL LETTER O WITH OGONEK AND MACRON uni01ED	ō	ō	ō	ō	ō
LATIN CAPITAL LETTER EZH WITH CARON uni01EE	Š	Š	Š	Š	Š
LATIN SMALL LETTER EZH WITH CARON uni01EF	š	š	š	š	š
LATIN SMALL LETTER J WITH CARON uni01F0	Ĵ	Ĵ	Ĵ	Ĵ	Ĵ
LATIN CAPITAL LETTER DZ uni01F1	DZ	DZ	DZ	DZ	DZ
LATIN CAPITAL LETTER D WITH SMALL LETTER Z uni01F2	Dz	Dz	Dz	Dz	Dz
LATIN SMALL LETTER DZ uni01F3	dz	dz	dz	dz	dz
LATIN CAPITAL LETTER G WITH ACUTE uni01F4	Ġ	Ġ	Ġ	Ġ	Ġ
LATIN SMALL LETTER G WITH ACUTE uni01F5	ġ	ġ	ġ	ġ	ġ
LATIN CAPITAL LETTER HWAIR uni01F6	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ
LATIN CAPITAL LETTER WYNN uni01F7	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER N WITH GRAVE uni01F8	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN SMALL LETTER N WITH GRAVE uni01F9	ñ	ñ	ñ	ñ	ñ
LATIN CAPITAL LETTER A WITH RING ABOVE AND ACUTE uni01FA	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH RING ABOVE AND ACUTE uni01FB	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER AE WITH ACUTE uni01FC	Æ	Æ	Æ	Æ	Æ
LATIN SMALL LETTER AE WITH ACUTE uni01FD	æ	æ	æ	æ	æ
LATIN CAPITAL LETTER O WITH STROKE AND ACUTE uni01FE	Ø	Ø	Ø	Ø	Ø
LATIN SMALL LETTER O WITH STROKE AND ACUTE uni01FF	ø	ø	ø	ø	ø
LATIN CAPITAL LETTER A WITH DOUBLE GRAVE uni0200	Ă	Ă	Ă	Ă	Ă
LATIN SMALL LETTER A WITH DOUBLE GRAVE uni0201	ă	ă	ă	ă	ă
LATIN CAPITAL LETTER A WITH INVERTED BREVE uni0202	Â	Â	Â	Â	Â

LATIN SMALL LETTER A WITH INVERTED BREVE
uni0203

LATIN CAPITAL LETTER E WITH DOUBLE GRAVE
uni0204

LATIN SMALL LETTER E WITH DOUBLE GRAVE
uni0205

LATIN CAPITAL LETTER E WITH INVERTED BREVE
uni0206

LATIN SMALL LETTER E WITH INVERTED BREVE
uni0207

LATIN CAPITAL LETTER I WITH DOUBLE GRAVE
uni0208

LATIN SMALL LETTER I WITH DOUBLE GRAVE
uni0209

LATIN CAPITAL LETTER I WITH INVERTED BREVE
uni020A

LATIN SMALL LETTER I WITH INVERTED BREVE
uni020B

LATIN CAPITAL LETTER O WITH DOUBLE GRAVE
uni020C

LATIN SMALL LETTER O WITH DOUBLE GRAVE
uni020D

LATIN CAPITAL LETTER O WITH INVERTED BREVE
uni020E

LATIN SMALL LETTER O WITH INVERTED BREVE
uni020F

LATIN CAPITAL LETTER R WITH DOUBLE GRAVE
uni0210

LATIN SMALL LETTER R WITH DOUBLE GRAVE
uni0211

LATIN CAPITAL LETTER R WITH INVERTED BREVE
uni0212

LATIN SMALL LETTER R WITH INVERTED BREVE
uni0213

LATIN CAPITAL LETTER U WITH DOUBLE GRAVE
uni0214

LATIN SMALL LETTER U WITH DOUBLE GRAVE
uni0215

LATIN CAPITAL LETTER U WITH INVERTED BREVE
uni0216

LATIN SMALL LETTER U WITH INVERTED BREVE
uni0217

LATIN CAPITAL LETTER S WITH COMMA BELOW
uni0218

LATIN SMALL LETTER S WITH COMMA BELOW
uni0219

LATIN CAPITAL LETTER T WITH COMMA BELOW
uni021A

LATIN SMALL LETTER T WITH COMMA BELOW
uni021B

LATIN CAPITAL LETTER YOGH
uni021C

LATIN SMALL LETTER YOGH
uni021D

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Ț	Ț	Ț	Ț	Ț

LATIN CAPITAL LETTER H WITH CARON uni021E	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ
LATIN SMALL LETTER H WITH CARON uni021F	ĥ	ĥ	ĥ	ĥ	ĥ
LATIN CAPITAL LETTER N WITH LONG RIGHT LEG uni0220	ŋ	ŋ	ŋ	ŋ	ŋ
LATIN SMALL LETTER D WITH CURL uni0221	ɖ	ɖ	ɖ	ɖ	ɖ
LATIN CAPITAL LETTER OU uni0222	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER OU uni0223	ɔ̥	ɔ̥	ɔ̥	ɔ̥	ɔ̥
LATIN CAPITAL LETTER Z WITH HOOK uni0224	Ƶ	Ƶ	Ƶ	Ƶ	Ƶ
LATIN SMALL LETTER Z WITH HOOK uni0225	ƶ	ƶ	ƶ	ƶ	ƶ
LATIN CAPITAL LETTER A WITH DOT ABOVE uni0226	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH DOT ABOVE uni0227	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER E WITH CEDILLA uni0228	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN SMALL LETTER E WITH CEDILLA uni0229	ɛ̥	ɛ̥	ɛ̥	ɛ̥	ɛ̥
LATIN CAPITAL LETTER O WITH DIAERESIS AND MACRON uni022A	Ȫ	Ȫ	Ȫ	Ȫ	Ȫ
LATIN SMALL LETTER O WITH DIAERESIS AND MACRON uni022B	ȫ	ȫ	ȫ	ȫ	ȫ
LATIN CAPITAL LETTER O WITH TILDE AND MACRON uni022C	Ȭ	Ȭ	Ȭ	Ȭ	Ȭ
LATIN SMALL LETTER O WITH TILDE AND MACRON uni022D	ȭ	ȭ	ȭ	ȭ	ȭ
LATIN CAPITAL LETTER O WITH DOT ABOVE uni022E	Ȫ	Ȫ	Ȫ	Ȫ	Ȫ
LATIN SMALL LETTER O WITH DOT ABOVE uni022F	ȫ	ȫ	ȫ	ȫ	ȫ
LATIN CAPITAL LETTER O WITH DOT ABOVE AND MACRON uni0230	Ȭ	Ȭ	Ȭ	Ȭ	Ȭ
LATIN SMALL LETTER O WITH DOT ABOVE AND MACRON uni0231	ȭ	ȭ	ȭ	ȭ	ȭ
LATIN CAPITAL LETTER Y WITH MACRON uni0232	Ȳ	Ȳ	Ȳ	Ȳ	Ȳ
LATIN SMALL LETTER Y WITH MACRON uni0233	ȳ	ȳ	ȳ	ȳ	ȳ
LATIN SMALL LETTER L WITH CURL uni0234	ɭ	ɭ	ɭ	ɭ	ɭ
LATIN SMALL LETTER N WITH CURL uni0235	ɮ	ɮ	ɮ	ɮ	ɮ
LATIN SMALL LETTER T WITH CURL uni0236	ɰ	ɰ	ɰ	ɰ	ɰ
LATIN SMALL LETTER DOTLESS J uni0237	ɱ	ɱ	ɱ	ɱ	ɱ
LATIN SMALL LETTER DB DIGRAPH uni0238	ɲ	ɲ	ɲ	ɲ	ɲ

LATIN SMALL LETTER QP DIGRAPH uni0239	𐀀	𐀁	𐀂	𐀃	𐀄
LATIN CAPITAL LETTER A WITH STROKE uni023A	𐀅	𐀆	𐀇	𐀈	𐀉
LATIN CAPITAL LETTER C WITH STROKE uni023B	𐀊	𐀋	𐀌	𐀍	𐀎
LATIN SMALL LETTER C WITH STROKE uni023C	𐀏	𐀐	𐀑	𐀒	𐀓
LATIN CAPITAL LETTER L WITH BAR uni023D	𐀔	𐀕	𐀖	𐀗	𐀘
LATIN CAPITAL LETTER T WITH DIAGONAL STROKE uni023E	𐀙	𐀚	𐀛	𐀜	𐀝
LATIN SMALL LETTER S WITH SWASH TAIL uni023F	𐀞	𐀟	𐀠	𐀡	𐀢
LATIN SMALL LETTER Z WITH SWASH TAIL uni0240	𐀣	𐀤	𐀥	𐀦	𐀧
LATIN CAPITAL LETTER GLOTTAL STOP uni0241	𐀨	𐀩	𐀪	𐀫	𐀬
LATIN SMALL LETTER GLOTTAL STOP uni0242	𐀭	𐀮	𐀯	𐀰	𐀱
LATIN CAPITAL LETTER B WITH STROKE uni0243	𐀲	𐀳	𐀴	𐀵	𐀶
LATIN CAPITAL LETTER U BAR uni0244	𐀷	𐀸	𐀹	𐀺	𐀻
LATIN CAPITAL LETTER TURNED V uni0245	𐀼	𐀽	𐀾	𐀿	𐁀
LATIN CAPITAL LETTER E WITH STROKE uni0246	𐁁	𐁂	𐁃	𐁄	𐁅
LATIN SMALL LETTER E WITH STROKE uni0247	𐁆	𐁇	𐁈	𐁉	𐁊
LATIN CAPITAL LETTER J WITH STROKE uni0248	𐁋	𐁌	𐁍	𐁎	𐁏
LATIN SMALL LETTER J WITH STROKE uni0249	𐁐	𐁑	𐁒	𐁓	𐁔
LATIN CAPITAL LETTER SMALL Q WITH HOOK TAIL uni024A	𐁕	𐁖	𐁗	𐁘	𐁙
LATIN SMALL LETTER Q WITH HOOK TAIL uni024B	𐁚	𐁛	𐁜	𐁝	𐁞
LATIN CAPITAL LETTER R WITH STROKE uni024C	𐁟	𐁠	𐁡	𐁢	𐁣
LATIN SMALL LETTER R WITH STROKE uni024D	𐁤	𐁥	𐁦	𐁧	𐁨
LATIN CAPITAL LETTER Y WITH STROKE uni024E	𐁩	𐁪	𐁫	𐁬	𐁭
LATIN SMALL LETTER Y WITH STROKE uni024F	𐁮	𐁯	𐁰	𐁱	𐁲
LATIN SMALL LETTER TURNED A uni0250	𐁳	𐁴	𐁵	𐁶	𐁷
LATIN SMALL LETTER ALPHA uni0251	𐁸	𐁹	𐁺	𐁻	𐁼
LATIN SMALL LETTER TURNED ALPHA uni0252	𐁽	𐁾	𐁿	𐂀	𐂁
LATIN SMALL LETTER B WITH HOOK uni0253	𐂂	𐂃	𐂄	𐂅	𐂆

LATIN SMALL LETTER OPEN O uni0254	o	o	o	o	o
LATIN SMALL LETTER C WITH CURL uni0255	c	c	c	c	c
LATIN SMALL LETTER D WITH TAIL uni0256	d	d	d	d	d
LATIN SMALL LETTER D WITH HOOK uni0257	ḏ	ḏ	ḏ	ḏ	ḏ
LATIN SMALL LETTER REVERSED E uni0258	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN SMALL LETTER SCHWA uni0259	ə	ə	ə	ə	ə
LATIN SMALL LETTER SCHWA WITH HOOK uni025A	ḙ	ḙ	ḙ	ḙ	ḙ
LATIN SMALL LETTER OPEN E uni025B	ɛ	ɛ	ɛ	ɛ	ɛ
LATIN SMALL LETTER REVERSED OPEN E uni025C	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN SMALL LETTER REVERSED OPEN E WITH HOOK uni025D	Ḣ	Ḣ	Ḣ	Ḣ	Ḣ
LATIN SMALL LETTER CLOSED REVERSED OPEN E uni025E	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER DOTLESS J WITH STROKE uni025F	ɿ	ɿ	ɿ	ɿ	ɿ
LATIN SMALL LETTER G WITH HOOK uni0260	ḡ	ḡ	ḡ	ḡ	ḡ
LATIN SMALL LETTER SCRIPT G uni0261	ɡ	ɡ	ɡ	ɡ	ɡ
LATIN LETTER SMALL CAPITAL G uni0262	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER GAMMA uni0263	ɣ	ɣ	ɣ	ɣ	ɣ
LATIN SMALL LETTER RAMS HORN uni0264	ʁ	ʁ	ʁ	ʁ	ʁ
LATIN SMALL LETTER TURNED H uni0265	ɥ	ɥ	ɥ	ɥ	ɥ
LATIN SMALL LETTER H WITH HOOK uni0266	ḥ	ḥ	ḥ	ḥ	ḥ
LATIN SMALL LETTER HENG WITH HOOK uni0267	ḥ	ḥ	ḥ	ḥ	ḥ
LATIN SMALL LETTER I WITH STROKE uni0268	ɨ	ɨ	ɨ	ɨ	ɨ
LATIN SMALL LETTER IOTA uni0269	ɪ	ɪ	ɪ	ɪ	ɪ
LATIN LETTER SMALL CAPITAL I uni026A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER L WITH MIDDLE TILDE uni026B	ł	ł	ł	ł	ł
LATIN SMALL LETTER L WITH BELT uni026C	ł	ł	ł	ł	ł
LATIN SMALL LETTER L WITH RETROFLEX HOOK uni026D	ɭ	ɭ	ɭ	ɭ	ɭ
LATIN SMALL LETTER LEZH uni026E	ɮ	ɮ	ɮ	ɮ	ɮ
LATIN SMALL LETTER TURNED M	ɯ	ɯ	ɯ	ɯ	ɯ

LATIN SMALL LETTER TURNED M WITH LONG LEG	uni026F	𐌚	𐌚	𐌚	𐌚	𐌚
LATIN SMALL LETTER TURNED M WITH LONG LEG	uni0270	𐌛	𐌛	𐌛	𐌛	𐌛
LATIN SMALL LETTER M WITH HOOK	uni0271	𐌜	𐌜	𐌜	𐌜	𐌜
LATIN SMALL LETTER N WITH LEFT HOOK	uni0272	𐌝	𐌝	𐌝	𐌝	𐌝
LATIN SMALL LETTER N WITH RETROFLEX HOOK	uni0273	𐌞	𐌞	𐌞	𐌞	𐌞
LATIN LETTER SMALL CAPITAL N	uni0274	𐌟	𐌟	𐌟	𐌟	𐌟
LATIN SMALL LETTER BARRED O	uni0275	𐌠	𐌠	𐌠	𐌠	𐌠
LATIN LETTER SMALL CAPITAL OE	uni0276	𐌡	𐌡	𐌡	𐌡	𐌡
LATIN SMALL LETTER CLOSED OMEGA	uni0277	𐌢	𐌢	𐌢	𐌢	𐌢
LATIN SMALL LETTER PHI	uni0278	𐌣	𐌣	𐌣	𐌣	𐌣
LATIN SMALL LETTER TURNED R	uni0279	𐌤	𐌤	𐌤	𐌤	𐌤
LATIN SMALL LETTER TURNED R WITH LONG LEG	uni027A	𐌥	𐌥	𐌥	𐌥	𐌥
LATIN SMALL LETTER TURNED R WITH HOOK	uni027B	𐌦	𐌦	𐌦	𐌦	𐌦
LATIN SMALL LETTER R WITH LONG LEG	uni027C	𐌧	𐌧	𐌧	𐌧	𐌧
LATIN SMALL LETTER R WITH TAIL	uni027D	𐌨	𐌨	𐌨	𐌨	𐌨
LATIN SMALL LETTER R WITH FISHHOOK	uni027E	𐌩	𐌩	𐌩	𐌩	𐌩
LATIN SMALL LETTER REVERSED R WITH FISHHOOK	uni027F	𐌪	𐌪	𐌪	𐌪	𐌪
LATIN LETTER SMALL CAPITAL R	uni0280	𐌫	𐌫	𐌫	𐌫	𐌫
LATIN LETTER SMALL CAPITAL INVERTED R	uni0281	𐌬	𐌬	𐌬	𐌬	𐌬
LATIN SMALL LETTER S WITH HOOK	uni0282	𐌭	𐌭	𐌭	𐌭	𐌭
LATIN SMALL LETTER ESH	uni0283	𐌮	𐌮	𐌮	𐌮	𐌮
LATIN SMALL LETTER DOTLESS J WITH STROKE AND HOOK	uni0284	𐌯	𐌯	𐌯	𐌯	𐌯
LATIN SMALL LETTER SQUAT REVERSED ESH	uni0285	𐌰	𐌰	𐌰	𐌰	𐌰
LATIN SMALL LETTER ESH WITH CURL	uni0286	𐌱	𐌱	𐌱	𐌱	𐌱
LATIN SMALL LETTER TURNED T	uni0287	𐌲	𐌲	𐌲	𐌲	𐌲
LATIN SMALL LETTER T WITH RETROFLEX HOOK	uni0288	𐌳	𐌳	𐌳	𐌳	𐌳
LATIN SMALL LETTER U BAR	uni0289	𐌴	𐌴	𐌴	𐌴	𐌴
LATIN SMALL LETTER UPSILON	uni028A	𐌵	𐌵	𐌵	𐌵	𐌵

LATIN SMALL LETTER U WITH STROKE uni028A	U̶	U̶	U̶	U̶	U̶
LATIN SMALL LETTER V WITH HOOK uni028B	U̷	U̷	U̷	U̷	U̷
LATIN SMALL LETTER TURNED V uni028C	ʌ	ʌ	ʌ	ʌ	ʌ
LATIN SMALL LETTER TURNED W uni028D	Ƶ	Ƶ	Ƶ	Ƶ	Ƶ
LATIN SMALL LETTER TURNED Y uni028E	ʎ	ʎ	ʎ	ʎ	ʎ
LATIN LETTER SMALL CAPITAL Y uni028F	Ƴ	Ƴ	Ƴ	Ƴ	Ƴ
LATIN SMALL LETTER Z WITH RETROFLEX HOOK uni0290	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN SMALL LETTER Z WITH CURL uni0291	Ʒ̶	Ʒ̶	Ʒ̶	Ʒ̶	Ʒ̶
LATIN SMALL LETTER EZH uni0292	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN SMALL LETTER EZH WITH CURL uni0293	Ʒ̶	Ʒ̶	Ʒ̶	Ʒ̶	Ʒ̶
LATIN LETTER GLOTTAL STOP uni0294	ʔ	ʔ	ʔ	ʔ	ʔ
LATIN LETTER PHARYNGEAL VOICED FRICATIVE uni0295	ʕ	ʕ	ʕ	ʕ	ʕ
LATIN LETTER INVERTED GLOTTAL STOP uni0296	ʔ̴	ʔ̴	ʔ̴	ʔ̴	ʔ̴
LATIN LETTER STRETCHED C uni0297	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER BILABIAL CLICK uni0298	Ɑ	Ɑ	Ɑ	Ɑ	Ɑ
LATIN LETTER SMALL CAPITAL B uni0299	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN SMALL LETTER CLOSED OPEN E uni029A	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN LETTER SMALL CAPITAL G WITH HOOK uni029B	Ɓ̶	Ɓ̶	Ɓ̶	Ɓ̶	Ɓ̶
LATIN LETTER SMALL CAPITAL H uni029C	Ɓ̶	Ɓ̶	Ɓ̶	Ɓ̶	Ɓ̶
LATIN SMALL LETTER J WITH CROSSED-TAIL uni029D	Ɂ	Ɂ	Ɂ	Ɂ	Ɂ
LATIN SMALL LETTER TURNED K uni029E	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶
LATIN LETTER SMALL CAPITAL L uni029F	Ɓ̶	Ɓ̶	Ɓ̶	Ɓ̶	Ɓ̶
LATIN SMALL LETTER Q WITH HOOK uni02A0	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶
LATIN LETTER GLOTTAL STOP WITH STROKE uni02A1	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶
LATIN LETTER REVERSED GLOTTAL STOP WITH STROKE uni02A2	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶
LATIN SMALL LETTER DZ DIGRAPH uni02A3	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶
LATIN SMALL LETTER DEZH DIGRAPH uni02A4	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶
LATIN SMALL LETTER DZ DIGRAPH WITH CURL	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶	Ɂ̶

LATIN SMALL LETTER DZ DIGRAPH WITH CURL uni02A5	dz	dz	dz	dz	dz
LATIN SMALL LETTER TS DIGRAPH uni02A6	ts	ts	ts	ts	ts
LATIN SMALL LETTER TESH DIGRAPH uni02A7	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER TC DIGRAPH WITH CURL uni02A8	tc	tc	tc	tc	tc
LATIN SMALL LETTER FENG DIGRAPH uni02A9	ƒŋ	ƒŋ	ƒŋ	ƒŋ	ƒŋ
LATIN SMALL LETTER LS DIGRAPH uni02AA	ls	ls	ls	ls	ls
LATIN SMALL LETTER LZ DIGRAPH uni02AB	lz	lz	lz	lz	lz
LATIN LETTER BILABIAL PERCUSSIVE uni02AC	ww	ww	ww	ww	ww
LATIN LETTER BIDENTAL PERCUSSIVE uni02AD	Ɂ	Ɂ	Ɂ	Ɂ	Ɂ
LATIN SMALL LETTER TURNED H WITH FISHHOOK uni02AE	ɥ	ɥ	ɥ	ɥ	ɥ
LATIN SMALL LETTER TURNED H WITH FISHHOOK AND TAIL uni02AF	ɥ̃	ɥ̃	ɥ̃	ɥ̃	ɥ̃
MODIFIER LETTER SMALL H uni02B0	h	h	h	h	h
MODIFIER LETTER SMALL H WITH HOOK uni02B1	ħ	ħ	ħ	ħ	ħ
MODIFIER LETTER SMALL J uni02B2	j	j	j	j	j
MODIFIER LETTER SMALL R uni02B3	r	r	r	r	r
MODIFIER LETTER SMALL TURNED R uni02B4	ɹ	ɹ	ɹ	ɹ	ɹ
MODIFIER LETTER SMALL TURNED R WITH HOOK uni02B5	ɻ	ɻ	ɻ	ɻ	ɻ
MODIFIER LETTER SMALL CAPITAL INVERTED R uni02B6	ɿ	ɿ	ɿ	ɿ	ɿ
MODIFIER LETTER SMALL W uni02B7	w	w	w	w	w
MODIFIER LETTER SMALL Y uni02B8	y	y	y	y	y
MODIFIER LETTER PRIME uni02B9	′	′	′	′	′
MODIFIER LETTER DOUBLE PRIME uni02BA	″	″	″	″	″
MODIFIER LETTER TURNED COMMA uni02BB	‘	‘	‘	‘	‘
MODIFIER LETTER APOSTROPHE uni02BC	’	’	’	’	’
MODIFIER LETTER REVERSED COMMA uni02BD	‚	‚	‚	‚	‚
MODIFIER LETTER RIGHT HALF RING uni02BE	◌◌	◌◌	◌◌	◌◌	◌◌
MODIFIER LETTER LEFT HALF RING uni02BF	◌◌	◌◌	◌◌	◌◌	◌◌
MODIFIER LETTER CIRCUMFLEX uni02C0	◌◌	◌◌	◌◌	◌◌	◌◌

MODIFIER LETTER GLOTTAL STOP uni02C0	◌ʔ	◌ʔ	◌ʔ	◌ʔ	◌ʔ
MODIFIER LETTER REVERSED GLOTTAL STOP uni02C1	◌ʕ	◌ʕ	◌ʕ	◌ʕ	◌ʕ
MODIFIER LETTER LEFT ARROWHEAD uni02C2	◌⤵	◌⤵	◌⤵	◌⤵	◌⤵
MODIFIER LETTER RIGHT ARROWHEAD uni02C3	◌⤶	◌⤶	◌⤶	◌⤶	◌⤶
MODIFIER LETTER UP ARROWHEAD uni02C4	◌⤴	◌⤴	◌⤴	◌⤴	◌⤴
MODIFIER LETTER DOWN ARROWHEAD uni02C5	◌⤵	◌⤵	◌⤵	◌⤵	◌⤵
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	◌ˆ	◌ˆ	◌ˆ	◌ˆ	◌ˆ
CARON uni02C7	◌ˇ	◌ˇ	◌ˇ	◌ˇ	◌ˇ
MODIFIER LETTER VERTICAL LINE uni02C8	◌	◌	◌	◌	◌
MODIFIER LETTER MACRON uni02C9	◌¯	◌¯	◌¯	◌¯	◌¯
MODIFIER LETTER ACUTE ACCENT uni02CA	◌´	◌´	◌´	◌´	◌´
MODIFIER LETTER GRAVE ACCENT uni02CB	◌`	◌`	◌`	◌`	◌`
MODIFIER LETTER LOW VERTICAL LINE uni02CC	◌	◌	◌	◌	◌
MODIFIER LETTER LOW MACRON uni02CD	◌¯	◌¯	◌¯	◌¯	◌¯
MODIFIER LETTER LOW GRAVE ACCENT uni02CE	◌`	◌`	◌`	◌`	◌`
MODIFIER LETTER LOW ACUTE ACCENT uni02CF	◌´	◌´	◌´	◌´	◌´
MODIFIER LETTER TRIANGULAR COLON uni02D0	◌ⴌ	◌ⴌ	◌ⴌ	◌ⴌ	◌ⴌ
MODIFIER LETTER HALF TRIANGULAR COLON uni02D1	◌ⴍ	◌ⴍ	◌ⴍ	◌ⴍ	◌ⴍ
MODIFIER LETTER CENTRED RIGHT HALF RING uni02D2	◌◌̣	◌◌̣	◌◌̣	◌◌̣	◌◌̣
MODIFIER LETTER CENTRED LEFT HALF RING uni02D3	◌◌̤	◌◌̤	◌◌̤	◌◌̤	◌◌̤
MODIFIER LETTER UP TACK uni02D4	◌ⴓ	◌ⴓ	◌ⴓ	◌ⴓ	◌ⴓ
MODIFIER LETTER DOWN TACK uni02D5	◌ⴔ	◌ⴔ	◌ⴔ	◌ⴔ	◌ⴔ
MODIFIER LETTER PLUS SIGN uni02D6	◌+	◌+	◌+	◌+	◌+
MODIFIER LETTER MINUS SIGN uni02D7	◌-	◌-	◌-	◌-	◌-
BREVE uni02D8	◌◌̆	◌◌̆	◌◌̆	◌◌̆	◌◌̆
DOT ABOVE uni02D9	◌◌̇	◌◌̇	◌◌̇	◌◌̇	◌◌̇
RING ABOVE uni02DA	◌◌̈	◌◌̈	◌◌̈	◌◌̈	◌◌̈
OGONEK					

	uni02DB	◌̢	◌̣	◌̤	◌̥	◌̦
	SMALL TILDE uni02DC	◌̣	◌̣	◌̣	◌̣	◌̣
	DOUBLE ACUTE ACCENT uni02DD	◌̨	◌̨	◌̨	◌̨	◌̨
	MODIFIER LETTER RHOTIC HOOK uni02DE	◌̥̌	◌̥̌	◌̥̌	◌̥̌	◌̥̌
	MODIFIER LETTER CROSS ACCENT uni02DF	◌̚	◌̚	◌̚	◌̚	◌̚
	MODIFIER LETTER SMALL GAMMA uni02E0	◌̵	◌̵	◌̵	◌̵	◌̵
	MODIFIER LETTER SMALL L uni02E1	◌̶	◌̶	◌̶	◌̶	◌̶
	MODIFIER LETTER SMALL S uni02E2	◌̷	◌̷	◌̷	◌̷	◌̷
	MODIFIER LETTER SMALL X uni02E3	◌̸	◌̸	◌̸	◌̸	◌̸
MODIFIER LETTER SMALL REVERSED GLOTTAL STOP uni02E4		◌̡	◌̡	◌̡	◌̡	◌̡
MODIFIER LETTER EXTRA-HIGH TONE BAR uni02E5		◌̠	◌̠	◌̠	◌̠	◌̠
MODIFIER LETTER HIGH TONE BAR uni02E6		◌̡̎	◌̡̎	◌̡̎	◌̡̎	◌̡̎
MODIFIER LETTER MID TONE BAR uni02E7		◌̡̍	◌̡̍	◌̡̍	◌̡̍	◌̡̍
MODIFIER LETTER LOW TONE BAR uni02E8		◌̡̌	◌̡̌	◌̡̌	◌̡̌	◌̡̌
MODIFIER LETTER EXTRA-LOW TONE BAR uni02E9		◌̡̋	◌̡̋	◌̡̋	◌̡̋	◌̡̋
MODIFIER LETTER YIN DEPARTING TONE MARK uni02EA		◌̜	◌̜	◌̜	◌̜	◌̜
MODIFIER LETTER YANG DEPARTING TONE MARK uni02EB		◌̝	◌̝	◌̝	◌̝	◌̝
MODIFIER LETTER VOICING uni02EC		◌̞	◌̞	◌̞	◌̞	◌̞
MODIFIER LETTER UNASPIRATED uni02ED		◌̟	◌̟	◌̟	◌̟	◌̟
MODIFIER LETTER DOUBLE APOSTROPHE uni02EE		◌̠̎	◌̠̎	◌̠̎	◌̠̎	◌̠̎
MODIFIER LETTER LOW DOWN ARROWHEAD uni02EF		◌̡̣	◌̡̣	◌̡̣	◌̡̣	◌̡̣
MODIFIER LETTER LOW UP ARROWHEAD uni02F0		◌̡̤	◌̡̤	◌̡̤	◌̡̤	◌̡̤
MODIFIER LETTER LOW LEFT ARROWHEAD uni02F1		◌̡̥	◌̡̥	◌̡̥	◌̡̥	◌̡̥
MODIFIER LETTER LOW RIGHT ARROWHEAD uni02F2		◌̡̦	◌̡̦	◌̡̦	◌̡̦	◌̡̦
MODIFIER LETTER LOW RING uni02F3		◌̡̧	◌̡̧	◌̡̧	◌̡̧	◌̡̧
MODIFIER LETTER MIDDLE GRAVE ACCENT uni02F4		◌̡̨	◌̡̨	◌̡̨	◌̡̨	◌̡̨
MODIFIER LETTER MIDDLE DOUBLE GRAVE ACCENT uni02F5		◌̡̩	◌̡̩	◌̡̩	◌̡̩	◌̡̩
MODIFIER LETTER MIDDLE DOUBLE ACUTE ACCENT uni02F6		◌̡̪	◌̡̪	◌̡̪	◌̡̪	◌̡̪

MODIFIER LETTER LOW TILDE uni02F7	˜	˜	˜	˜	˜
MODIFIER LETTER RAISED COLON uni02F8	ː	ː	ː	ː	ː
MODIFIER LETTER BEGIN HIGH TONE uni02F9	◌̎	◌̎	◌̎	◌̎	◌̎
MODIFIER LETTER END HIGH TONE uni02FA	◌̎̎	◌̎̎	◌̎̎	◌̎̎	◌̎̎
MODIFIER LETTER BEGIN LOW TONE uni02FB	◌̎̄	◌̎̄	◌̎̄	◌̎̄	◌̎̄
MODIFIER LETTER END LOW TONE uni02FC	◌̎̄̄	◌̎̄̄	◌̎̄̄	◌̎̄̄	◌̎̄̄
MODIFIER LETTER SHELF uni02FD	◌̎̚	◌̎̚	◌̎̚	◌̎̚	◌̎̚
MODIFIER LETTER OPEN SHELF uni02FE	◌̎̚̚	◌̎̚̚	◌̎̚̚	◌̎̚̚	◌̎̚̚
MODIFIER LETTER LOW LEFT ARROW uni02FF	◌̵̎	◌̵̎	◌̵̎	◌̵̎	◌̵̎
COMBINING GRAVE ACCENT uni0300	◌̀	◌̀	◌̀	◌̀	◌̀
COMBINING ACUTE ACCENT uni0301	◌́	◌́	◌́	◌́	◌́
COMBINING CIRCUMFLEX ACCENT uni0302	◌̂	◌̂	◌̂	◌̂	◌̂
COMBINING TILDE uni0303	◌̃	◌̃	◌̃	◌̃	◌̃
COMBINING MACRON uni0304	◌̄	◌̄	◌̄	◌̄	◌̄
COMBINING OVERLINE uni0305	◌̅	◌̅	◌̅	◌̅	◌̅
COMBINING BREVE uni0306	◌̆	◌̆	◌̆	◌̆	◌̆
COMBINING DOT ABOVE uni0307	◌̈	◌̈	◌̈	◌̈	◌̈
COMBINING DIAERESIS uni0308	◌̉	◌̉	◌̉	◌̉	◌̉
COMBINING HOOK ABOVE uni0309	◌̊	◌̊	◌̊	◌̊	◌̊
COMBINING RING ABOVE uni030A	◌̋	◌̋	◌̋	◌̋	◌̋
COMBINING DOUBLE ACUTE ACCENT uni030B	◌̌	◌̌	◌̌	◌̌	◌̌
COMBINING CARON uni030C	◌̍	◌̍	◌̍	◌̍	◌̍
COMBINING VERTICAL LINE ABOVE uni030D	◌̎	◌̎	◌̎	◌̎	◌̎
COMBINING DOUBLE VERTICAL LINE ABOVE uni030E	◌̏	◌̏	◌̏	◌̏	◌̏
COMBINING DOUBLE GRAVE ACCENT uni030F	◌̐	◌̐	◌̐	◌̐	◌̐
COMBINING CANDRABINDU uni0310	◌̑	◌̑	◌̑	◌̑	◌̑
COMBINING INVERTED BREVE uni0311	◌̒	◌̒	◌̒	◌̒	◌̒

COMBINING TURNED COMMA ABOVE uni0312	◌̂	◌̃	◌̄	◌̅	◌̆
COMBINING COMMA ABOVE uni0313	◌̇	◌̈	◌̉	◌̊	◌̋
COMBINING REVERSED COMMA ABOVE uni0314	◌̌	◌̍	◌̎	◌̏	◌̐
COMBINING COMMA ABOVE RIGHT uni0315	◌̑	◌̒	◌̓	◌̔	◌̕
COMBINING GRAVE ACCENT BELOW uni0316	◌̖	◌̗	◌̘	◌̙	◌̚
COMBINING ACUTE ACCENT BELOW uni0317	◌̛	◌̜	◌̝	◌̞	◌̟
COMBINING LEFT TACK BELOW uni0318	◌̠	◌̡	◌̢	◌̣	◌̤
COMBINING RIGHT TACK BELOW uni0319	◌̥	◌̦	◌̧	◌̨	◌̩
COMBINING LEFT ANGLE ABOVE uni031A	◌̪	◌̫	◌̬	◌̭	◌̮
COMBINING HORN uni031B	◌̯	◌̰	◌̱	◌̲	◌̳
COMBINING LEFT HALF RING BELOW uni031C	◌̴	◌̵	◌̶	◌̷	◌̸
COMBINING UP TACK BELOW uni031D	◌̹	◌̺	◌̻	◌̼	◌̽
COMBINING DOWN TACK BELOW uni031E	◌̾	◌̿	◌̿	◌̿	◌̿
COMBINING PLUS SIGN BELOW uni031F	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING MINUS SIGN BELOW uni0320	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING PALATALIZED HOOK BELOW uni0321	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING RETROFLEX HOOK BELOW uni0322	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING DOT BELOW uni0323	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING DIAERESIS BELOW uni0324	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING RING BELOW uni0325	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING COMMA BELOW uni0326	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING CEDILLA uni0327	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING OGONEK uni0328	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING VERTICAL LINE BELOW uni0329	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING BRIDGE BELOW uni032A	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING INVERTED DOUBLE ARCH BELOW uni032B	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING CARON BELOW uni032C	◌̿	◌̿	◌̿	◌̿	◌̿
COMBINING CIRCUMFLEX ACCENT BELOW					

	uni032D	◀	◀	◀	◀	◀
COMBINING BREVE BELOW	uni032E	◌◌	◌◌	◌◌	◌◌	◌◌
COMBINING INVERTED BREVE BELOW	uni032F	◌◌	◌◌	◌◌	◌◌	◌◌
COMBINING TILDE BELOW	uni0330	◌~	◌~	◌~	◌~	◌~
COMBINING MACRON BELOW	uni0331	◌—	◌—	◌—	◌—	◌—
COMBINING LOW LINE	uni0332	◌—	◌—	◌—	◌—	◌—
COMBINING DOUBLE LOW LINE	uni0333	◌=	◌=	◌=	◌=	◌=
COMBINING TILDE OVERLAY	uni0334	◌~	◌~	◌~	◌~	◌~
COMBINING SHORT STROKE OVERLAY	uni0335	◌-	◌-	◌-	◌-	◌-
COMBINING LONG STROKE OVERLAY	uni0336	◌—	◌—	◌—	◌—	◌—
COMBINING SHORT SOLIDUS OVERLAY	uni0337	◌/	◌/	◌/	◌/	◌/
COMBINING LONG SOLIDUS OVERLAY	uni0338	◌/	◌/	◌/	◌/	◌/
COMBINING RIGHT HALF RING BELOW	uni0339	◌᳚	◌᳚	◌᳚	◌᳚	◌᳚
COMBINING INVERTED BRIDGE BELOW	uni033A	◌᳛	◌᳛	◌᳛	◌᳛	◌᳛
COMBINING SQUARE BELOW	uni033B	◌◻	◌◻	◌◻	◌◻	◌◻
COMBINING SEAGULL BELOW	uni033C	◌᳜	◌᳜	◌᳜	◌᳜	◌᳜
COMBINING X ABOVE	uni033D	◌×	◌×	◌×	◌×	◌×
COMBINING VERTICAL TILDE	uni033E	◌᳝	◌᳝	◌᳝	◌᳝	◌᳝
COMBINING DOUBLE OVERLINE	uni033F	◌=	◌=	◌=	◌=	◌=
COMBINING GRAVE TONE MARK	uni0340	◌`	◌`	◌`	◌`	◌`
COMBINING ACUTE TONE MARK	uni0341	◌´	◌´	◌´	◌´	◌´
COMBINING GREEK PERISPOMENI	uni0342	◌~	◌~	◌~	◌~	◌~
COMBINING GREEK KORONIS	uni0343	◌͂	◌͂	◌͂	◌͂	◌͂
COMBINING GREEK DIALYTIKA TONOS	uni0344	◌͆	◌͆	◌͆	◌͆	◌͆
COMBINING GREEK YPOGEGRAMMENI	uni0345	◌͇	◌͇	◌͇	◌͇	◌͇
COMBINING BRIDGE ABOVE	uni0346	◌᳞	◌᳞	◌᳞	◌᳞	◌᳞
COMBINING EQUALS SIGN BELOW	uni0347	◌=	◌=	◌=	◌=	◌=
COMBINING DOUBLE VERTICAL LINE BELOW	uni0348	◌=	◌=	◌=	◌=	◌=

COMBINING LEFT ANGLE BELOW uni0349	
COMBINING NOT TILDE ABOVE uni034A	
COMBINING HOMOTHETIC ABOVE uni034B	
COMBINING ALMOST EQUAL TO ABOVE uni034C	
COMBINING LEFT RIGHT ARROW BELOW uni034D	
COMBINING UPWARDS ARROW BELOW uni034E	
COMBINING GRAPHEME JOINER uni034F	
COMBINING RIGHT ARROWHEAD ABOVE uni0350	
COMBINING LEFT HALF RING ABOVE uni0351	
COMBINING FERMATA uni0352	
COMBINING X BELOW uni0353	
COMBINING LEFT ARROWHEAD BELOW uni0354	
COMBINING RIGHT ARROWHEAD BELOW uni0355	
COMBINING RIGHT ARROWHEAD AND UP ARROWHEAD BELOW uni0356	
COMBINING RIGHT HALF RING ABOVE uni0357	
COMBINING DOT ABOVE RIGHT uni0358	
COMBINING ASTERISK BELOW uni0359	
COMBINING DOUBLE RING BELOW uni035A	
COMBINING ZIGZAG ABOVE uni035B	
COMBINING DOUBLE BREVE BELOW uni035C	
COMBINING DOUBLE BREVE uni035D	
COMBINING DOUBLE MACRON uni035E	
COMBINING DOUBLE MACRON BELOW uni035F	
COMBINING DOUBLE TILDE uni0360	
COMBINING DOUBLE INVERTED BREVE uni0361	
COMBINING DOUBLE RIGHTWARDS ARROW BELOW uni0362	
COMBINING LATIN SMALL LETTER A uni0363	

↵	↵	↵	↵	↵
≂	≂	≂	≂	≂
≈	≈	≈	≈	≈
↔	↔	↔	↔	↔
↑	↑	↑	↑	↑
⋈	⋈	⋈	⋈	⋈
>	>	>	>	>
◁	◁	◁	◁	◁
⤿	⤿	⤿	⤿	⤿
×	×	×	×	×
<	<	<	<	<
>	>	>	>	>
>^	>^	>^	>^	>^
⋈	⋈	⋈	⋈	⋈
⋈	⋈	⋈	⋈	⋈
*	*	*	*	*
∞	∞	∞	∞	∞
⚡	⚡	⚡	⚡	⚡
◌̆	◌̆	◌̆	◌̆	◌̆
◌̈	◌̈	◌̈	◌̈	◌̈
◌̄	◌̄	◌̄	◌̄	◌̄
◌̅	◌̅	◌̅	◌̅	◌̅
◌̃	◌̃	◌̃	◌̃	◌̃
◌̂	◌̂	◌̂	◌̂	◌̂
→	→	→	→	→
a	a	a	a	a

	uni0363				
COMBINING LATIN SMALL LETTER E		e	e	e	e
uni0364					
COMBINING LATIN SMALL LETTER I		i	i	i	i
uni0365					
COMBINING LATIN SMALL LETTER O		o	o	o	o
uni0366					
COMBINING LATIN SMALL LETTER U		u	u	u	u
uni0367					
COMBINING LATIN SMALL LETTER C		c	c	c	c
uni0368					
COMBINING LATIN SMALL LETTER D		d	d	d	d
uni0369					
COMBINING LATIN SMALL LETTER H		h	h	h	h
uni036A					
COMBINING LATIN SMALL LETTER M		m	m	m	m
uni036B					
COMBINING LATIN SMALL LETTER R		r	r	r	r
uni036C					
COMBINING LATIN SMALL LETTER T		t	t	t	t
uni036D					
COMBINING LATIN SMALL LETTER V		v	v	v	v
uni036E					
COMBINING LATIN SMALL LETTER X		x	x	x	x
uni036F					
GREEK NUMERAL SIGN		͵	͵	͵	͵
uni0374					
GREEK LOWER NUMERAL SIGN		Ͷ	Ͷ	Ͷ	Ͷ
uni0375					
GREEK YPOGEGRAMMENI		ͷ	ͷ	ͷ	ͷ
uni037A					
GREEK SMALL REVERSED LUNATE SIGMA SYMBOL		͸	͸	͸	͸
uni037B					
GREEK SMALL DOTTED LUNATE SIGMA SYMBOL		͹	͹	͹	͹
uni037C					
GREEK SMALL REVERSED DOTTED LUNATE SIGMA SYMBOL		ͺ	ͺ	ͺ	ͺ
uni037D					
GREEK QUESTION MARK		ͻ	ͻ	ͻ	ͻ
uni037E					
GREEK TONOS		ͼ	ͼ	ͼ	ͼ
uni0384					
GREEK DIALYTIKA TONOS		ͽ	ͽ	ͽ	ͽ
uni0385					
GREEK CAPITAL LETTER ALPHA WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni0386					
GREEK ANO TELEIA		Ϳ	Ϳ	Ϳ	Ϳ
uni0387					
GREEK CAPITAL LETTER EPSILON WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni0388					
GREEK CAPITAL LETTER ETA WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni0389					
GREEK CAPITAL LETTER IOTA WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni038A					
GREEK CAPITAL LETTER OMICRON WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni038C					

	uni038C				
GREEK CAPITAL LETTER UPSILON WITH TONOS	uni038E	Υ	Υ	Υ	Υ
GREEK CAPITAL LETTER OMEGA WITH TONOS	uni038F	Ω	Ω	Ω	Ω
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND TONOS	uni0390	ϊ	ϊ	ϊ	ϊ
GREEK CAPITAL LETTER ALPHA	uni0391	Α	Α	Α	Α
GREEK CAPITAL LETTER BETA	uni0392	Β	Β	Β	Β
GREEK CAPITAL LETTER GAMMA	uni0393	Γ	Γ	Γ	Γ
GREEK CAPITAL LETTER DELTA	uni0394	Δ	Δ	Δ	Δ
GREEK CAPITAL LETTER EPSILON	uni0395	Ε	Ε	Ε	Ε
GREEK CAPITAL LETTER ZETA	uni0396	Ζ	Ζ	Ζ	Ζ
GREEK CAPITAL LETTER ETA	uni0397	Η	Η	Η	Η
GREEK CAPITAL LETTER THETA	uni0398	Θ	Θ	Θ	Θ
GREEK CAPITAL LETTER IOTA	uni0399	Ι	Ι	Ι	Ι
GREEK CAPITAL LETTER KAPPA	uni039A	Κ	Κ	Κ	Κ
GREEK CAPITAL LETTER LAMDA	uni039B	Λ	Λ	Λ	Λ
GREEK CAPITAL LETTER MU	uni039C	Μ	Μ	Μ	Μ
GREEK CAPITAL LETTER NU	uni039D	Ν	Ν	Ν	Ν
GREEK CAPITAL LETTER XI	uni039E	Ξ	Ξ	Ξ	Ξ
GREEK CAPITAL LETTER OMICRON	uni039F	Ο	Ο	Ο	Ο
GREEK CAPITAL LETTER PI	uni03A0	Π	Π	Π	Π
GREEK CAPITAL LETTER RHO	uni03A1	Ρ	Ρ	Ρ	Ρ
GREEK CAPITAL LETTER SIGMA	uni03A3	Σ	Σ	Σ	Σ
GREEK CAPITAL LETTER TAU	uni03A4	Τ	Τ	Τ	Τ
GREEK CAPITAL LETTER UPSILON	uni03A5	Υ	Υ	Υ	Υ
GREEK CAPITAL LETTER PHI	uni03A6	Φ	Φ	Φ	Φ
GREEK CAPITAL LETTER CHI	uni03A7	Χ	Χ	Χ	Χ
GREEK CAPITAL LETTER PSI	uni03A8	Ψ	Ψ	Ψ	Ψ
GREEK CAPITAL LETTER OMEGA	uni03A9	Ω	Ω	Ω	Ω

	uni03A9				
GREEK CAPITAL LETTER IOTA WITH DIALYTIKA	uni03AA	ͱ	ͱ	ͱ	ͱ
GREEK CAPITAL LETTER UPSILON WITH DIALYTIKA	uni03AB	Ͳ	Ͳ	Ͳ	Ͳ
GREEK SMALL LETTER ALPHA WITH TONOS	uni03AC	ά	ά	ά	ά
GREEK SMALL LETTER EPSILON WITH TONOS	uni03AD	έ	έ	έ	έ
GREEK SMALL LETTER ETA WITH TONOS	uni03AE	ή	ή	ή	ή
GREEK SMALL LETTER IOTA WITH TONOS	uni03AF	ί	ί	ί	ί
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND TONOS	uni03B0	Ϸ	Ϸ	Ϸ	Ϸ
GREEK SMALL LETTER ALPHA	uni03B1	α	α	α	α
GREEK SMALL LETTER BETA	uni03B2	β	β	β	β
GREEK SMALL LETTER GAMMA	uni03B3	γ	γ	γ	γ
GREEK SMALL LETTER DELTA	uni03B4	δ	δ	δ	δ
GREEK SMALL LETTER EPSILON	uni03B5	ε	ε	ε	ε
GREEK SMALL LETTER ZETA	uni03B6	ζ	ζ	ζ	ζ
GREEK SMALL LETTER ETA	uni03B7	η	η	η	η
GREEK SMALL LETTER THETA	uni03B8	θ	θ	θ	θ
GREEK SMALL LETTER IOTA	uni03B9	ι	ι	ι	ι
GREEK SMALL LETTER KAPPA	uni03BA	κ	κ	κ	κ
GREEK SMALL LETTER LAMDA	uni03BB	λ	λ	λ	λ
GREEK SMALL LETTER MU	uni03BC	μ	μ	μ	μ
GREEK SMALL LETTER NU	uni03BD	ν	ν	ν	ν
GREEK SMALL LETTER XI	uni03BE	ξ	ξ	ξ	ξ
GREEK SMALL LETTER OMICRON	uni03BF	ο	ο	ο	ο
GREEK SMALL LETTER PI	uni03C0	π	π	π	π
GREEK SMALL LETTER RHO	uni03C1	ρ	ρ	ρ	ρ
GREEK SMALL LETTER FINAL SIGMA	uni03C2	ς	ς	ς	ς
GREEK SMALL LETTER SIGMA	uni03C3	σ	σ	σ	σ
GREEK SMALL LETTER TAU		τ	τ	τ	τ

	uni03C4	υ	υ	υ	υ	υ
	GREEK SMALL LETTER UPSILON uni03C5	ϒ	ϒ	ϒ	ϒ	ϒ
	GREEK SMALL LETTER PHI uni03C6	ϕ	ϕ	ϕ	ϕ	ϕ
	GREEK SMALL LETTER CHI uni03C7	χ	χ	χ	χ	χ
	GREEK SMALL LETTER PSI uni03C8	ψ	ψ	ψ	ψ	ψ
	GREEK SMALL LETTER OMEGA uni03C9	ω	ω	ω	ω	ω
	GREEK SMALL LETTER IOTA WITH DIALYTIKA uni03CA	ϊ	ϊ	ϊ	ϊ	ϊ
	GREEK SMALL LETTER UPSILON WITH DIALYTIKA uni03CB	ϣ	ϣ	ϣ	ϣ	ϣ
	GREEK SMALL LETTER OMICRON WITH TONOS uni03CC	ό	ό	ό	ό	ό
	GREEK SMALL LETTER UPSILON WITH TONOS uni03CD	ύ	ύ	ύ	ύ	ύ
	GREEK SMALL LETTER OMEGA WITH TONOS uni03CE	ώ	ώ	ώ	ώ	ώ
	GREEK BETA SYMBOL uni03D0	β	β	β	β	β
	GREEK THETA SYMBOL uni03D1	θ	θ	θ	θ	θ
	GREEK UPSILON WITH HOOK SYMBOL uni03D2	ϣ	ϣ	ϣ	ϣ	ϣ
	GREEK UPSILON WITH ACUTE AND HOOK SYMBOL uni03D3	ϣ́	ϣ́	ϣ́	ϣ́	ϣ́
	GREEK UPSILON WITH DIAERESIS AND HOOK SYMBOL uni03D4	ϣ̈́	ϣ̈́	ϣ̈́	ϣ̈́	ϣ̈́
	GREEK PHI SYMBOL uni03D5	φ	φ	φ	φ	φ
	GREEK PI SYMBOL uni03D6	π	π	π	π	π
	GREEK KAI SYMBOL uni03D7	κ	κ	κ	κ	κ
	GREEK LETTER ARCHAIC KOPPA uni03D8	Ϟ	Ϟ	Ϟ	Ϟ	Ϟ
	GREEK SMALL LETTER ARCHAIC KOPPA uni03D9	ϟ	ϟ	ϟ	ϟ	ϟ
	GREEK LETTER STIGMA uni03DA	Ϛ	Ϛ	Ϛ	Ϛ	Ϛ
	GREEK SMALL LETTER STIGMA uni03DB	ϛ	ϛ	ϛ	ϛ	ϛ
	GREEK LETTER DIGAMMA uni03DC	Ϝ	Ϝ	Ϝ	Ϝ	Ϝ
	GREEK SMALL LETTER DIGAMMA uni03DD	ϝ	ϝ	ϝ	ϝ	ϝ
	GREEK LETTER KOPPA uni03DE	Ϟ	Ϟ	Ϟ	Ϟ	Ϟ
	GREEK SMALL LETTER KOPPA uni03DF	ϟ	ϟ	ϟ	ϟ	ϟ
	GREEK LETTER SAMPI uni03E0	Ϡ	Ϡ	Ϡ	Ϡ	Ϡ

GREEK SMALL LETTER SAMPI uni03E1	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
COPTIC CAPITAL LETTER SHEI uni03E2	Ⲙ	Ⲙ	Ⲙ	Ⲙ	Ⲙ
COPTIC SMALL LETTER SHEI uni03E3	ⲙ	ⲙ	ⲙ	ⲙ	ⲙ
COPTIC CAPITAL LETTER FEI uni03E4	Ⲛ	Ⲛ	Ⲛ	Ⲛ	Ⲛ
COPTIC SMALL LETTER FEI uni03E5	ⲛ	ⲛ	ⲛ	ⲛ	ⲛ
COPTIC CAPITAL LETTER KHEI uni03E6	Ⲝ	Ⲝ	Ⲝ	Ⲝ	Ⲝ
COPTIC SMALL LETTER KHEI uni03E7	ⲝ	ⲝ	ⲝ	ⲝ	ⲝ
COPTIC CAPITAL LETTER HORI uni03E8	Ⲟ	Ⲟ	Ⲟ	Ⲟ	Ⲟ
COPTIC SMALL LETTER HORI uni03E9	ⲟ	ⲟ	ⲟ	ⲟ	ⲟ
COPTIC CAPITAL LETTER GANGIA uni03EA	Ⲡ	Ⲡ	Ⲡ	Ⲡ	Ⲡ
COPTIC SMALL LETTER GANGIA uni03EB	ⲡ	ⲡ	ⲡ	ⲡ	ⲡ
COPTIC CAPITAL LETTER SHIMA uni03EC	Ⲣ	Ⲣ	Ⲣ	Ⲣ	Ⲣ
COPTIC SMALL LETTER SHIMA uni03ED	ⲣ	ⲣ	ⲣ	ⲣ	ⲣ
COPTIC CAPITAL LETTER DEI uni03EE	Ⲥ	Ⲥ	Ⲥ	Ⲥ	Ⲥ
COPTIC SMALL LETTER DEI uni03EF	ⲥ	ⲥ	ⲥ	ⲥ	ⲥ
GREEK KAPPA SYMBOL uni03F0	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK RHO SYMBOL uni03F1	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK LUNATE SIGMA SYMBOL uni03F2	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK LETTER YOT uni03F3	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL THETA SYMBOL uni03F4	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK LUNATE EPSILON SYMBOL uni03F5	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK REVERSED LUNATE EPSILON SYMBOL uni03F6	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL LETTER SHO uni03F7	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK SMALL LETTER SHO uni03F8	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL LUNATE SIGMA SYMBOL uni03F9	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL LETTER SAN uni03FA	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK SMALL LETTER SAN uni03FB	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ

GREEK RHO WITH STROKE SYMBOL
uni03FC

GREEK CAPITAL REVERSED LUNATE SIGMA SYMBOL
uni03FD

GREEK CAPITAL DOTTED LUNATE SIGMA SYMBOL
uni03FE

GREEK CAPITAL REVERSED DOTTED LUNATE SIGMA
SYMBOL
uni03FF

ρ	ρ	ρ	ρ	ρ
Ϟ	Ϟ	Ϟ	Ϟ	Ϟ
Ϛ	Ϛ	Ϛ	Ϛ	Ϛ
Ϡ	Ϡ	Ϡ	Ϡ	Ϡ

CYRILLIC CAPITAL LETTER IE WITH GRAVE
uni0400

CYRILLIC CAPITAL LETTER IO
uni0401

CYRILLIC CAPITAL LETTER DJE
uni0402

CYRILLIC CAPITAL LETTER GJE
uni0403

CYRILLIC CAPITAL LETTER UKRAINIAN IE
uni0404

CYRILLIC CAPITAL LETTER DZE
uni0405

È	È	È	È	È
Ё	Ё	Ё	Ё	Ё
Ђ	Ђ	Ђ	Ђ	Ђ
Ѓ	Ѓ	Ѓ	Ѓ	Ѓ
Є	Є	Є	Є	Є
Ѕ	Ѕ	Ѕ	Ѕ	Ѕ

CYRILLIC CAPITAL LETTER BYELORUSSIAN-UKRAINIAN I
uni0406

CYRILLIC CAPITAL LETTER YI
uni0407

CYRILLIC CAPITAL LETTER JE
uni0408

CYRILLIC CAPITAL LETTER LJE
uni0409

CYRILLIC CAPITAL LETTER NJE
uni040A

CYRILLIC CAPITAL LETTER TSHE
uni040B

CYRILLIC CAPITAL LETTER KJE
uni040C

І	І	І	І	І
Ї	Ї	Ї	Ї	Ї
Ј	Ј	Ј	Ј	Ј
Љ	Љ	Љ	Љ	Љ
Њ	Њ	Њ	Њ	Њ
Ћ	Ћ	Ћ	Ћ	Ћ
Ќ	Ќ	Ќ	Ќ	Ќ

CYRILLIC CAPITAL LETTER I WITH GRAVE
uni040D

CYRILLIC CAPITAL LETTER SHORT U
uni040E

CYRILLIC CAPITAL LETTER DZHE
uni040F

CYRILLIC CAPITAL LETTER A
uni0410

CYRILLIC CAPITAL LETTER BE
uni0411

CYRILLIC CAPITAL LETTER VE
uni0412

CYRILLIC CAPITAL LETTER GHE
uni0413

CYRILLIC CAPITAL LETTER DE
uni0414

CYRILLIC CAPITAL LETTER IE
uni0415

CYRILLIC CAPITAL LETTER ZHE
uni0416

Й	Й	Й	Й	Й
Ў	Ў	Ў	Ў	Ў
Ў	Ў	Ў	Ў	Ў
А	А	А	А	А
Б	Б	Б	Б	Б
В	В	В	В	В
Г	Г	Г	Г	Г
Д	Д	Д	Д	Д
Е	Е	Е	Е	Е
Ж	Ж	Ж	Ж	Ж

CYRILLIC CAPITAL LETTER ZE uni0417	З	З	З	З	З
CYRILLIC CAPITAL LETTER I uni0418	И	И	И	И	И
CYRILLIC CAPITAL LETTER SHORT I uni0419	Й	Й	Й	Й	Й
CYRILLIC CAPITAL LETTER KA uni041A	К	К	К	К	К
CYRILLIC CAPITAL LETTER EL uni041B	Л	Л	Л	Л	Л
CYRILLIC CAPITAL LETTER EM uni041C	М	М	М	М	М
CYRILLIC CAPITAL LETTER EN uni041D	Н	Н	Н	Н	Н
CYRILLIC CAPITAL LETTER O uni041E	О	О	О	О	О
CYRILLIC CAPITAL LETTER PE uni041F	П	П	П	П	П
CYRILLIC CAPITAL LETTER ER uni0420	Р	Р	Р	Р	Р
CYRILLIC CAPITAL LETTER ES uni0421	С	С	С	С	С
CYRILLIC CAPITAL LETTER TE uni0422	Т	Т	Т	Т	Т
CYRILLIC CAPITAL LETTER U uni0423	У	У	У	У	У
CYRILLIC CAPITAL LETTER EF uni0424	Ф	Ф	Ф	Ф	Ф
CYRILLIC CAPITAL LETTER HA uni0425	Х	Х	Х	Х	Х
CYRILLIC CAPITAL LETTER TSE uni0426	Ц	Ц	Ц	Ц	Ц
CYRILLIC CAPITAL LETTER CHE uni0427	Ч	Ч	Ч	Ч	Ч
CYRILLIC CAPITAL LETTER SHA uni0428	Ш	Ш	Ш	Ш	Ш
CYRILLIC CAPITAL LETTER SHCHA uni0429	Щ	Щ	Щ	Щ	Щ
CYRILLIC CAPITAL LETTER HARD SIGN uni042A	Ъ	Ъ	Ъ	Ъ	Ъ
CYRILLIC CAPITAL LETTER YERU uni042B	Ы	Ы	Ы	Ы	Ы
CYRILLIC CAPITAL LETTER SOFT SIGN uni042C	Ь	Ь	Ь	Ь	Ь
CYRILLIC CAPITAL LETTER E uni042D	Э	Э	Э	Э	Э
CYRILLIC CAPITAL LETTER YU uni042E	Ю	Ю	Ю	Ю	Ю
CYRILLIC CAPITAL LETTER YA uni042F	Я	Я	Я	Я	Я
CYRILLIC SMALL LETTER A uni0430	а	а	а	а	а
CYRILLIC SMALL LETTER BE uni0431	б	б	б	б	б
CYRILLIC SMALL LETTER VE uni0432	в	в	в	в	в

CYRILLIC SMALL LETTER VE uni0432	ѵ	ѵ	ѵ	ѵ	ѵ
CYRILLIC SMALL LETTER GHE uni0433	г	г	г	г	г
CYRILLIC SMALL LETTER DE uni0434	д	д	д	д	д
CYRILLIC SMALL LETTER IE uni0435	е	е	е	е	е
CYRILLIC SMALL LETTER ZHE uni0436	ж	ж	ж	ж	ж
CYRILLIC SMALL LETTER ZE uni0437	з	з	з	з	з
CYRILLIC SMALL LETTER I uni0438	и	и	и	и	и
CYRILLIC SMALL LETTER SHORT I uni0439	й	й	й	й	й
CYRILLIC SMALL LETTER KA uni043A	к	к	к	к	к
CYRILLIC SMALL LETTER EL uni043B	л	л	л	л	л
CYRILLIC SMALL LETTER EM uni043C	м	м	м	м	м
CYRILLIC SMALL LETTER EN uni043D	н	н	н	н	н
CYRILLIC SMALL LETTER O uni043E	о	о	о	о	о
CYRILLIC SMALL LETTER PE uni043F	п	п	п	п	п
CYRILLIC SMALL LETTER ER uni0440	р	р	р	р	р
CYRILLIC SMALL LETTER ES uni0441	с	с	с	с	с
CYRILLIC SMALL LETTER TE uni0442	т	т	т	т	т
CYRILLIC SMALL LETTER U uni0443	у	у	у	у	у
CYRILLIC SMALL LETTER EF uni0444	ф	ф	ф	ф	ф
CYRILLIC SMALL LETTER HA uni0445	х	х	х	х	х
CYRILLIC SMALL LETTER TSE uni0446	ц	ц	ц	ц	ц
CYRILLIC SMALL LETTER CHE uni0447	ч	ч	ч	ч	ч
CYRILLIC SMALL LETTER SHA uni0448	ш	ш	ш	ш	ш
CYRILLIC SMALL LETTER SHCHA uni0449	щ	щ	щ	щ	щ
CYRILLIC SMALL LETTER HARD SIGN uni044A	ъ	ъ	ъ	ъ	ъ
CYRILLIC SMALL LETTER YERU uni044B	ы	ы	ы	ы	ы
CYRILLIC SMALL LETTER SOFT SIGN uni044C	ь	ь	ь	ь	ь
CYRILLIC SMALL LETTER E uni044D	э	э	э	э	э

uni044D

CYRILLIC SMALL LETTER YU
uni044ECYRILLIC SMALL LETTER YA
uni044FCYRILLIC SMALL LETTER IE WITH GRAVE
uni0450CYRILLIC SMALL LETTER IO
uni0451CYRILLIC SMALL LETTER DJE
uni0452CYRILLIC SMALL LETTER GJE
uni0453CYRILLIC SMALL LETTER UKRAINIAN IE
uni0454CYRILLIC SMALL LETTER DZE
uni0455CYRILLIC SMALL LETTER BYELORUSSIAN-UKRAINIAN I
uni0456CYRILLIC SMALL LETTER YI
uni0457CYRILLIC SMALL LETTER JE
uni0458CYRILLIC SMALL LETTER LJE
uni0459CYRILLIC SMALL LETTER NJE
uni045ACYRILLIC SMALL LETTER TSHE
uni045BCYRILLIC SMALL LETTER KJE
uni045CCYRILLIC SMALL LETTER I WITH GRAVE
uni045DCYRILLIC SMALL LETTER SHORT U
uni045ECYRILLIC SMALL LETTER DZHE
uni045FCYRILLIC CAPITAL LETTER OMEGA
uni0460CYRILLIC SMALL LETTER OMEGA
uni0461CYRILLIC CAPITAL LETTER YAT
uni0462CYRILLIC SMALL LETTER YAT
uni0463CYRILLIC CAPITAL LETTER IOTIFIED E
uni0464CYRILLIC SMALL LETTER IOTIFIED E
uni0465CYRILLIC CAPITAL LETTER LITTLE YUS
uni0466CYRILLIC SMALL LETTER LITTLE YUS
uni0467CYRILLIC CAPITAL LETTER IOTIFIED LITTLE YUS
uni0468

Ю	Ю	Ю	Ю	Ю
Я	Я	Я	Я	Я
ѐ	ѐ	ѐ	ѐ	ѐ
ё	ё	ё	ё	ё
ђ	ђ	ђ	ђ	ђ
ѓ	ѓ	ѓ	ѓ	ѓ
є	є	є	є	є
ѕ	ѕ	ѕ	ѕ	ѕ
і	і	і	і	і
ї	ї	ї	ї	ї
ј	ј	ј	ј	ј
љ	љ	љ	љ	љ
њ	њ	њ	њ	њ
ћ	ћ	ћ	ћ	ћ
ќ	ќ	ќ	ќ	ќ
ѝ	ѝ	ѝ	ѝ	ѝ
џ	џ	џ	џ	џ
Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
ѣ	ѣ	ѣ	ѣ	ѣ
Ѥ	Ѥ	Ѥ	Ѥ	Ѥ
ѥ	ѥ	ѥ	ѥ	ѥ
Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
ѧ	ѧ	ѧ	ѧ	ѧ
Ѩ	Ѩ	Ѩ	Ѩ	Ѩ
ѩ	ѩ	ѩ	ѩ	ѩ

CYRILLIC SMALL LETTER IOTIFIED LITTLE YUS
uni0469

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CYRILLIC CAPITAL LETTER BIG YUS
uni046A

Ѣ Ѣ Ѣ Ѣ Ѣ

CYRILLIC SMALL LETTER BIG YUS
uni046B

ѣ ѣ ѣ ѣ ѣ

CYRILLIC CAPITAL LETTER IOTIFIED BIG YUS
uni046C

Ѥ Ѥ Ѥ Ѥ Ѥ

CYRILLIC SMALL LETTER IOTIFIED BIG YUS
uni046D

ѥ ѥ ѥ ѥ ѥ

CYRILLIC CAPITAL LETTER KSI
uni046E

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CYRILLIC SMALL LETTER KSI
uni046F

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CYRILLIC CAPITAL LETTER PSI
uni0470

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CYRILLIC SMALL LETTER PSI
uni0471

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CYRILLIC CAPITAL LETTER FITA
uni0472

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CYRILLIC SMALL LETTER FITA
uni0473

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CYRILLIC CAPITAL LETTER IZHITSA
uni0474

Ѭ Ѭ Ѭ Ѭ Ѭ

CYRILLIC SMALL LETTER IZHITSA
uni0475

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CYRILLIC CAPITAL LETTER IZHITSA WITH DOUBLE
GRAVE ACCENT
uni0476

Ѯ Ѯ Ѯ Ѯ Ѯ

CYRILLIC SMALL LETTER IZHITSA WITH DOUBLE GRAVE
ACCENT
uni0477

ѯ ѯ ѯ ѯ ѯ

CYRILLIC CAPITAL LETTER UK
uni0478

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CYRILLIC SMALL LETTER UK
uni0479

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CYRILLIC CAPITAL LETTER ROUND OMEGA
uni047A

Ѳ Ѳ Ѳ Ѳ Ѳ

CYRILLIC SMALL LETTER ROUND OMEGA
uni047B

ѳ ѳ ѳ ѳ ѳ

CYRILLIC CAPITAL LETTER OMEGA WITH TITLO
uni047C

Ѵ Ѵ Ѵ Ѵ Ѵ

CYRILLIC SMALL LETTER OMEGA WITH TITLO
uni047D

ѵ ѵ ѵ ѵ ѵ

CYRILLIC CAPITAL LETTER OT
uni047E

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CYRILLIC SMALL LETTER OT
uni047F

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CYRILLIC CAPITAL LETTER KOPPA
uni0480

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CYRILLIC SMALL LETTER KOPPA
uni0481

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CYRILLIC THOUSANDS SIGN
uni0482

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COMBINING CYRILLIC TITLO

ѻ ѻ ѻ ѻ ѻ

	uni0483				
COMBINING CYRILLIC PALATALIZATION		◌̑	◌̑	◌̑	◌̑
uni0484					
COMBINING CYRILLIC DASIA PNEUMATA	҃	҃	҃	҃	҃
uni0485					
COMBINING CYRILLIC PSILI PNEUMATA	҃	҃	҃	҃	҃
uni0486					
COMBINING CYRILLIC POKRYTIE	҃	҃	҃	҃	҃
uni0487					
COMBINING CYRILLIC HUNDRED THOUSANDS SIGN	҂	҂	҂	҂	҂
uni0488					
COMBINING CYRILLIC MILLIONS SIGN	ҁ	ҁ	ҁ	ҁ	ҁ
uni0489					
CYRILLIC CAPITAL LETTER SHORT I WITH TAIL	Ӣ	Ӣ	Ӣ	Ӣ	Ӣ
uni048A					
CYRILLIC SMALL LETTER SHORT I WITH TAIL	ӥ	ӥ	ӥ	ӥ	ӥ
uni048B					
CYRILLIC CAPITAL LETTER SEMISOFT SIGN	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
uni048C					
CYRILLIC SMALL LETTER SEMISOFT SIGN	ҫ	ҫ	ҫ	ҫ	ҫ
uni048D					
CYRILLIC CAPITAL LETTER ER WITH TICK	Ҳ	Ҳ	Ҳ	Ҳ	Ҳ
uni048E					
CYRILLIC SMALL LETTER ER WITH TICK	ҳ	ҳ	ҳ	ҳ	ҳ
uni048F					
CYRILLIC CAPITAL LETTER GHE WITH UPTURN	Ҵ	Ҵ	Ҵ	Ҵ	Ҵ
uni0490					
CYRILLIC SMALL LETTER GHE WITH UPTURN	ҵ	ҵ	ҵ	ҵ	ҵ
uni0491					
CYRILLIC CAPITAL LETTER GHE WITH STROKE	Ҷ	Ҷ	Ҷ	Ҷ	Ҷ
uni0492					
CYRILLIC SMALL LETTER GHE WITH STROKE	ҷ	ҷ	ҷ	ҷ	ҷ
uni0493					
CYRILLIC CAPITAL LETTER GHE WITH MIDDLE HOOK	Ҹ	Ҹ	Ҹ	Ҹ	Ҹ
uni0494					
CYRILLIC SMALL LETTER GHE WITH MIDDLE HOOK	ҹ	ҹ	ҹ	ҹ	ҹ
uni0495					
CYRILLIC CAPITAL LETTER ZHE WITH DESCENDER	Һ	Һ	Һ	Һ	Һ
uni0496					
CYRILLIC SMALL LETTER ZHE WITH DESCENDER	һ	һ	һ	һ	һ
uni0497					
CYRILLIC CAPITAL LETTER ZE WITH DESCENDER	Ҽ	Ҽ	Ҽ	Ҽ	Ҽ
uni0498					
CYRILLIC SMALL LETTER ZE WITH DESCENDER	ҽ	ҽ	ҽ	ҽ	ҽ
uni0499					
CYRILLIC CAPITAL LETTER KA WITH DESCENDER	Ҿ	Ҿ	Ҿ	Ҿ	Ҿ
uni049A					
CYRILLIC SMALL LETTER KA WITH DESCENDER	ҿ	ҿ	ҿ	ҿ	ҿ
uni049B					
CYRILLIC CAPITAL LETTER KA WITH VERTICAL STROKE	Ҡ	Ҡ	Ҡ	Ҡ	Ҡ
uni049C					
CYRILLIC SMALL LETTER KA WITH VERTICAL STROKE	қ	қ	қ	қ	қ
uni049D					
CYRILLIC CAPITAL LETTER KA WITH STROKE	Ң	Ң	Ң	Ң	Ң
uni049E					

CYRILLIC SMALL LETTER KA WITH STROKE uni049F	ƙ	ƙ	ƙ	ƙ	ƙ
CYRILLIC CAPITAL LETTER BASHKIR KA uni04A0	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ
CYRILLIC SMALL LETTER BASHKIR KA uni04A1	ƙ	ƙ	ƙ	ƙ	ƙ
CYRILLIC CAPITAL LETTER EN WITH DESCENDER uni04A2	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER EN WITH DESCENDER uni04A3	ҥ	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LIGATURE EN GHE uni04A4	ҢҢ	ҢҢ	ҢҢ	ҢҢ	ҢҢ
CYRILLIC SMALL LIGATURE EN GHE uni04A5	ҥ	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LETTER PE WITH MIDDLE HOOK uni04A6	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER PE WITH MIDDLE HOOK uni04A7	ҥ	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LETTER ABKHASIAN HA uni04A8	Ҩ	Ҩ	Ҩ	Ҩ	Ҩ
CYRILLIC SMALL LETTER ABKHASIAN HA uni04A9	ҩ	ҩ	ҩ	ҩ	ҩ
CYRILLIC CAPITAL LETTER ES WITH DESCENDER uni04AA	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER ES WITH DESCENDER uni04AB	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER TE WITH DESCENDER uni04AC	Ҥ	Ҥ	Ҥ	Ҥ	Ҥ
CYRILLIC SMALL LETTER TE WITH DESCENDER uni04AD	ҥ	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LETTER STRAIGHT U uni04AE	Ү	Ү	Ү	Ү	Ү
CYRILLIC SMALL LETTER STRAIGHT U uni04AF	ү	ү	ү	ү	ү
CYRILLIC CAPITAL LETTER STRAIGHT U WITH STROKE uni04B0	Ү̅	Ү̅	Ү̅	Ү̅	Ү̅
CYRILLIC SMALL LETTER STRAIGHT U WITH STROKE uni04B1	ү̅	ү̅	ү̅	ү̅	ү̅
CYRILLIC CAPITAL LETTER HA WITH DESCENDER uni04B2	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER HA WITH DESCENDER uni04B3	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LIGATURE TE TSE uni04B4	ҤҤ	ҤҤ	ҤҤ	ҤҤ	ҤҤ
CYRILLIC SMALL LIGATURE TE TSE uni04B5	ҥҥ	ҥҥ	ҥҥ	ҥҥ	ҥҥ
CYRILLIC CAPITAL LETTER CHE WITH DESCENDER uni04B6	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER CHE WITH DESCENDER uni04B7	ҫ	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER CHE WITH VERTICAL STROKE uni04B8	Ҫ̅	Ҫ̅	Ҫ̅	Ҫ̅	Ҫ̅
CYRILLIC SMALL LETTER CHE WITH VERTICAL STROKE uni04B9	ҫ̅	ҫ̅	ҫ̅	ҫ̅	ҫ̅

CYRILLIC CAPITAL LETTER SHHA uni04BA	Һ	Һ	Һ	Һ	Һ
CYRILLIC SMALL LETTER SHHA uni04BB	һ	һ	һ	һ	һ
CYRILLIC CAPITAL LETTER ABKHASIAN CHE uni04BC	Ӏ	Ӏ	Ӏ	Ӏ	Ӏ
CYRILLIC SMALL LETTER ABKHASIAN CHE uni04BD	Ӂ	Ӂ	Ӂ	Ӂ	Ӂ
CYRILLIC CAPITAL LETTER ABKHASIAN CHE WITH DESCENDER uni04BE	ӂ	ӂ	ӂ	ӂ	ӂ
CYRILLIC SMALL LETTER ABKHASIAN CHE WITH DESCENDER uni04BF	Ӄ	Ӄ	Ӄ	Ӄ	Ӄ
CYRILLIC LETTER PALOCHKA uni04C0	ӄ	ӄ	ӄ	ӄ	ӄ
CYRILLIC CAPITAL LETTER ZHE WITH BREVE uni04C1	Ӆ	Ӆ	Ӆ	Ӆ	Ӆ
CYRILLIC SMALL LETTER ZHE WITH BREVE uni04C2	ӆ	ӆ	ӆ	ӆ	ӆ
CYRILLIC CAPITAL LETTER KA WITH HOOK uni04C3	Ӈ	Ӈ	Ӈ	Ӈ	Ӈ
CYRILLIC SMALL LETTER KA WITH HOOK uni04C4	ӈ	ӈ	ӈ	ӈ	ӈ
CYRILLIC CAPITAL LETTER EL WITH TAIL uni04C5	Ӊ	Ӊ	Ӊ	Ӊ	Ӊ
CYRILLIC SMALL LETTER EL WITH TAIL uni04C6	ӊ	ӊ	ӊ	ӊ	ӊ
CYRILLIC CAPITAL LETTER EN WITH HOOK uni04C7	Ӌ	Ӌ	Ӌ	Ӌ	Ӌ
CYRILLIC SMALL LETTER EN WITH HOOK uni04C8	ӌ	ӌ	ӌ	ӌ	ӌ
CYRILLIC CAPITAL LETTER EN WITH TAIL uni04C9	Ӎ	Ӎ	Ӎ	Ӎ	Ӎ
CYRILLIC SMALL LETTER EN WITH TAIL uni04CA	ӎ	ӎ	ӎ	ӎ	ӎ
CYRILLIC CAPITAL LETTER KHAKASSIAN CHE uni04CB	ӏ	ӏ	ӏ	ӏ	ӏ
CYRILLIC SMALL LETTER KHAKASSIAN CHE uni04CC	Ӑ	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC CAPITAL LETTER EM WITH TAIL uni04CD	ӑ	ӑ	ӑ	ӑ	ӑ
CYRILLIC SMALL LETTER EM WITH TAIL uni04CE	Ӓ	Ӓ	Ӓ	Ӓ	Ӓ
CYRILLIC SMALL LETTER PALOCHKA uni04CF	ӓ	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LETTER A WITH BREVE uni04D0	Ӕ	Ӕ	Ӕ	Ӕ	Ӕ
CYRILLIC SMALL LETTER A WITH BREVE uni04D1	ӕ	ӕ	ӕ	ӕ	ӕ
CYRILLIC CAPITAL LETTER A WITH DIAERESIS uni04D2	Ӧ	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC SMALL LETTER A WITH DIAERESIS uni04D3	ӧ	ӧ	ӧ	ӧ	ӧ
CYRILLIC CAPITAL LIGATURE A IE uni04D4	Ө	Ө	Ө	Ө	Ө

	uni04D4	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LIGATURE A IE	uni04D5	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER IE WITH BREVE	uni04D6	Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
CYRILLIC SMALL LETTER IE WITH BREVE	uni04D7	ѣ	ѣ	ѣ	ѣ	ѣ
CYRILLIC CAPITAL LETTER SCHWA	uni04D8	Ѹ	Ѹ	Ѹ	Ѹ	Ѹ
CYRILLIC SMALL LETTER SCHWA	uni04D9	ѹ	ѹ	ѹ	ѹ	ѹ
CYRILLIC CAPITAL LETTER SCHWA WITH DIAERESIS	uni04DA	Ѻ	Ѻ	Ѻ	Ѻ	Ѻ
CYRILLIC SMALL LETTER SCHWA WITH DIAERESIS	uni04DB	ѻ	ѻ	ѻ	ѻ	ѻ
CYRILLIC CAPITAL LETTER ZHE WITH DIAERESIS	uni04DC	Ѽ	Ѽ	Ѽ	Ѽ	Ѽ
CYRILLIC SMALL LETTER ZHE WITH DIAERESIS	uni04DD	ѽ	ѽ	ѽ	ѽ	ѽ
CYRILLIC CAPITAL LETTER ZE WITH DIAERESIS	uni04DE	Ѿ	Ѿ	Ѿ	Ѿ	Ѿ
CYRILLIC SMALL LETTER ZE WITH DIAERESIS	uni04DF	ѿ	ѿ	ѿ	ѿ	ѿ
CYRILLIC CAPITAL LETTER ABKHASIAN DZE	uni04E0	Ѡ	Ѡ	Ѡ	Ѡ	Ѡ
CYRILLIC SMALL LETTER ABKHASIAN DZE	uni04E1	ѡ	ѡ	ѡ	ѡ	ѡ
CYRILLIC CAPITAL LETTER I WITH MACRON	uni04E2	Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
CYRILLIC SMALL LETTER I WITH MACRON	uni04E3	ѣ	ѣ	ѣ	ѣ	ѣ
CYRILLIC CAPITAL LETTER I WITH DIAERESIS	uni04E4	Ѥ	Ѥ	Ѥ	Ѥ	Ѥ
CYRILLIC SMALL LETTER I WITH DIAERESIS	uni04E5	ѥ	ѥ	ѥ	ѥ	ѥ
CYRILLIC CAPITAL LETTER O WITH DIAERESIS	uni04E6	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER O WITH DIAERESIS	uni04E7	ѧ	ѧ	ѧ	ѧ	ѧ
CYRILLIC CAPITAL LETTER BARRED O	uni04E8	Ѩ	Ѩ	Ѩ	Ѩ	Ѩ
CYRILLIC SMALL LETTER BARRED O	uni04E9	ѩ	ѩ	ѩ	ѩ	ѩ
CYRILLIC CAPITAL LETTER BARRED O WITH DIAERESIS	uni04EA	Ѫ	Ѫ	Ѫ	Ѫ	Ѫ
CYRILLIC SMALL LETTER BARRED O WITH DIAERESIS	uni04EB	ѫ	ѫ	ѫ	ѫ	ѫ
CYRILLIC CAPITAL LETTER E WITH DIAERESIS	uni04EC	Ѭ	Ѭ	Ѭ	Ѭ	Ѭ
CYRILLIC SMALL LETTER E WITH DIAERESIS	uni04ED	ѭ	ѭ	ѭ	ѭ	ѭ
CYRILLIC CAPITAL LETTER U WITH MACRON	uni04EE	Ѯ	Ѯ	Ѯ	Ѯ	Ѯ
CYRILLIC SMALL LETTER U WITH MACRON	uni04EF	ѯ	ѯ	ѯ	ѯ	ѯ

CYRILLIC CAPITAL LETTER U WITH DIAERESIS
uni04F0

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CYRILLIC SMALL LETTER U WITH DIAERESIS
uni04F1

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CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE
uni04F2

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CYRILLIC SMALL LETTER U WITH DOUBLE ACUTE
uni04F3

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CYRILLIC CAPITAL LETTER CHE WITH DIAERESIS
uni04F4

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CYRILLIC SMALL LETTER CHE WITH DIAERESIS
uni04F5

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CYRILLIC CAPITAL LETTER GHE WITH DESCENDER
uni04F6

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CYRILLIC SMALL LETTER GHE WITH DESCENDER
uni04F7

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CYRILLIC CAPITAL LETTER YERU WITH DIAERESIS
uni04F8

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CYRILLIC SMALL LETTER YERU WITH DIAERESIS
uni04F9

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CYRILLIC CAPITAL LETTER GHE WITH STROKE AND
HOOK
uni04FA

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CYRILLIC SMALL LETTER GHE WITH STROKE AND HOOK
uni04FB

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CYRILLIC CAPITAL LETTER HA WITH HOOK
uni04FC

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CYRILLIC SMALL LETTER HA WITH HOOK
uni04FD

Ҳ Ҳ Ҳ Ҳ Ҳ

CYRILLIC CAPITAL LETTER HA WITH STROKE
uni04FE

Ҳ Ҳ Ҳ Ҳ Ҳ

CYRILLIC SMALL LETTER HA WITH STROKE
uni04FF

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CYRILLIC CAPITAL LETTER KOMI DE
uni0500

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CYRILLIC SMALL LETTER KOMI DE
uni0501

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CYRILLIC CAPITAL LETTER KOMI DJE
uni0502

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CYRILLIC SMALL LETTER KOMI DJE
uni0503

ӑ ӑ ӑ ӑ ӑ

CYRILLIC CAPITAL LETTER KOMI ZJE
uni0504

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CYRILLIC SMALL LETTER KOMI ZJE
uni0505

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CYRILLIC CAPITAL LETTER KOMI DZJE
uni0506

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CYRILLIC SMALL LETTER KOMI DZJE
uni0507

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CYRILLIC CAPITAL LETTER KOMI LJE
uni0508

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CYRILLIC SMALL LETTER KOMI LJE
uni0509

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CYRILLIC CAPITAL LETTER KOMI NJE
uni050A

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CYRILLIC SMALL LETTER KOMI NJE uni050B	Һ	Һ	Һ	Һ
CYRILLIC CAPITAL LETTER KOMI SJE uni050C	Г	Г	Г	Г
CYRILLIC SMALL LETTER KOMI SJE uni050D	г	г	г	г
CYRILLIC CAPITAL LETTER KOMI TJE uni050E	Т	Т	Т	Т
CYRILLIC SMALL LETTER KOMI TJE uni050F	т	т	т	т
CYRILLIC CAPITAL LETTER REVERSED ZE uni0510	Э	Э	Э	Э
CYRILLIC SMALL LETTER REVERSED ZE uni0511	э	э	э	э
CYRILLIC CAPITAL LETTER EL WITH HOOK uni0512	Ј	Ј	Ј	Ј
CYRILLIC SMALL LETTER EL WITH HOOK uni0513	ј	ј	ј	ј
CYRILLIC CAPITAL LETTER QA uni051A	Q	Q	Q	Q
CYRILLIC SMALL LETTER QA uni051B	q	q	q	q
CYRILLIC CAPITAL LETTER WE uni051C	W	W	W	W
CYRILLIC SMALL LETTER WE uni051D	w	w	w	w
HEBREW ACCENT ETNAHTA uni0591	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT SEGOL uni0592	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT SHALSHELET uni0593	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT ZAQEF QATAN uni0594	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT ZAQEF GADOL uni0595	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT TIPEHA uni0596	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT REVIA uni0597	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT ZARQA uni0598	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT PASHTA uni0599	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT YETIV uni059A	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT TEVIR uni059B	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT GERESH uni059C	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT GERESH MUQDAM uni059D	◌̑	◌̑	◌̑	◌̑
HEBREW ACCENT GERSHAYIM uni059E	◌̑	◌̑	◌̑	◌̑

HEBREW ACCENT QARNEY PARA
uni059F

HEBREW ACCENT TELISHA GEDOLA
uni05A0

HEBREW ACCENT PAZER
uni05A1

HEBREW ACCENT ATNAH HAFUKH
uni05A2

HEBREW ACCENT MUNAH
uni05A3

HEBREW ACCENT MAHAPAKH
uni05A4

HEBREW ACCENT MERKHA
uni05A5

HEBREW ACCENT MERKHA KEFULA
uni05A6

HEBREW ACCENT DARGA
uni05A7

HEBREW ACCENT QADMA
uni05A8

HEBREW ACCENT TELISHA QETANA
uni05A9

HEBREW ACCENT YERAH BEN YOMO
uni05AA

HEBREW ACCENT OLE
uni05AB

HEBREW ACCENT ILUY
uni05AC

HEBREW ACCENT DEHI
uni05AD

HEBREW ACCENT ZINOR
uni05AE

HEBREW MARK MASORA CIRCLE
uni05AF

HEBREW POINT SHEVA
uni05B0

HEBREW POINT HATAF SEGOL
uni05B1

HEBREW POINT HATAF PATAH
uni05B2

HEBREW POINT HATAF QAMATS
uni05B3

HEBREW POINT HIRIQ
uni05B4

HEBREW POINT TSERE
uni05B5

HEBREW POINT SEGOL
uni05B6

HEBREW POINT PATAH
uni05B7

HEBREW POINT QAMATS
uni05B8

HEBREW POINT HOLAM
uni05B9

HEBREW POINT HOLAM MUCHARIF FOR VAV

Q.P	Q.P	Q.P	Q.P	Q.P
P	P	P	P	P
Y	Y	Y	Y	Y
V	V	V	V	V
J	J	J	J	J
<	<	<	<	<
J	J	J	J	J
JJ	JJ	JJ	JJ	JJ
S	S	S	S	S
Y	Y	Y	Y	Y
Q	Q	Q	Q	Q
V	V	V	V	V
<	<	<	<	<
J	J	J	J	J
Y	Y	Y	Y	Y
~	~	~	~	~
O	O	O	O	O
:	:	:	:	:
Y:	Y:	Y:	Y:	Y:
Y:	Y:	Y:	Y:	Y:
Y:	Y:	Y:	Y:	Y:
.
..
Y:	Y:	Y:	Y:	Y:
-	-	-	-	-
Y	Y	Y	Y	Y
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HEBREW POINT HOLAM HASER FOR VAV uni05BA					
HEBREW POINT QUBUTS uni05BB	װ	ױ	ײ	״	׳
HEBREW POINT DAGESH OR MAPIQ uni05BC	װ	ױ	ײ	״	׳
HEBREW POINT METEG uni05BD	װ	ױ	ײ	״	׳
HEBREW PUNCTUATION MAQAF uni05BE	׀	׀	׀	׀	׀
HEBREW POINT RAFE uni05BF	װ	ױ	ײ	״	׳
HEBREW PUNCTUATION PASEQ uni05C0	׀	׀	׀	׀	׀
HEBREW POINT SHIN DOT uni05C1	װ	ױ	ײ	״	׳
HEBREW POINT SIN DOT uni05C2	װ	ױ	ײ	״	׳
HEBREW PUNCTUATION SOF PASUQ uni05C3	װ	ױ	ײ	״	׳
HEBREW MARK UPPER DOT uni05C4	װ	ױ	ײ	״	׳
HEBREW MARK LOWER DOT uni05C5	װ	ױ	ײ	״	׳
HEBREW PUNCTUATION NUN HAFUKHA uni05C6	׀	׀	׀	׀	׀
HEBREW POINT QAMATS QATAN uni05C7	װ	ױ	ײ	״	׳
HEBREW LETTER ALEF uni05D0	א	א	א	א	א
HEBREW LETTER BET uni05D1	ב	ב	ב	ב	ב
HEBREW LETTER GIMEL uni05D2	ג	ג	ג	ג	ג
HEBREW LETTER DALET uni05D3	ד	ד	ד	ד	ד
HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח
HEBREW LETTER TET uni05D8	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM	ם	ם	ם	ם	ם

uni05DD	—	—	—	—	—
HEBREW LETTER MEM uni05DE	מ	מ	מ	מ	מ
HEBREW LETTER FINAL NUN uni05DF	ן	ן	ן	ן	ן
HEBREW LETTER NUN uni05E0	נ	נ	נ	נ	נ
HEBREW LETTER SAMEKH uni05E1	ס	ס	ס	ס	ס
HEBREW LETTER AYIN uni05E2	ע	ע	ע	ע	ע
HEBREW LETTER FINAL PE uni05E3	ף	ף	ף	ף	ף
HEBREW LETTER PE uni05E4	פ	פ	פ	פ	פ
HEBREW LETTER FINAL TSADI uni05E5	ץ	ץ	ץ	ץ	ץ
HEBREW LETTER TSADI uni05E6	צ	צ	צ	צ	צ
HEBREW LETTER QOF uni05E7	ק	ק	ק	ק	ק
HEBREW LETTER RESH uni05E8	ר	ר	ר	ר	ר
HEBREW LETTER SHIN uni05E9	ש	ש	ש	ש	ש
HEBREW LETTER TAV uni05EA	ת	ת	ת	ת	ת
HEBREW LIGATURE YIDDISH DOUBLE VAV uni05F0	װ	װ	װ	װ	װ
HEBREW LIGATURE YIDDISH VAV YOD uni05F1	ױ	ױ	ױ	ױ	ױ
HEBREW LIGATURE YIDDISH DOUBLE YOD uni05F2	ײ	ײ	ײ	ײ	ײ
HEBREW PUNCTUATION GERESH uni05F3	/	/	/	/	/
HEBREW PUNCTUATION GERSHAYIM uni05F4	״	״	״	״	״
LATIN LETTER SMALL CAPITAL A uni1D00	Ɑ	Ɑ	Ɑ	Ɑ	Ɑ
LATIN LETTER SMALL CAPITAL AE uni1D01	Ɱ	Ɱ	Ɱ	Ɱ	Ɱ
LATIN SMALL LETTER TURNED AE uni1D02	Ɐ	Ɐ	Ɐ	Ɐ	Ɐ
LATIN LETTER SMALL CAPITAL BARRED B uni1D03	ⱱ	ⱱ	ⱱ	ⱱ	ⱱ
LATIN LETTER SMALL CAPITAL C uni1D04	Ⱳ	Ⱳ	Ⱳ	Ⱳ	Ⱳ
LATIN LETTER SMALL CAPITAL D uni1D05	ⱳ	ⱳ	ⱳ	ⱳ	ⱳ
LATIN LETTER SMALL CAPITAL ETH uni1D06	ⱴ	ⱴ	ⱴ	ⱴ	ⱴ
LATIN LETTER SMALL CAPITAL E uni1D07	Ⱶ	Ⱶ	Ⱶ	Ⱶ	Ⱶ
LATIN SMALL LETTER TURNED OPEN E uni1D08	ⱶ	ⱶ	ⱶ	ⱶ	ⱶ

LATIN SMALL LETTER TURNED I uni1D09	ı	ı	ı	ı	ı
LATIN LETTER SMALL CAPITAL J uni1D0A	Ƶ	Ƶ	Ƶ	Ƶ	Ƶ
LATIN LETTER SMALL CAPITAL K uni1D0B	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN LETTER SMALL CAPITAL L WITH STROKE uni1D0C	Ł	Ł	Ł	Ł	Ł
LATIN LETTER SMALL CAPITAL M uni1D0D	ƹ	ƹ	ƹ	ƹ	ƹ
LATIN LETTER SMALL CAPITAL REVERSED N uni1D0E	ƺ	ƺ	ƺ	ƺ	ƺ
LATIN LETTER SMALL CAPITAL O uni1D0F	ƾ	ƾ	ƾ	ƾ	ƾ
LATIN LETTER SMALL CAPITAL OPEN O uni1D10	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER SIDEWAYS O uni1D11	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER SIDEWAYS OPEN O uni1D12	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER SIDEWAYS O WITH STROKE uni1D13	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER TURNED OE uni1D14	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL OU uni1D15	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER TOP HALF O uni1D16	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER BOTTOM HALF O uni1D17	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL P uni1D18	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL REVERSED R uni1D19	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL TURNED R uni1D1A	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL T uni1D1B	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL U uni1D1C	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER SIDEWAYS U uni1D1D	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER SIDEWAYS DIAERESIZED U uni1D1E	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN SMALL LETTER SIDEWAYS TURNED M uni1D1F	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL V uni1D20	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL W uni1D21	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL Z uni1D22	ƿ	ƿ	ƿ	ƿ	ƿ
LATIN LETTER SMALL CAPITAL EZH uni1D23	ƿ	ƿ	ƿ	ƿ	ƿ

LATIN LETTER VOICED LARYNGEAL SPIRANT uni1D24	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
LATIN LETTER AIN uni1D25	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
GREEK LETTER SMALL CAPITAL GAMMA uni1D26	Γ	Γ	Γ	Γ	Γ
GREEK LETTER SMALL CAPITAL LAMDA uni1D27	Λ	Λ	Λ	Λ	Λ
GREEK LETTER SMALL CAPITAL PI uni1D28	Π	Π	Π	Π	Π
GREEK LETTER SMALL CAPITAL RHO uni1D29	Ρ	Ρ	Ρ	Ρ	Ρ
GREEK LETTER SMALL CAPITAL PSI uni1D2A	Ψ	Ψ	Ψ	Ψ	Ψ
CYRILLIC LETTER SMALL CAPITAL EL uni1D2B	Л	Л	Л	Л	Л
MODIFIER LETTER CAPITAL A uni1D2C	Ɑ	Ɑ	Ɑ	Ɑ	Ɑ
MODIFIER LETTER CAPITAL AE uni1D2D	Ɱ	Ɱ	Ɱ	Ɱ	Ɱ
MODIFIER LETTER CAPITAL B uni1D2E	Ɐ	Ɐ	Ɐ	Ɐ	Ɐ
MODIFIER LETTER CAPITAL BARRED B uni1D2F	Ɒ	Ɒ	Ɒ	Ɒ	Ɒ
MODIFIER LETTER CAPITAL D uni1D30	ⱱ	ⱱ	ⱱ	ⱱ	ⱱ
MODIFIER LETTER CAPITAL E uni1D31	Ⱳ	Ⱳ	Ⱳ	Ⱳ	Ⱳ
MODIFIER LETTER CAPITAL REVERSED E uni1D32	ⱳ	ⱳ	ⱳ	ⱳ	ⱳ
MODIFIER LETTER CAPITAL G uni1D33	ⱴ	ⱴ	ⱴ	ⱴ	ⱴ
MODIFIER LETTER CAPITAL H uni1D34	Ⱶ	Ⱶ	Ⱶ	Ⱶ	Ⱶ
MODIFIER LETTER CAPITAL I uni1D35	ⱶ	ⱶ	ⱶ	ⱶ	ⱶ
MODIFIER LETTER CAPITAL J uni1D36	ⱷ	ⱷ	ⱷ	ⱷ	ⱷ
MODIFIER LETTER CAPITAL K uni1D37	ⱸ	ⱸ	ⱸ	ⱸ	ⱸ
MODIFIER LETTER CAPITAL L uni1D38	ⱹ	ⱹ	ⱹ	ⱹ	ⱹ
MODIFIER LETTER CAPITAL M uni1D39	ⱺ	ⱺ	ⱺ	ⱺ	ⱺ
MODIFIER LETTER CAPITAL N uni1D3A	ⱻ	ⱻ	ⱻ	ⱻ	ⱻ
MODIFIER LETTER CAPITAL REVERSED N uni1D3B	ⱼ	ⱼ	ⱼ	ⱼ	ⱼ
MODIFIER LETTER CAPITAL O uni1D3C	ⱽ	ⱽ	ⱽ	ⱽ	ⱽ
MODIFIER LETTER CAPITAL OU uni1D3D	Ȿ	Ȿ	Ȿ	Ȿ	Ȿ
MODIFIER LETTER CAPITAL P uni1D3E	Ɀ	Ɀ	Ɀ	Ɀ	Ɀ
MODIFIER LETTER CAPITAL R uni1D3F	Ⲁ	Ⲁ	Ⲁ	Ⲁ	Ⲁ

MODIFIER LETTER CAPITAL T uni1D3F	T	T	T	T	T
MODIFIER LETTER CAPITAL T uni1D40	T	T	T	T	T
MODIFIER LETTER CAPITAL U uni1D41	U	U	U	U	U
MODIFIER LETTER CAPITAL W uni1D42	W	W	W	W	W
MODIFIER LETTER SMALL A uni1D43	a	a	a	a	a
MODIFIER LETTER SMALL TURNED A uni1D44	ǣ	ǣ	ǣ	ǣ	ǣ
MODIFIER LETTER SMALL ALPHA uni1D45	ɑ	ɑ	ɑ	ɑ	ɑ
MODIFIER LETTER SMALL TURNED AE uni1D46	æ	æ	æ	æ	æ
MODIFIER LETTER SMALL B uni1D47	b	b	b	b	b
MODIFIER LETTER SMALL D uni1D48	d	d	d	d	d
MODIFIER LETTER SMALL E uni1D49	e	e	e	e	e
MODIFIER LETTER SMALL SCHWA uni1D4A	ə	ə	ə	ə	ə
MODIFIER LETTER SMALL OPEN E uni1D4B	ɛ	ɛ	ɛ	ɛ	ɛ
MODIFIER LETTER SMALL TURNED OPEN E uni1D4C	ɜ	ɜ	ɜ	ɜ	ɜ
MODIFIER LETTER SMALL G uni1D4D	g	g	g	g	g
MODIFIER LETTER SMALL TURNED I uni1D4E	!̣	!̣	!̣	!̣	!̣
MODIFIER LETTER SMALL K uni1D4F	k	k	k	k	k
MODIFIER LETTER SMALL M uni1D50	m	m	m	m	m
MODIFIER LETTER SMALL ENG uni1D51	ŋ	ŋ	ŋ	ŋ	ŋ
MODIFIER LETTER SMALL O uni1D52	o	o	o	o	o
MODIFIER LETTER SMALL OPEN O uni1D53	ɔ	ɔ	ɔ	ɔ	ɔ
MODIFIER LETTER SMALL TOP HALF O uni1D54	ʊ	ʊ	ʊ	ʊ	ʊ
MODIFIER LETTER SMALL BOTTOM HALF O uni1D55	ʌ	ʌ	ʌ	ʌ	ʌ
MODIFIER LETTER SMALL P uni1D56	p	p	p	p	p
MODIFIER LETTER SMALL T uni1D57	t	t	t	t	t
MODIFIER LETTER SMALL U uni1D58	u	u	u	u	u
MODIFIER LETTER SMALL SIDEWAYS U uni1D59	ɥ	ɥ	ɥ	ɥ	ɥ
MODIFIER LETTER SMALL TURNED M uni1D5A	ʍ	ʍ	ʍ	ʍ	ʍ

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

z	z	z	z	z
6	6	6	6	6
h	h	h	h	h
o	o	o	o	o
th	th	th	th	th
t	t	t	t	t
t	t	t	t	t
p	p	p	p	p
u	u	u	u	u
e	e	e	e	e
b	b	b	b	b
d	d	d	d	d
f	f	f	f	f
g	g	g	g	g
k	k	k	k	k
j	j	j	j	j
m	m	m	m	m
n	n	n	n	n
o	o	o	o	o
r	r	r	r	r
s	s	s	s	s
l	l	l	l	l
v	v	v	v	v
x	x	x	x	x
z	z	z	z	z
a	a	a	a	a
q	q	q	q	q

z	z	z	z	z

6	6	6	6	6
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H	H	H	H	H
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0	0	0	0	0
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th	th	th	th	th
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+	+	+	+	+
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+	+	+	+	+
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ϑ	ϑ	ϑ	ϑ	ϑ
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U	U	U	U	U
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⊖	⊖	⊖	⊖	⊖
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h	h	h	h	h
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q	q	q	q	q
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f	f	f	f	f
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g	g	g	g	g
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k	k	k	k	k
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1	2	3	4	5
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၇	၇	၇	၇	၇
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9 9 9 9 9

ſ	ſ	ſ	ſ	ſ
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§	§	§	§	§
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ᄀ	ᄁ	ᄂ	ᄃ	ᄄ
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У	У	У	У	У

X ₁	X ₂	X ₃	X ₄	X ₅

ζ	ζ	ζ	ζ	ζ

a	a	a	a	a
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q	q	q	q	q
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LATIN SMALL LETTER D WITH HOOK AND TAIL uni1D91	ᵈ	ᵈ	ᵈ	ᵈ	ᵈ
LATIN SMALL LETTER E WITH RETROFLEX HOOK uni1D92	ᵉ	ᵉ	ᵉ	ᵉ	ᵉ
LATIN SMALL LETTER OPEN E WITH RETROFLEX HOOK uni1D93	ᵋ	ᵋ	ᵋ	ᵋ	ᵋ
LATIN SMALL LETTER REVERSED OPEN E WITH RETROFLEX HOOK uni1D94	ᵌ	ᵌ	ᵌ	ᵌ	ᵌ
LATIN SMALL LETTER SCHWA WITH RETROFLEX HOOK uni1D95	ᵍ	ᵍ	ᵍ	ᵍ	ᵍ
LATIN SMALL LETTER I WITH RETROFLEX HOOK uni1D96	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
LATIN SMALL LETTER OPEN O WITH RETROFLEX HOOK uni1D97	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
LATIN SMALL LETTER ESH WITH RETROFLEX HOOK uni1D98	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
LATIN SMALL LETTER U WITH RETROFLEX HOOK uni1D99	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
LATIN SMALL LETTER EZH WITH RETROFLEX HOOK uni1D9A	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL TURNED ALPHA uni1D9B	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL C uni1D9C	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL C WITH CURL uni1D9D	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL ETH uni1D9E	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL REVERSED OPEN E uni1D9F	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL F uni1DA0	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL DOTLESS J WITH STROKE uni1DA1	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL SCRIPT G uni1DA2	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL TURNED H uni1DA3	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL I WITH STROKE uni1DA4	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL IOTA uni1DA5	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL CAPITAL I uni1DA6	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL CAPITAL I WITH STROKE uni1DA7	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL J WITH CROSSED-TAIL uni1DA8	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL L WITH RETROFLEX HOOK uni1DA9	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL L WITH PALATAL HOOK uni1DAA	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ
MODIFIER LETTER SMALL CAPITAL L uni1DAB	ᵇ	ᵇ	ᵇ	ᵇ	ᵇ

MODIFIER LETTER SMALL M WITH HOOK uni1DAC	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL TURNED M WITH LONG LEG uni1DAD	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL N WITH LEFT HOOK uni1DAE	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL N WITH RETROFLEX HOOK uni1DAF	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL CAPITAL N uni1DB0	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL BARRED O uni1DB1	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL PHI uni1DB2	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL S WITH HOOK uni1DB3	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL ESH uni1DB4	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL T WITH PALATAL HOOK uni1DB5	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL U BAR uni1DB6	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL UPSILON uni1DB7	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL CAPITAL U uni1DB8	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL V WITH HOOK uni1DB9	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL TURNED V uni1DBA	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL Z uni1DBB	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL Z WITH RETROFLEX HOOK uni1DBC	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL Z WITH CURL uni1DBD	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
MODIFIER LETTER SMALL EZH uni1DBE	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
MODIFIER LETTER SMALL THETA uni1DBF	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
COMBINING DOTTED GRAVE ACCENT uni1DC0	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
COMBINING DOTTED ACUTE ACCENT uni1DC1	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
COMBINING SNAKE BELOW uni1DC2	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
COMBINING SUSPENSION MARK uni1DC3	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
COMBINING MACRON-ACUTE uni1DC4	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ
COMBINING GRAVE-MACRON uni1DC5	ᄓ	ᄔ	ᄕ	ᄌ	ᄍ
COMBINING MACRON-GRAVE uni1DC6	ᄎ	ᄏ	ᄐ	ᄑ	ᄒ

COMBINING ACUTE-MACRON uni1DC7	◌́̇	◌́̇	◌́̇	◌́̇	◌́̇
COMBINING GRAVE-ACUTE-GRAVE uni1DC8	◌̀́̀	◌̀́̀	◌̀́̀	◌̀́̀	◌̀́̀
COMBINING ACUTE-GRAVE-ACUTE uni1DC9	◌́̀́	◌́̀́	◌́̀́	◌́̀́	◌́̀́
COMBINING LATIN SMALL LETTER R BELOW uni1DCA	◌ᵣ	◌ᵣ	◌ᵣ	◌ᵣ	◌ᵣ
COMBINING LEFT ARROWHEAD ABOVE uni1DFE	◌̸̣	◌̸̣	◌̸̣	◌̸̣	◌̸̣
COMBINING RIGHT ARROWHEAD AND DOWN ARROWHEAD BELOW uni1DFF	◌̸̶̣	◌̸̶̣	◌̸̶̣	◌̸̶̣	◌̸̶̣
LATIN CAPITAL LETTER A WITH RING BELOW uni1E00	À	À	À	À	À
LATIN SMALL LETTER A WITH RING BELOW uni1E01	à	à	à	à	à
LATIN CAPITAL LETTER B WITH DOT ABOVE uni1E02	Ā	Ā	Ā	Ā	Ā
LATIN SMALL LETTER B WITH DOT ABOVE uni1E03	ā	ā	ā	ā	ā
LATIN CAPITAL LETTER B WITH DOT BELOW uni1E04	Ḃ	Ḃ	Ḃ	Ḃ	Ḃ
LATIN SMALL LETTER B WITH DOT BELOW uni1E05	ḃ	ḃ	ḃ	ḃ	ḃ
LATIN CAPITAL LETTER B WITH LINE BELOW uni1E06	Ḅ	Ḅ	Ḅ	Ḅ	Ḅ
LATIN SMALL LETTER B WITH LINE BELOW uni1E07	ḅ	ḅ	ḅ	ḅ	ḅ
LATIN CAPITAL LETTER C WITH CEDILLA AND ACUTE uni1E08	Č	Č	Č	Č	Č
LATIN SMALL LETTER C WITH CEDILLA AND ACUTE uni1E09	č	č	č	č	č
LATIN CAPITAL LETTER D WITH DOT ABOVE uni1E0A	Ď	Ď	Ď	Ď	Ď
LATIN SMALL LETTER D WITH DOT ABOVE uni1E0B	ď	ď	ď	ď	ď
LATIN CAPITAL LETTER D WITH DOT BELOW uni1E0C	Ḍ	Ḍ	Ḍ	Ḍ	Ḍ
LATIN SMALL LETTER D WITH DOT BELOW uni1E0D	ḍ	ḍ	ḍ	ḍ	ḍ
LATIN CAPITAL LETTER D WITH LINE BELOW uni1E0E	Ḏ	Ḏ	Ḏ	Ḏ	Ḏ
LATIN SMALL LETTER D WITH LINE BELOW uni1E0F	ḏ	ḏ	ḏ	ḏ	ḏ
LATIN CAPITAL LETTER D WITH CEDILLA uni1E10	Ḑ	Ḑ	Ḑ	Ḑ	Ḑ
LATIN SMALL LETTER D WITH CEDILLA uni1E11	ḑ	ḑ	ḑ	ḑ	ḑ
LATIN CAPITAL LETTER D WITH CIRCUMFLEX BELOW uni1E12	Ḓ	Ḓ	Ḓ	Ḓ	Ḓ
LATIN SMALL LETTER D WITH CIRCUMFLEX BELOW uni1E13	ḓ	ḓ	ḓ	ḓ	ḓ
LATIN CAPITAL LETTER E WITH MACRON AND GRAVE uni1E14	Ě	Ě	Ě	Ě	Ě

LATIN SMALL LETTER E WITH MACRON AND GRAVE uni1E15	ē	ē	ē	ē	ē
LATIN CAPITAL LETTER E WITH MACRON AND ACUTE uni1E16	Ě	Ě	Ě	Ě	Ě
LATIN SMALL LETTER E WITH MACRON AND ACUTE uni1E17	ě	ě	ě	ě	ě
LATIN CAPITAL LETTER E WITH CIRCUMFLEX BELOW uni1E18	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN SMALL LETTER E WITH CIRCUMFLEX BELOW uni1E19	ɛ̃	ɛ̃	ɛ̃	ɛ̃	ɛ̃
LATIN CAPITAL LETTER E WITH TILDE BELOW uni1E1A	Ǝ̃	Ǝ̃	Ǝ̃	Ǝ̃	Ǝ̃
LATIN SMALL LETTER E WITH TILDE BELOW uni1E1B	ɛ̃	ɛ̃	ɛ̃	ɛ̃	ɛ̃
LATIN CAPITAL LETTER E WITH CEDILLA AND BREVE uni1E1C	Ė	Ė	Ė	Ė	Ė
LATIN SMALL LETTER E WITH CEDILLA AND BREVE uni1E1D	ė	ė	ė	ė	ė
LATIN CAPITAL LETTER F WITH DOT ABOVE uni1E1E	Ḟ	Ḟ	Ḟ	Ḟ	Ḟ
LATIN SMALL LETTER F WITH DOT ABOVE uni1E1F	ḟ	ḟ	ḟ	ḟ	ḟ
LATIN CAPITAL LETTER G WITH MACRON uni1E20	Ḡ	Ḡ	Ḡ	Ḡ	Ḡ
LATIN SMALL LETTER G WITH MACRON uni1E21	ḡ	ḡ	ḡ	ḡ	ḡ
LATIN CAPITAL LETTER H WITH DOT ABOVE uni1E22	Ḣ	Ḣ	Ḣ	Ḣ	Ḣ
LATIN SMALL LETTER H WITH DOT ABOVE uni1E23	ḣ	ḣ	ḣ	ḣ	ḣ
LATIN CAPITAL LETTER H WITH DOT BELOW uni1E24	Ḥ	Ḥ	Ḥ	Ḥ	Ḥ
LATIN SMALL LETTER H WITH DOT BELOW uni1E25	ḥ	ḥ	ḥ	ḥ	ḥ
LATIN CAPITAL LETTER H WITH DIAERESIS uni1E26	Ḧ	Ḧ	Ḧ	Ḧ	Ḧ
LATIN SMALL LETTER H WITH DIAERESIS uni1E27	ḧ	ḧ	ḧ	ḧ	ḧ
LATIN CAPITAL LETTER H WITH CEDILLA uni1E28	Ḩ	Ḩ	Ḩ	Ḩ	Ḩ
LATIN SMALL LETTER H WITH CEDILLA uni1E29	ḩ	ḩ	ḩ	ḩ	ḩ
LATIN CAPITAL LETTER H WITH BREVE BELOW uni1E2A	Ḫ	Ḫ	Ḫ	Ḫ	Ḫ
LATIN SMALL LETTER H WITH BREVE BELOW uni1E2B	ḫ	ḫ	ḫ	ḫ	ḫ
LATIN CAPITAL LETTER I WITH TILDE BELOW uni1E2C	İ	İ	İ	İ	İ
LATIN SMALL LETTER I WITH TILDE BELOW uni1E2D	ı	ı	ı	ı	ı
LATIN CAPITAL LETTER I WITH DIAERESIS AND ACUTE uni1E2E	İ́	İ́	İ́	İ́	İ́
LATIN SMALL LETTER I WITH DIAERESIS AND ACUTE uni1E2F	ı́	ı́	ı́	ı́	ı́
LATIN CAPITAL LETTER K WITH ACUTE	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ

uni1E30

LATIN SMALL LETTER K WITH ACUTE
uni1E31

LATIN CAPITAL LETTER K WITH DOT BELOW
uni1E32

LATIN SMALL LETTER K WITH DOT BELOW
uni1E33

LATIN CAPITAL LETTER K WITH LINE BELOW
uni1E34

LATIN SMALL LETTER K WITH LINE BELOW
uni1E35

LATIN CAPITAL LETTER L WITH DOT BELOW
uni1E36

LATIN SMALL LETTER L WITH DOT BELOW
uni1E37

LATIN CAPITAL LETTER L WITH DOT BELOW AND
MACRON
uni1E38

LATIN SMALL LETTER L WITH DOT BELOW AND MACRON
uni1E39

LATIN CAPITAL LETTER L WITH LINE BELOW
uni1E3A

LATIN SMALL LETTER L WITH LINE BELOW
uni1E3B

LATIN CAPITAL LETTER L WITH CIRCUMFLEX BELOW
uni1E3C

LATIN SMALL LETTER L WITH CIRCUMFLEX BELOW
uni1E3D

LATIN CAPITAL LETTER M WITH ACUTE
uni1E3E

LATIN SMALL LETTER M WITH ACUTE
uni1E3F

LATIN CAPITAL LETTER M WITH DOT ABOVE
uni1E40

LATIN SMALL LETTER M WITH DOT ABOVE
uni1E41

LATIN CAPITAL LETTER M WITH DOT BELOW
uni1E42

LATIN SMALL LETTER M WITH DOT BELOW
uni1E43

LATIN CAPITAL LETTER N WITH DOT ABOVE
uni1E44

LATIN SMALL LETTER N WITH DOT ABOVE
uni1E45

LATIN CAPITAL LETTER N WITH DOT BELOW
uni1E46

LATIN SMALL LETTER N WITH DOT BELOW
uni1E47

LATIN CAPITAL LETTER N WITH LINE BELOW
uni1E48

LATIN SMALL LETTER N WITH LINE BELOW
uni1E49

LATIN CAPITAL LETTER N WITH CIRCUMFLEX BELOW
uni1E4A

LATIN SMALL LETTER N WITH CIRCUMFLEX BELOW

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DATA ON ALL LETTERS WITH CIRCUMFLEX BELOW

LATIN CAPITAL LETTER O WITH TILDE AND ACUTE
uni1E4C

LATIN SMALL LETTER O WITH TILDE AND ACUTE
uni1E4D

LATIN CAPITAL LETTER O WITH TILDE AND DIAERESIS
uni1E4E

LATIN SMALL LETTER O WITH TILDE AND DIAERESIS
uni1E4FLATIN CAPITAL LETTER O WITH MACRON AND GRAVE
uni1E50

LATIN SMALL LETTER O WITH MACRON AND GRAVE
uni1E51

LATIN CAPITAL LETTER O WITH MACRON AND ACUTE
uni1E52LATIN SMALL LETTER O WITH MACRON AND ACUTE
uni1E53LATIN CAPITAL LETTER P WITH ACUTE
uni1E54LATIN SMALL LETTER P WITH ACUTE
uni1E55

LATIN CAPITAL LETTER P WITH DOT ABOVE
uni1E56

LATIN SMALL LETTER P WITH DOT ABOVE
uni1E57

LATIN CAPITAL LETTER R WITH DOT ABOVE
uni1E58

LATIN SMALL LETTER R WITH DOT ABOVE
uni1E59

LATIN CAPITAL LETTER R WITH DOT BELOW
uni1E5A

LATIN SMALL LETTER R WITH DOT BELOW
uni1E5B

LATIN CAPITAL LETTER R WITH DOT BELOW AND
MACRON
uni1E5C

LATIN SMALL LETTER R WITH DOT BELOW AND
MACRON
uni1E5D

LATIN CAPITAL LETTER R WITH LINE BELOW
uni1E5E

LATIN SMALL LETTER R WITH LINE BELOW
uni1E5F

LATIN CAPITAL LETTER S WITH DOT ABOVE
uni1E60LATIN SMALL LETTER S WITH DOT ABOVE
uni1E61LATIN CAPITAL LETTER S WITH DOT BELOW
uni1E62

LATIN SMALL LETTER S WITH DOT BELOW
uni1E63

LATIN CAPITAL LETTER S WITH ACUTE AND DOT ABOVE
uni1E64

LATIN SMALL LETTER S WITH ACUTE AND DOT ABOVE
uni1E65

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LATIN CAPITAL LETTER S WITH CARON AND DOT ABOVE
uni1E66

LATIN SMALL LETTER S WITH CARON AND DOT ABOVE
uni1E67

LATIN CAPITAL LETTER S WITH DOT BELOW AND DOT
ABOVE
uni1E68

LATIN SMALL LETTER S WITH DOT BELOW AND DOT
ABOVE
uni1E69

LATIN CAPITAL LETTER T WITH DOT ABOVE
uni1E6A

LATIN SMALL LETTER T WITH DOT ABOVE
uni1E6B

LATIN CAPITAL LETTER T WITH DOT BELOW
uni1E6C

LATIN SMALL LETTER T WITH DOT BELOW
uni1E6D

LATIN CAPITAL LETTER T WITH LINE BELOW
uni1E6E

LATIN SMALL LETTER T WITH LINE BELOW
uni1E6F

LATIN CAPITAL LETTER T WITH CIRCUMFLEX BELOW
uni1E70

LATIN SMALL LETTER T WITH CIRCUMFLEX BELOW
uni1E71

LATIN CAPITAL LETTER U WITH DIAERESIS BELOW
uni1E72

LATIN SMALL LETTER U WITH DIAERESIS BELOW
uni1E73

LATIN CAPITAL LETTER U WITH TILDE BELOW
uni1E74

LATIN SMALL LETTER U WITH TILDE BELOW
uni1E75

LATIN CAPITAL LETTER U WITH CIRCUMFLEX BELOW
uni1E76

LATIN SMALL LETTER U WITH CIRCUMFLEX BELOW
uni1E77

LATIN CAPITAL LETTER U WITH TILDE AND ACUTE
uni1E78

LATIN SMALL LETTER U WITH TILDE AND ACUTE
uni1E79

LATIN CAPITAL LETTER U WITH MACRON AND
DIAERESIS
uni1E7A

LATIN SMALL LETTER U WITH MACRON AND DIAERESIS
uni1E7B

LATIN CAPITAL LETTER V WITH TILDE
uni1E7C

LATIN SMALL LETTER V WITH TILDE
uni1E7D

LATIN CAPITAL LETTER V WITH DOT BELOW
uni1E7E

LATIN SMALL LETTER V WITH DOT BELOW
uni1E7F

LATIN CAPITAL LETTER W WITH GRAVE

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LATIN CAPITAL LETTER W WITH GRAVE uni1E80	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ
LATIN SMALL LETTER W WITH GRAVE uni1E81	ŵ	ŵ	ŵ	ŵ	ŵ
LATIN CAPITAL LETTER W WITH ACUTE uni1E82	Ŷ	Ŷ	Ŷ	Ŷ	Ŷ
LATIN SMALL LETTER W WITH ACUTE uni1E83	ŷ	ŷ	ŷ	ŷ	ŷ
LATIN CAPITAL LETTER W WITH DIAERESIS uni1E84	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
LATIN SMALL LETTER W WITH DIAERESIS uni1E85	Ź	Ź	Ź	Ź	Ź
LATIN CAPITAL LETTER W WITH DOT ABOVE uni1E86	Ű	Ű	Ű	Ű	Ű
LATIN SMALL LETTER W WITH DOT ABOVE uni1E87	ű	ű	ű	ű	ű
LATIN CAPITAL LETTER W WITH DOT BELOW uni1E88	Ẁ	Ẁ	Ẁ	Ẁ	Ẁ
LATIN SMALL LETTER W WITH DOT BELOW uni1E89	ẁ	ẁ	ẁ	ẁ	ẁ
LATIN CAPITAL LETTER X WITH DOT ABOVE uni1E8A	Ẃ	Ẃ	Ẃ	Ẃ	Ẃ
LATIN SMALL LETTER X WITH DOT ABOVE uni1E8B	ẃ	ẃ	ẃ	ẃ	ẃ
LATIN CAPITAL LETTER X WITH DIAERESIS uni1E8C	Ẅ	Ẅ	Ẅ	Ẅ	Ẅ
LATIN SMALL LETTER X WITH DIAERESIS uni1E8D	ẅ	ẅ	ẅ	ẅ	ẅ
LATIN CAPITAL LETTER Y WITH DOT ABOVE uni1E8E	Ỳ	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER Y WITH DOT ABOVE uni1E8F	ỳ	ỳ	ỳ	ỳ	ỳ
LATIN CAPITAL LETTER Z WITH CIRCUMFLEX uni1E90	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ
LATIN SMALL LETTER Z WITH CIRCUMFLEX uni1E91	ẑ	ẑ	ẑ	ẑ	ẑ
LATIN CAPITAL LETTER Z WITH DOT BELOW uni1E92	Ẓ	Ẓ	Ẓ	Ẓ	Ẓ
LATIN SMALL LETTER Z WITH DOT BELOW uni1E93	ẓ	ẓ	ẓ	ẓ	ẓ
LATIN CAPITAL LETTER Z WITH LINE BELOW uni1E94	Ẕ	Ẕ	Ẕ	Ẕ	Ẕ
LATIN SMALL LETTER Z WITH LINE BELOW uni1E95	ẕ	ẕ	ẕ	ẕ	ẕ
LATIN SMALL LETTER H WITH LINE BELOW uni1E96	ẖ	ẖ	ẖ	ẖ	ẖ
LATIN SMALL LETTER T WITH DIAERESIS uni1E97	ẘ	ẘ	ẘ	ẘ	ẘ
LATIN SMALL LETTER W WITH RING ABOVE uni1E98	ẙ	ẙ	ẙ	ẙ	ẙ
LATIN SMALL LETTER Y WITH RING ABOVE uni1E99	Ỳ	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER A WITH RIGHT HALF RING uni1E9A	ȁ	ȁ	ȁ	ȁ	ȁ
LATIN SMALL LETTER LONG S WITH DOT ABOVE uni1E9B	ȡ	ȡ	ȡ	ȡ	ȡ

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LATIN CAPITAL LETTER E WITH DOT BELOW
uni1EB8

LATIN SMALL LETTER E WITH DOT BELOW
uni1EB9

LATIN CAPITAL LETTER E WITH HOOK ABOVE
uni1EBA

LATIN SMALL LETTER E WITH HOOK ABOVE
uni1EBB

LATIN CAPITAL LETTER E WITH TILDE
uni1EBC

LATIN SMALL LETTER E WITH TILDE
uni1EBD

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND
ACUTE
uni1EBE

LATIN SMALL LETTER E WITH CIRCUMFLEX AND ACUTE
uni1EBF

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND
GRAVE
uni1EC0

LATIN SMALL LETTER E WITH CIRCUMFLEX AND GRAVE
uni1EC1

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EC2

LATIN SMALL LETTER E WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EC3

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND TILDE
uni1EC4

LATIN SMALL LETTER E WITH CIRCUMFLEX AND TILDE
uni1EC5

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND DOT
BELOW
uni1EC6

LATIN SMALL LETTER E WITH CIRCUMFLEX AND DOT
BELOW
uni1EC7

LATIN CAPITAL LETTER I WITH HOOK ABOVE
uni1EC8

LATIN SMALL LETTER I WITH HOOK ABOVE
uni1EC9

LATIN CAPITAL LETTER I WITH DOT BELOW
uni1ECA

LATIN SMALL LETTER I WITH DOT BELOW
uni1ECB

LATIN CAPITAL LETTER O WITH DOT BELOW
uni1ECC

LATIN SMALL LETTER O WITH DOT BELOW
uni1ECD

LATIN CAPITAL LETTER O WITH HOOK ABOVE
uni1ECE

LATIN SMALL LETTER O WITH HOOK ABOVE
uni1ECF

LATIN CAPITAL LETTER O WITH CIRCUMFLEX AND
ACUTE
uni1ED0

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LATIN CAPITAL LETTER U WITH HORN AND GRAVE
uni1EEA

LATIN SMALL LETTER U WITH HORN AND GRAVE
uni1EEB

LATIN CAPITAL LETTER U WITH HORN AND HOOK
ABOVE
uni1EEC

LATIN SMALL LETTER U WITH HORN AND HOOK ABOVE
uni1EED

LATIN CAPITAL LETTER U WITH HORN AND TILDE
uni1EEE

LATIN SMALL LETTER U WITH HORN AND TILDE
uni1EEF

LATIN CAPITAL LETTER U WITH HORN AND DOT BELOW
uni1EF0

LATIN SMALL LETTER U WITH HORN AND DOT BELOW
uni1EF1

LATIN CAPITAL LETTER Y WITH GRAVE
uni1EF2

LATIN SMALL LETTER Y WITH GRAVE
uni1EF3

LATIN CAPITAL LETTER Y WITH DOT BELOW
uni1EF4

LATIN SMALL LETTER Y WITH DOT BELOW
uni1EF5

LATIN CAPITAL LETTER Y WITH HOOK ABOVE
uni1EF6

LATIN SMALL LETTER Y WITH HOOK ABOVE
uni1EF7

LATIN CAPITAL LETTER Y WITH TILDE
uni1EF8

LATIN SMALL LETTER Y WITH TILDE
uni1EF9

GREEK SMALL LETTER ALPHA WITH PSILI
uni1F00

GREEK SMALL LETTER ALPHA WITH DASIA
uni1F01

GREEK SMALL LETTER ALPHA WITH PSILI AND VARIA
uni1F02

GREEK SMALL LETTER ALPHA WITH DASIA AND VARIA
uni1F03

GREEK SMALL LETTER ALPHA WITH PSILI AND OXIA
uni1F04

GREEK SMALL LETTER ALPHA WITH DASIA AND OXIA
uni1F05

GREEK SMALL LETTER ALPHA WITH PSILI AND
PERISPOMENI
uni1F06

GREEK SMALL LETTER ALPHA WITH DASIA AND
PERISPOMENI
uni1F07

GREEK CAPITAL LETTER ALPHA WITH PSILI
uni1F08

GREEK CAPITAL LETTER ALPHA WITH DASIA
uni1F09

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND VARIA
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GREEK CAPITAL LETTER ALPHA WITH DASIA AND VARIA
uni1F0B

GREEK CAPITAL LETTER ALPHA WITH PSILI AND OXIA
uni1F0C

GREEK CAPITAL LETTER ALPHA WITH DASIA AND OXIA
uni1F0D

GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PERISPOMENI
uni1F0E

GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PERISPOMENI
uni1F0F

GREEK SMALL LETTER EPSILON WITH PSILI
uni1F10

GREEK SMALL LETTER EPSILON WITH DASIA
uni1F11

GREEK SMALL LETTER EPSILON WITH PSILI AND VARIA
uni1F12

GREEK SMALL LETTER EPSILON WITH DASIA AND VARIA
uni1F13

GREEK SMALL LETTER EPSILON WITH PSILI AND OXIA
uni1F14

GREEK SMALL LETTER EPSILON WITH DASIA AND OXIA
uni1F15

GREEK CAPITAL LETTER EPSILON WITH PSILI
uni1F18

GREEK CAPITAL LETTER EPSILON WITH DASIA
uni1F19

GREEK CAPITAL LETTER EPSILON WITH PSILI AND
VARIA
uni1F1A

GREEK CAPITAL LETTER EPSILON WITH DASIA AND
VARIA
uni1F1B

GREEK CAPITAL LETTER EPSILON WITH PSILI AND OXIA
uni1F1C

GREEK CAPITAL LETTER EPSILON WITH DASIA AND
OXIA
uni1F1D

GREEK SMALL LETTER ETA WITH PSILI
uni1F20

GREEK SMALL LETTER ETA WITH DASIA
uni1F21

GREEK SMALL LETTER ETA WITH PSILI AND VARIA
uni1F22

GREEK SMALL LETTER ETA WITH DASIA AND VARIA
uni1F23

GREEK SMALL LETTER ETA WITH PSILI AND OXIA
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GREEK SMALL LETTER ETA WITH DASIA AND OXIA
uni1F25

GREEK SMALL LETTER ETA WITH PSILI AND
PERISPOMENI
uni1F26

GREEK SMALL LETTER ETA WITH DASIA AND

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GREEK SMALL LETTER OMICRON WITH DASIA	uni1F41	Ὢ	Ὢ	Ὢ	Ὢ
GREEK SMALL LETTER OMICRON WITH PSILI AND VARIA	uni1F42	ὐ̂	ὐ̂	ὐ̂	ὐ̂
GREEK SMALL LETTER OMICRON WITH DASIA AND VARIA	uni1F43	ὐ̃	ὐ̃	ὐ̃	ὐ̃
GREEK SMALL LETTER OMICRON WITH PSILI AND OXIA	uni1F44	ὐ̣	ὐ̣	ὐ̣	ὐ̣
GREEK SMALL LETTER OMICRON WITH DASIA AND OXIA	uni1F45	ὐ̤	ὐ̤	ὐ̤	ὐ̤
GREEK CAPITAL LETTER OMICRON WITH PSILI	uni1F48	ὸ̣	ὸ̣	ὸ̣	ὸ̣
GREEK CAPITAL LETTER OMICRON WITH DASIA	uni1F49	ὸ̤	ὸ̤	ὸ̤	ὸ̤
GREEK CAPITAL LETTER OMICRON WITH PSILI AND VARIA	uni1F4A	ὸ̣̂	ὸ̣̂	ὸ̣̂	ὸ̣̂
GREEK CAPITAL LETTER OMICRON WITH DASIA AND VARIA	uni1F4B	ὸ̣̃	ὸ̣̃	ὸ̣̃	�̣̃
GREEK CAPITAL LETTER OMICRON WITH PSILI AND OXIA	uni1F4C	ὸ̣̣	ὸ̣̣	ὸ̣̣	ὸ̣̣
GREEK CAPITAL LETTER OMICRON WITH DASIA AND OXIA	uni1F4D	ὸ̣̤	ὸ̣̤	ὸ̣̤	ὸ̣̤
GREEK SMALL LETTER UPSILON WITH PSILI	uni1F50	ὺ̣	ὺ̣	ὺ̣	ὺ̣
GREEK SMALL LETTER UPSILON WITH DASIA	uni1F51	ὺ̤	ὺ̤	ὺ̤	ὺ̤
GREEK SMALL LETTER UPSILON WITH PSILI AND VARIA	uni1F52	ὺ̣̂	ὺ̣̂	ὺ̣̂	ὺ̣̂
GREEK SMALL LETTER UPSILON WITH DASIA AND VARIA	uni1F53	ὺ̣̃	ὺ̣̃	ὺ̣̃	ὺ̣̃
GREEK SMALL LETTER UPSILON WITH PSILI AND OXIA	uni1F54	ὺ̣̣	ὺ̣̣	ὺ̣̣	ὺ̣̣
GREEK SMALL LETTER UPSILON WITH DASIA AND OXIA	uni1F55	ὺ̣̤	ὺ̣̤	ὺ̣̤	ὺ̣̤
GREEK SMALL LETTER UPSILON WITH PSILI AND PERISPOMENI	uni1F56	ὺ̣̣̂	ὺ̣̣̂	ὺ̣̣̂	ὺ̣̣̂
GREEK SMALL LETTER UPSILON WITH DASIA AND PERISPOMENI	uni1F57	ὺ̣̣̃	ὺ̣̣̃	ὺ̣̣̃	ὺ̣̣̃
GREEK CAPITAL LETTER UPSILON WITH DASIA	uni1F59	Υ̤	Υ̤	Υ̤	Υ̤
GREEK CAPITAL LETTER UPSILON WITH DASIA AND VARIA	uni1F5B	Υ̤̃	Υ̤̃	Υ̤̃	Υ̤̃
GREEK CAPITAL LETTER UPSILON WITH DASIA AND OXIA	uni1F5D	Υ̤̣	Υ̤̣	Υ̤̣	Υ̤̣
GREEK CAPITAL LETTER UPSILON WITH DASIA AND PERISPOMENI	uni1F5F	Υ̤̣̂	Υ̤̣̂	Υ̤̣̂	Υ̤̣̂
GREEK SMALL LETTER OMEGA WITH PSILI		ὦ̣	ὦ̣	ὦ̣	ὦ̣

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[illegible]

GREEK SMALL LETTER UPSILON WITH VARIA
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GREEK SMALL LETTER UPSILON WITH OXIA
uni1F7B

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GREEK SMALL LETTER OMEGA WITH VARIA
uni1F7C

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GREEK SMALL LETTER OMEGA WITH OXIA
uni1F7D

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GREEK SMALL LETTER ALPHA WITH PSILI AND
YPOGEGRAMMENI
uni1F80

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GREEK SMALL LETTER ALPHA WITH DASIA AND
YPOGEGRAMMENI
uni1F81

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GREEK SMALL LETTER ALPHA WITH PSILI AND VARIA
AND YPOGEGRAMMENI
uni1F82

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GREEK SMALL LETTER ALPHA WITH DASIA AND VARIA
AND YPOGEGRAMMENI
uni1F83

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GREEK SMALL LETTER ALPHA WITH PSILI AND OXIA
AND YPOGEGRAMMENI
uni1F84

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GREEK SMALL LETTER ALPHA WITH DASIA AND OXIA
AND YPOGEGRAMMENI
uni1F85

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GREEK SMALL LETTER ALPHA WITH PSILI AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F86

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GREEK SMALL LETTER ALPHA WITH DASIA AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F87

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PROSGEGRAMMENI
uni1F88

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PROSGEGRAMMENI
uni1F89

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND VARIA
AND PROSGEGRAMMENI
uni1F8A

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND VARIA
AND PROSGEGRAMMENI
uni1F8B

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND OXIA
AND PROSGEGRAMMENI
uni1F8C

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND OXIA
AND PROSGEGRAMMENI
uni1F8D

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GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F8E

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GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F8F

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GREEK SMALL LETTER ETA WITH PSILI AND
YPOGEGRAMMENI
uni1F90

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GREEK SMALL LETTER ETA WITH DASIA AND
YPOGEGRAMMENI
uni1F91

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GREEK SMALL LETTER ETA WITH PSILI AND VARIA AND
YPOGEGRAMMENI
uni1F92

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GREEK SMALL LETTER ETA WITH DASIA AND VARIA AND
YPOGEGRAMMENI
uni1F93

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GREEK SMALL LETTER ETA WITH PSILI AND OXIA AND
YPOGEGRAMMENI
uni1F94

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GREEK SMALL LETTER ETA WITH DASIA AND OXIA AND
YPOGEGRAMMENI
uni1F95

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GREEK SMALL LETTER ETA WITH PSILI AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F96

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GREEK SMALL LETTER ETA WITH DASIA AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F97

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GREEK CAPITAL LETTER ETA WITH PSILI AND
PROSGEGRAMMENI
uni1F98

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GREEK CAPITAL LETTER ETA WITH DASIA AND
PROSGEGRAMMENI
uni1F99

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GREEK CAPITAL LETTER ETA WITH PSILI AND VARIA
AND PROSGEGRAMMENI
uni1F9A

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GREEK CAPITAL LETTER ETA WITH DASIA AND VARIA
AND PROSGEGRAMMENI
uni1F9B

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GREEK CAPITAL LETTER ETA WITH PSILI AND OXIA AND
PROSGEGRAMMENI
uni1F9C

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GREEK CAPITAL LETTER ETA WITH DASIA AND OXIA
AND PROSGEGRAMMENI
uni1F9D

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GREEK CAPITAL LETTER ETA WITH PSILI AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F9E

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GREEK CAPITAL LETTER ETA WITH DASIA AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F9F

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GREEK SMALL LETTER OMEGA WITH PSILI AND
YPOGEGRAMMENI
uni1FA0

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GREEK SMALL LETTER OMEGA WITH DASIA AND
YPOGEGRAMMENI
uni1FA1

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GREEK SMALL LETTER OMEGA WITH PSILI AND VARIA
AND YPOGEGRAMMENI
uni1FA2

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GREEK SMALL LETTER OMEGA WITH DASIA AND VARIA
AND YPOGEGRAMMENI
uni1FA3

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GREEK SMALL LETTER OMEGA WITH PSILI AND OXIA
AND YPOGEGRAMMENI
uni1FA4

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GREEK SMALL LETTER OMEGA WITH DASIA AND OXIA
AND YPOGEGRAMMENI
uni1FA5

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GREEK SMALL LETTER OMEGA WITH PSILI AND

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GREEK SMALL LETTER ALPHA WITH PSILI AND PERISPOMENI AND YPOGEGRAMMENI	uni1FA6				
GREEK SMALL LETTER OMEGA WITH DASIA AND PERISPOMENI AND YPOGEGRAMMENI	uni1FA7				
GREEK CAPITAL LETTER OMEGA WITH PSILI AND PROSGEGRAMMENI	uni1FA8				
GREEK CAPITAL LETTER OMEGA WITH DASIA AND PROSGEGRAMMENI	uni1FA9				
GREEK CAPITAL LETTER OMEGA WITH PSILI AND VARIA AND PROSGEGRAMMENI	uni1FAA				
GREEK CAPITAL LETTER OMEGA WITH DASIA AND VARIA AND PROSGEGRAMMENI	uni1FAB				
GREEK CAPITAL LETTER OMEGA WITH PSILI AND OXIA AND PROSGEGRAMMENI	uni1FAC				
GREEK CAPITAL LETTER OMEGA WITH DASIA AND OXIA AND PROSGEGRAMMENI	uni1FAD				
GREEK CAPITAL LETTER OMEGA WITH PSILI AND PERISPOMENI AND PROSGEGRAMMENI	uni1FAE				
GREEK CAPITAL LETTER OMEGA WITH DASIA AND PERISPOMENI AND PROSGEGRAMMENI	uni1FAF				
GREEK SMALL LETTER ALPHA WITH VRACHY	uni1FB0				
GREEK SMALL LETTER ALPHA WITH MACRON	uni1FB1				
GREEK SMALL LETTER ALPHA WITH VARIA AND YPOGEGRAMMENI	uni1FB2				
GREEK SMALL LETTER ALPHA WITH YPOGEGRAMMENI	uni1FB3				
GREEK SMALL LETTER ALPHA WITH OXIA AND YPOGEGRAMMENI	uni1FB4				
GREEK SMALL LETTER ALPHA WITH PERISPOMENI	uni1FB6				
GREEK SMALL LETTER ALPHA WITH PERISPOMENI AND YPOGEGRAMMENI	uni1FB7				
GREEK CAPITAL LETTER ALPHA WITH VRACHY	uni1FB8				
GREEK CAPITAL LETTER ALPHA WITH MACRON	uni1FB9				
GREEK CAPITAL LETTER ALPHA WITH VARIA	uni1FBA				
GREEK CAPITAL LETTER ALPHA WITH OXIA	uni1FBB				
GREEK CAPITAL LETTER ALPHA WITH PROSGEGRAMMENI	uni1FBC				
GREEK KORONIS	uni1FBD				

GREEK PROSGEGRAMMENI uni1FBE	᾿	᾿	᾿	᾿	᾿
GREEK PSILI uni1FBF	᾿	᾿	᾿	᾿	᾿
GREEK PERISPOMENI uni1FC0	᾿	᾿	᾿	᾿	᾿
GREEK DIALYTIKA AND PERISPOMENI uni1FC1	᾿	᾿	᾿	᾿	᾿
GREEK SMALL LETTER ETA WITH VARIA AND YPOGEGRAMMENI uni1FC2	῀	῀	῀	῀	῀
GREEK SMALL LETTER ETA WITH YPOGEGRAMMENI uni1FC3	῁	῁	῁	῁	῁
GREEK SMALL LETTER ETA WITH OXIA AND YPOGEGRAMMENI uni1FC4	ῂ	ῂ	ῂ	ῂ	ῂ
GREEK SMALL LETTER ETA WITH PERISPOMENI uni1FC6	ῃ	ῃ	ῃ	ῃ	ῃ
GREEK SMALL LETTER ETA WITH PERISPOMENI AND YPOGEGRAMMENI uni1FC7	ῄ	ῄ	ῄ	ῄ	ῄ
GREEK CAPITAL LETTER EPSILON WITH VARIA uni1FC8	Ὶ	Ὶ	Ὶ	Ὶ	Ὶ
GREEK CAPITAL LETTER EPSILON WITH OXIA uni1FC9	Ί	Ί	Ί	Ί	Ί
GREEK CAPITAL LETTER ETA WITH VARIA uni1FCA	῝	῝	῝	῝	῝
GREEK CAPITAL LETTER ETA WITH OXIA uni1FCB	῞	῞	῞	῞	῞
GREEK CAPITAL LETTER ETA WITH PROSGEGRAMMENI uni1FCC	῟	῟	῟	῟	῟
GREEK PSILI AND VARIA uni1FCD	ῠ	ῠ	ῠ	ῠ	ῠ
GREEK PSILI AND OXIA uni1FCE	ῡ	ῡ	ῡ	ῡ	ῡ
GREEK PSILI AND PERISPOMENI uni1FCF	ῢ	ῢ	ῢ	ῢ	ῢ
GREEK SMALL LETTER IOTA WITH VRACHY uni1FD0	ῤ	ῤ	ῤ	ῤ	ῤ
GREEK SMALL LETTER IOTA WITH MACRON uni1FD1	ῥ	ῥ	ῥ	ῥ	ῥ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND VARIA uni1FD2	ῦ	ῦ	ῦ	ῦ	ῦ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND OXIA uni1FD3	ῧ	ῧ	ῧ	ῧ	ῧ
GREEK SMALL LETTER IOTA WITH PERISPOMENI uni1FD6	Ῠ	Ῠ	Ῠ	Ῠ	Ῠ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND PERISPOMENI uni1FD7	Ῡ	Ῡ	Ῡ	Ῡ	Ῡ
GREEK CAPITAL LETTER IOTA WITH VRACHY uni1FD8	Ὶ	Ὶ	Ὶ	Ὶ	Ὶ
GREEK CAPITAL LETTER IOTA WITH MACRON uni1FD9	Ί	Ί	Ί	Ί	Ί
GREEK CAPITAL LETTER IOTA WITH VARIA uni1FDA	῜	῜	῜	῜	῜

GREEK CAPITAL LETTER IOTA WITH OXIA uni1FDB	ἶ	ἶ	ἶ	ἶ	ἶ
GREEK DASIA AND VARIA uni1FDD	ἷ	ἷ	ἷ	ἷ	ἷ
GREEK DASIA AND OXIA uni1FDE	ἷ̇	ἷ̇	ἷ̇	ἷ̇	ἷ̇
GREEK DASIA AND PERISPOMENI uni1FDF	ἷ̂	ἷ̂	ἷ̂	ἷ̂	ἷ̂
GREEK SMALL LETTER UPSILON WITH VRACHY uni1FE0	ῤ	ῤ	ῤ	ῤ	ῤ
GREEK SMALL LETTER UPSILON WITH MACRON uni1FE1	ῥ	ῥ	ῥ	ῥ	ῥ
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND VARIA uni1FE2	ῥ̂	ῥ̂	ῥ̂	ῥ̂	ῥ̂
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND OXIA uni1FE3	ῥ̇	ῥ̇	ῥ̇	ῥ̇	ῥ̇
GREEK SMALL LETTER RHO WITH PSILI uni1FE4	῜	῜	῜	῜	῜
GREEK SMALL LETTER RHO WITH DASIA uni1FE5	῝	῝	῝	῝	῝
GREEK SMALL LETTER UPSILON WITH PERISPOMENI uni1FE6	ῥ̂	ῥ̂	ῥ̂	ῥ̂	ῥ̂
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND PERISPOMENI uni1FE7	ῥ̂̂	ῥ̂̂	ῥ̂̂	ῥ̂̂	ῥ̂̂
GREEK CAPITAL LETTER UPSILON WITH VRACHY uni1FE8	Ὼ	Ὼ	Ὼ	Ὼ	Ὼ
GREEK CAPITAL LETTER UPSILON WITH MACRON uni1FE9	Ώ	Ώ	Ώ	Ώ	Ώ
GREEK CAPITAL LETTER UPSILON WITH VARIA uni1FEA	Ὼ̂	Ὼ̂	Ὼ̂	Ὼ̂	Ὼ̂
GREEK CAPITAL LETTER UPSILON WITH OXIA uni1FEB	Ὼ̇	Ὼ̇	Ὼ̇	Ὼ̇	Ὼ̇
GREEK CAPITAL LETTER RHO WITH DASIA uni1FEC	ῲ	ῲ	ῲ	ῲ	ῲ
GREEK DIALYTIKA AND VARIA uni1FED	ῳ̂	ῳ̂	ῳ̂	ῳ̂	ῳ̂
GREEK DIALYTIKA AND OXIA uni1FEE	ῳ̂̇	ῳ̂̇	ῳ̂̇	ῳ̂̇	ῳ̂̇
GREEK VARIA uni1FEF	ῳ̂̂	ῳ̂̂	ῳ̂̂	ῳ̂̂	ῳ̂̂
GREEK SMALL LETTER OMEGA WITH VARIA AND YPOGEGRAMMENI uni1FF2	Ϸ̂	Ϸ̂	Ϸ̂	Ϸ̂	Ϸ̂
GREEK SMALL LETTER OMEGA WITH YPOGEGRAMMENI uni1FF3	Ϸ̣	Ϸ̣	Ϸ̣	Ϸ̣	Ϸ̣
GREEK SMALL LETTER OMEGA WITH OXIA AND YPOGEGRAMMENI uni1FF4	Ϸ̣̇	Ϸ̣̇	Ϸ̣̇	Ϸ̣̇	Ϸ̣̇
GREEK SMALL LETTER OMEGA WITH PERISPOMENI uni1FF6	Ϸ̂̂	Ϸ̂̂	Ϸ̂̂	Ϸ̂̂	Ϸ̂̂
GREEK SMALL LETTER OMEGA WITH PERISPOMENI AND YPOGEGRAMMENI uni1FF7	Ϸ̣̂̂	Ϸ̣̂̂	Ϸ̣̂̂	Ϸ̣̂̂	Ϸ̣̂̂































































































GREEK CAPITAL LETTER OMICRON WITH VARIA uni1FF8	◊	◊	◊	◊	◊
GREEK CAPITAL LETTER OMICRON WITH OXIA uni1FF9	◊	◊	◊	◊	◊
GREEK CAPITAL LETTER OMEGA WITH VARIA uni1FFA	◊	◊	◊	◊	◊
GREEK CAPITAL LETTER OMEGA WITH OXIA uni1FFB	◊	◊	◊	◊	◊
GREEK CAPITAL LETTER OMEGA WITH PROSGEGRAMMENI uni1FFC	◊	◊	◊	◊	◊
GREEK OXIA uni1FFD	◊	◊	◊	◊	◊
GREEK DASIA uni1FFE	◊	◊	◊	◊	◊
EN QUAD uni2000					
EM QUAD uni2001					
EN SPACE uni2002					
EM SPACE uni2003					
THREE-PER-EM SPACE uni2004					
FOUR-PER-EM SPACE uni2005					
SIX-PER-EM SPACE uni2006					
FIGURE SPACE uni2007					
PUNCTUATION SPACE uni2008					
THIN SPACE uni2009					
HAIR SPACE uni200A					
ZERO WIDTH SPACE uni200B					
ZERO WIDTH NON-JOINER uni200C					
ZERO WIDTH JOINER uni200D					
LEFT-TO-RIGHT MARK uni200E					
RIGHT-TO-LEFT MARK uni200F					
FIGURE DASH uni2012	—	—	—	—	—
EN DASH uni2013	—	—	—	—	—
EM DASH uni2014	—	—	—	—	—
HORIZONTAL BAR uni2015	—	—	—	—	—

DOUBLE VERTICAL LINE uni2016					
DOUBLE LOW LINE uni2017	=	=	=	=	=
LEFT SINGLE QUOTATION MARK uni2018	‘	‘	‘	‘	‘
RIGHT SINGLE QUOTATION MARK uni2019	’	’	’	’	’
SINGLE LOW-9 QUOTATION MARK uni201A	‚	‚	‚	‚	‚
SINGLE HIGH-REVERSED-9 QUOTATION MARK uni201B	ƒ	ƒ	ƒ	ƒ	ƒ
LEFT DOUBLE QUOTATION MARK uni201C	“	“	“	“	“
RIGHT DOUBLE QUOTATION MARK uni201D	”	”	”	”	”
DOUBLE LOW-9 QUOTATION MARK uni201E	„	„	„	„	„
DOUBLE HIGH-REVERSED-9 QUOTATION MARK uni201F	ƒƒ	ƒƒ	ƒƒ	ƒƒ	ƒƒ
DAGGER uni2020	†	†	†	†	†
DOUBLE DAGGER uni2021	‡	‡	‡	‡	‡
BULLET uni2022	•	•	•	•	•
HORIZONTAL ELLIPSIS uni2026
LEFT-TO-RIGHT EMBEDDING uni202A					
RIGHT-TO-LEFT EMBEDDING uni202B					
POP DIRECTIONAL FORMATTING uni202C					
LEFT-TO-RIGHT OVERRIDE uni202D					
RIGHT-TO-LEFT OVERRIDE uni202E					
NARROW NO-BREAK SPACE uni202F					
PER MILLE SIGN uni2030	‰	‰	‰	‰	‰
PRIME uni2032	′	′	′	′	′
DOUBLE PRIME uni2033	″	″	″	″	″
TRIPLE PRIME uni2034	‴	‴	‴	‴	‴
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>	>	>
DOUBLE EXCLAMATION MARK uni203C	!!	!!	!!	!!	!!
OVERLINE	—	—	—	—	—

OVERLINE uni203E				
FRACTION SLASH uni2044	/	/	/	/
VERTICAL FOUR DOTS uni205E	⋮	⋮	⋮	⋮
INHIBIT SYMMETRIC SWAPPING uni206A	↯	↯	↯	↯
ACTIVATE SYMMETRIC SWAPPING uni206B	↰	↰	↰	↰
INHIBIT ARABIC FORM SHAPING uni206C	↪	↪	↪	↪
ACTIVATE ARABIC FORM SHAPING uni206D	↩	↩	↩	↩
NATIONAL DIGIT SHAPES uni206E	٠	١	٢	٣
NOMINAL DIGIT SHAPES uni206F	٤	٥	٦	٧
SUPERSCRIPT FOUR uni2074	⁴	⁴	⁴	⁴
SUPERSCRIPT FIVE uni2075	⁵	⁵	⁵	⁵
SUPERSCRIPT SEVEN uni2077	⁷	⁷	⁷	⁷
SUPERSCRIPT EIGHT uni2078	⁸	⁸	⁸	⁸
SUPERSCRIPT LATIN SMALL LETTER N uni207F	ⁿ	ⁿ	ⁿ	ⁿ
LATIN SUBSCRIPT SMALL LETTER A uni2090	ₐ	ₐ	ₐ	ₐ
LATIN SUBSCRIPT SMALL LETTER E uni2091	ₑ	ₑ	ₑ	ₑ
LATIN SUBSCRIPT SMALL LETTER O uni2092	ₒ	ₒ	ₒ	ₒ
LATIN SUBSCRIPT SMALL LETTER X uni2093	ₓ	ₓ	ₓ	ₓ
LATIN SUBSCRIPT SMALL LETTER SCHWA uni2094	ə	ə	ə	ə
EURO-CURRENCY SIGN uni20A0	₣	₣	₣	₣
COLON SIGN uni20A1	₯	₯	₯	₯
CRUZEIRO SIGN uni20A2	₧	₧	₧	₧
FRENCH FRANC SIGN uni20A3	₣	₣	₣	₣
LIRA SIGN uni20A4	₯	₯	₯	₯
MILL SIGN uni20A5	₥	₥	₥	₥
NAIRA SIGN uni20A6	₦	₦	₦	₦
PESETA SIGN uni20A7	₧	₧	₧	₧
RUPEE SIGN uni20A8	₹	₹	₹	₹

uni20A0				
WON SIGN uni20A9	₩	₩	₩	₩
NEW SHEQEL SIGN uni20AA	₪	₪	₪	₪
DONG SIGN uni20AB	₫	₫	₫	₫
EURO SIGN uni20AC	€	€	€	€
KIP SIGN uni20AD	₭	₭	₭	₭
TUGRIK SIGN uni20AE	₮	₮	₮	₮
DRACHMA SIGN uni20AF	₯	₯	₯	₯
GERMAN PENNY SIGN uni20B0	₰	₰	₰	₰
PESO SIGN uni20B1	₱	₱	₱	₱
GUARANI SIGN uni20B2	₲	₲	₲	₲
AUSTRAL SIGN uni20B3	₳	₳	₳	₳
HRYVNIA SIGN uni20B4	₴	₴	₴	₴
CEDI SIGN uni20B5	₵	₵	₵	₵
COMBINING ASTERISK ABOVE uni20F0	*̂	*̂	*̂	*̂
CARE OF uni2105	℥	℥	℥	℥
SCRIPT SMALL L uni2113	ℓ	ℓ	ℓ	ℓ
NUMERO SIGN uni2116	№	№	№	№
SOUND RECORDING COPYRIGHT uni2117	©	©	©	©
TRADE MARK SIGN uni2122	™	™	™	™
OHM SIGN uni2126	Ω	Ω	Ω	Ω
ESTIMATED SYMBOL uni212E	ℰ	ℰ	ℰ	ℰ
AKTIESELSKAB uni214D	Å/	Å/	Å/	Å/
TURNED SMALL F uni214E	ƒ	ƒ	ƒ	ƒ
VULGAR FRACTION ONE THIRD uni2153	⅓	⅓	⅓	⅓
VULGAR FRACTION TWO THIRDS uni2154	⅔	⅔	⅔	⅔
VULGAR FRACTION ONE EIGHTH uni215B	⅛	⅛	⅛	⅛
VULGAR FRACTION THREE EIGHTHS uni215C	⅜	⅜	⅜	⅜

VULGAR FRACTION FIVE EIGHTHS uni215D	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{5}{8}$
VULGAR FRACTION SEVEN EIGHTHS uni215E	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{7}{8}$
LATIN SMALL LETTER REVERSED C uni2184	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LEFTWARDS ARROW uni2190	←	←	←	←	←
UPWARDS ARROW uni2191	↑	↑	↑	↑	↑
RIGHTWARDS ARROW uni2192	→	→	→	→	→
DOWNWARDS ARROW uni2193	↓	↓	↓	↓	↓
LEFT RIGHT ARROW uni2194	↔	↔	↔	↔	↔
UP DOWN ARROW uni2195	↕	↕	↕	↕	↕
UP DOWN ARROW WITH BASE uni21A8	↕̄	↕̄	↕̄	↕̄	↕̄
PARTIAL DIFFERENTIAL uni2202	∂	∂	∂	∂	∂
INCREMENT uni2206	Δ	Δ	Δ	Δ	Δ
N-ARY PRODUCT uni220F	∏	∏	∏	∏	∏
N-ARY SUMMATION uni2211	∑	∑	∑	∑	∑
MINUS SIGN uni2212	−	−	−	−	−
DIVISION SLASH uni2215	/	/	/	/	/
BULLET OPERATOR uni2219	⋅	⋅	⋅	⋅	⋅
SQUARE ROOT uni221A	√	√	√	√	√
INFINITY uni221E	∞	∞	∞	∞	∞
RIGHT ANGLE uni221F	⊥	⊥	⊥	⊥	⊥
INTERSECTION uni2229	∩	∩	∩	∩	∩
INTEGRAL uni222B	∫	∫	∫	∫	∫
ALMOST EQUAL TO uni2248	≈	≈	≈	≈	≈
NOT EQUAL TO uni2260	≠	≠	≠	≠	≠
IDENTICAL TO uni2261	≡	≡	≡	≡	≡
LESS-THAN OR EQUAL TO uni2264	≤	≤	≤	≤	≤
GREATER-THAN OR EQUAL TO uni2265	≥	≥	≥	≥	≥

HOUSE uni2302					
REVERSED NOT SIGN uni2310					
TOP HALF INTEGRAL uni2320					
BOTTOM HALF INTEGRAL uni2321					
BOX DRAWINGS LIGHT HORIZONTAL uni2500					
BOX DRAWINGS LIGHT VERTICAL uni2502					
BOX DRAWINGS LIGHT DOWN AND RIGHT uni250C					
BOX DRAWINGS LIGHT DOWN AND LEFT uni2510					
BOX DRAWINGS LIGHT UP AND RIGHT uni2514					
BOX DRAWINGS LIGHT UP AND LEFT uni2518					
BOX DRAWINGS LIGHT VERTICAL AND RIGHT uni251C					
BOX DRAWINGS LIGHT VERTICAL AND LEFT uni2524					
BOX DRAWINGS LIGHT DOWN AND HORIZONTAL uni252C					
BOX DRAWINGS LIGHT UP AND HORIZONTAL uni2534					
BOX DRAWINGS LIGHT VERTICAL AND HORIZONTAL uni253C					
BOX DRAWINGS DOUBLE HORIZONTAL uni2550					
BOX DRAWINGS DOUBLE VERTICAL uni2551					
BOX DRAWINGS DOWN SINGLE AND RIGHT DOUBLE uni2552					
BOX DRAWINGS DOWN DOUBLE AND RIGHT SINGLE uni2553					
BOX DRAWINGS DOUBLE DOWN AND RIGHT uni2554					
BOX DRAWINGS DOWN SINGLE AND LEFT DOUBLE uni2555					
BOX DRAWINGS DOWN DOUBLE AND LEFT SINGLE uni2556					
BOX DRAWINGS DOUBLE DOWN AND LEFT uni2557					
BOX DRAWINGS UP SINGLE AND RIGHT DOUBLE uni2558					
BOX DRAWINGS UP DOUBLE AND RIGHT SINGLE uni2559					
BOX DRAWINGS DOUBLE UP AND RIGHT uni255A					
BOX DRAWINGS UP SINGLE AND LEFT DOUBLE uni255B					
BOX DRAWINGS UP DOUBLE AND LEFT SINGLE					

uni255C

BOX DRAWINGS DOUBLE UP AND LEFT
uni255D

BOX DRAWINGS VERTICAL SINGLE AND RIGHT DOUBLE
uni255E

BOX DRAWINGS VERTICAL DOUBLE AND RIGHT SINGLE
uni255F

BOX DRAWINGS DOUBLE VERTICAL AND RIGHT
uni2560

BOX DRAWINGS VERTICAL SINGLE AND LEFT DOUBLE
uni2561

BOX DRAWINGS VERTICAL DOUBLE AND LEFT SINGLE
uni2562

BOX DRAWINGS DOUBLE VERTICAL AND LEFT
uni2563

BOX DRAWINGS DOWN SINGLE AND HORIZONTAL
DOUBLE
uni2564

BOX DRAWINGS DOWN DOUBLE AND HORIZONTAL
SINGLE
uni2565

BOX DRAWINGS DOUBLE DOWN AND HORIZONTAL
uni2566

BOX DRAWINGS UP SINGLE AND HORIZONTAL DOUBLE
uni2567

BOX DRAWINGS UP DOUBLE AND HORIZONTAL SINGLE
uni2568

BOX DRAWINGS DOUBLE UP AND HORIZONTAL
uni2569

BOX DRAWINGS VERTICAL SINGLE AND HORIZONTAL
DOUBLE
uni256A

BOX DRAWINGS VERTICAL DOUBLE AND HORIZONTAL
SINGLE
uni256B

BOX DRAWINGS DOUBLE VERTICAL AND HORIZONTAL
uni256C

UPPER HALF BLOCK
uni2580

LOWER HALF BLOCK
uni2584

FULL BLOCK
uni2588

LEFT HALF BLOCK
uni258C

RIGHT HALF BLOCK
uni2590

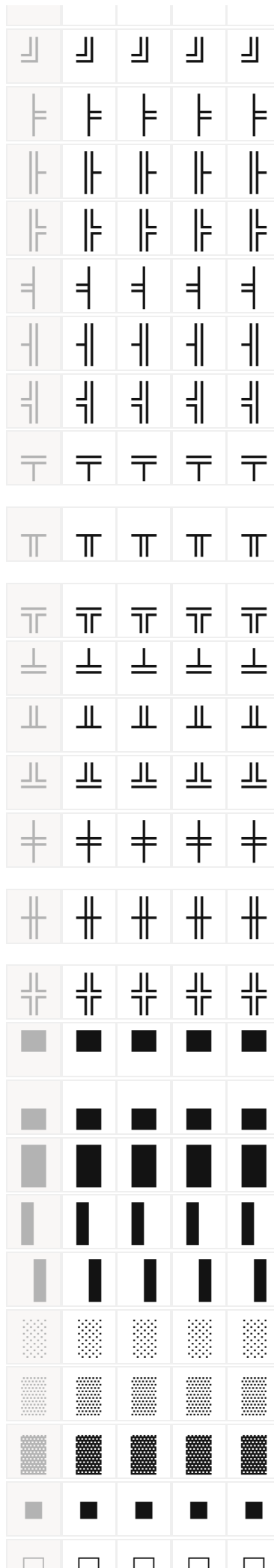
LIGHT SHADE
uni2591













































































































































MEDIUM SHADE
uni2592

DARK SHADE
uni2593

BLACK SQUARE
uni25A0

WHITE SQUARE



	uni25A1					
BLACK SMALL SQUARE	uni25AA					
WHITE SMALL SQUARE	uni25AB					
BLACK RECTANGLE	uni25AC					
BLACK UP-POINTING TRIANGLE	uni25B2					
BLACK RIGHT-POINTING POINTER	uni25BA					
BLACK DOWN-POINTING TRIANGLE	uni25BC					
BLACK LEFT-POINTING POINTER	uni25C4					
LOZENGE	uni25CA					
WHITE CIRCLE	uni25CB					
DOTTED CIRCLE	uni25CC					
BLACK CIRCLE	uni25CF					
INVERSE BULLET	uni25D8					
INVERSE WHITE CIRCLE	uni25D9					
WHITE BULLET	uni25E6					
WHITE SMILING FACE	uni263A					
BLACK SMILING FACE	uni263B					
WHITE SUN WITH RAYS	uni263C					
FEMALE SIGN	uni2640					
MALE SIGN	uni2642					
BLACK SPADE SUIT	uni2660					
BLACK CLUB SUIT	uni2663					
BLACK HEART SUIT	uni2665					
BLACK DIAMOND SUIT	uni2666					
EIGHTH NOTE	uni266A					
BEAMED EIGHTH NOTES	uni266B					
MUSIC SHARP SIGN	uni266F					
LATIN CAPITAL LETTER L WITH DOUBLE BAR	uni2C60					

LATIN SMALL LETTER L WITH DOUBLE BAR uni2C61	Ł	Ł	Ł	Ł	Ł
LATIN CAPITAL LETTER L WITH MIDDLE TILDE uni2C62	Ł̃	Ł̃	Ł̃	Ł̃	Ł̃
LATIN CAPITAL LETTER P WITH STROKE uni2C63	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER R WITH TAIL uni2C64	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER A WITH STROKE uni2C65	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER T WITH DIAGONAL STROKE uni2C66	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER H WITH DESCENDER uni2C67	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER H WITH DESCENDER uni2C68	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER K WITH DESCENDER uni2C69	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER K WITH DESCENDER uni2C6A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER Z WITH DESCENDER uni2C6B	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER Z WITH DESCENDER uni2C6C	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER ALPHA uni2C6D	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER V WITH RIGHT HOOK uni2C71	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER W WITH HOOK uni2C72	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER W WITH HOOK uni2C73	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER V WITH CURL uni2C74	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER HALF H uni2C75	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER HALF H uni2C76	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER TAILLESS PHI uni2C77	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
DOUBLE OBLIQUE HYPHEN uni2E17	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
MODIFIER LETTER DOT VERTICAL BAR uniA717	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
MODIFIER LETTER DOT SLASH uniA718	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
MODIFIER LETTER DOT HORIZONTAL BAR uniA719	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
MODIFIER LETTER LOWER RIGHT CORNER ANGLE uniA71A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
MODIFIER LETTER RAISED UP ARROW uniA71B	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
MODIFIER LETTER RAISED DOWN ARROW uniA71C	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ

MODIFIER LETTER RAISED EXCLAMATION MARK uniA71D	!	!	!	!	!
MODIFIER LETTER RAISED INVERTED EXCLAMATION MARK uniA71E	¡	¡	¡	¡	¡
MODIFIER LETTER LOW INVERTED EXCLAMATION MARK uniA71F	!̣	!̣	!̣	!̣	!̣
MODIFIER LETTER STRESS AND HIGH TONE uniA720	ˈ	ˈ	ˈ	ˈ	ˈ
MODIFIER LETTER STRESS AND LOW TONE uniA721	ˉ	ˉ	ˉ	ˉ	ˉ
MODIFIER LETTER LOW CIRCUMFLEX ACCENT uniA788	˘	˘	˘	˘	˘
MODIFIER LETTER COLON uniA789	:	:	:	:	:
MODIFIER LETTER SHORT EQUALS SIGN uniA78A	=	=	=	=	=
LATIN CAPITAL LETTER SALTILLO uniA78B	¡	¡	¡	¡	¡
LATIN SMALL LETTER SALTILLO uniA78C	¡	¡	¡	¡	¡
uniF001	fi	fi	fi	fi	fi
uniF002	fl	fl	fl	fl	fl
uniF005	◌	◌	◌	◌	◌
uniF00A	¡	¡	¡	¡	¡
uniF00B	¡	¡	¡	¡	¡
uniF00C	¡	¡	¡	¡	¡
uniF00D	¡	¡	¡	¡	¡
uniF00E	¡	¡	¡	¡	¡
LATIN SMALL LIGATURE FI uniFB01	fi	fi	fi	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl	fl	fl	fl
HEBREW LETTER YOD WITH HIRIQ uniFB1D	י̇	י̇	י̇	י̇	י̇
HEBREW POINT JUDEO-SPANISH VARIKA uniFB1E	◌	◌	◌	◌	◌
HEBREW LIGATURE YIDDISH YOD YOD PATAH uniFB1F	יוּ	יוּ	יוּ	יוּ	יוּ
HEBREW LETTER ALTERNATIVE AYIN uniFB20	ע̆	ע̆	ע̆	ע̆	ע̆
HEBREW LETTER WIDE ALEF uniFB21	א̆	א̆	א̆	א̆	א̆
HEBREW LETTER WIDE DALET uniFB22	ד̆	ד̆	ד̆	ד̆	ד̆
HEBREW LETTER WIDE HE uniFB23	ה̆	ה̆	ה̆	ה̆	ה̆

HEBREW LETTER WIDE KAF uniFB24	כ	כ	כ	כ	כ
HEBREW LETTER WIDE LAMED uniFB25	ל	ל	ל	ל	ל
HEBREW LETTER WIDE FINAL MEM uniFB26	ם	ם	ם	ם	ם
HEBREW LETTER WIDE RESH uniFB27	ר	ר	ר	ר	ר
HEBREW LETTER WIDE TAV uniFB28	ת	ת	ת	ת	ת
HEBREW LETTER ALTERNATIVE PLUS SIGN uniFB29	±	±	±	±	±
HEBREW LETTER SHIN WITH SHIN DOT uniFB2A	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH SIN DOT uniFB2B	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER SHIN WITH DAGESH AND SHIN DOT uniFB2C	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH DAGESH AND SIN DOT uniFB2D	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER ALEF WITH PATAH uniFB2E	אֲ	אֲ	אֲ	אֲ	אֲ
HEBREW LETTER ALEF WITH QAMATS uniFB2F	אָ	אָ	אָ	אָ	אָ
HEBREW LETTER ALEF WITH MAPIQ uniFB30	אַ	אַ	אַ	אַ	אַ
HEBREW LETTER BET WITH DAGESH uniFB31	בּ	בּ	בּ	בּ	בּ
HEBREW LETTER GIMEL WITH DAGESH uniFB32	גּ	גּ	גּ	גּ	גּ
HEBREW LETTER DALET WITH DAGESH uniFB33	דּ	דּ	דּ	דּ	דּ
HEBREW LETTER HE WITH MAPIQ uniFB34	הּ	הּ	הּ	הּ	הּ
HEBREW LETTER VAV WITH DAGESH uniFB35	וּ	וּ	וּ	וּ	וּ
HEBREW LETTER ZAYIN WITH DAGESH uniFB36	זּ	זּ	זּ	זּ	זּ
HEBREW LETTER TET WITH DAGESH uniFB38	טּ	טּ	טּ	טּ	טּ
HEBREW LETTER YOD WITH DAGESH uniFB39	יּ	יּ	יּ	יּ	יּ
HEBREW LETTER FINAL KAF WITH DAGESH uniFB3A	ךּ	ךּ	ךּ	ךּ	ךּ
HEBREW LETTER KAF WITH DAGESH uniFB3B	כּ	כּ	כּ	כּ	כּ
HEBREW LETTER LAMED WITH DAGESH uniFB3C	לּ	לּ	לּ	לּ	לּ
HEBREW LETTER MEM WITH DAGESH uniFB3E	מּ	מּ	מּ	מּ	מּ
HEBREW LETTER NUN WITH DAGESH uniFB40	נּ	נּ	נּ	נּ	נּ
HEBREW LETTER SAMEKH WITH DAGESH uniFB41	סּ	סּ	סּ	סּ	סּ
HEBREW LETTER FINAL PE WITH DAGESH uniFB42	פּ	פּ	פּ	פּ	פּ

HEBREW LETTER FINAL PE WITH DAGESH
uniFB43

HEBREW LETTER PE WITH DAGESH
uniFB44

HEBREW LETTER TSADI WITH DAGESH
uniFB46

HEBREW LETTER QOF WITH DAGESH
uniFB47

HEBREW LETTER RESH WITH DAGESH
uniFB48

HEBREW LETTER SHIN WITH DAGESH
uniFB49

HEBREW LETTER TAV WITH DAGESH
uniFB4A

HEBREW LETTER VAV WITH HOLAM
uniFB4B

HEBREW LETTER BET WITH RAPE
uniFB4C

HEBREW LETTER KAF WITH RAPE
uniFB4D

HEBREW LETTER PE WITH RAPE
uniFB4E

HEBREW LIGATURE ALEF LAMED
uniFB4F

COMBINING LIGATURE LEFT HALF
uniFE20

COMBINING LIGATURE RIGHT HALF
uniFE21

COMBINING DOUBLE TILDE LEFT HALF
uniFE22

COMBINING DOUBLE TILDE RIGHT HALF
uniFE23

OBJECT REPLACEMENT CHARACTER
uniFFFC

nonmarkingreturn
Cannot display because feature tag is missing in name.

commaaccent
Cannot display because feature tag is missing in name.

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

caroncommaaccent
Cannot display because feature tag is missing in name.

commaaccentrotate
Cannot display because feature tag is missing in name.

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

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

𐤑	𐤑	𐤑	𐤑	𐤑
פּ	פּ	פּ	פּ	פּ
צּ	צּ	צּ	צּ	צּ
קּ	קּ	קּ	קּ	קּ
רּ	רּ	רּ	רּ	רּ
שּׁ	שּׁ	שּׁ	שּׁ	שּׁ
תּ	תּ	תּ	תּ	תּ
וֹ	וֹ	וֹ	וֹ	וֹ
בֵּ	בֵּ	בֵּ	בֵּ	בֵּ
כֵּ	כֵּ	כֵּ	כֵּ	כֵּ
פֵּ	פֵּ	פֵּ	פֵּ	פֵּ
אָ	אָ	אָ	אָ	אָ
ֿ	ֿ	ֿ	ֿ	ֿ
ֿ	ֿ	ֿ	ֿ	ֿ
ֿ	ֿ	ֿ	ֿ	ֿ
ֿ	ֿ	ֿ	ֿ	ֿ

?	?	?	?	?
?	?	?	?	?
˘	˘	˘	˘	˘
?	?	?	?	?
?	?	?	?	?
˘	˘	˘	˘	˘
˘	˘	˘	˘	˘
˘	˘	˘	˘	˘

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



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



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



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



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



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



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



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



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



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



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



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



hookabove.alt1
Ending "alt1" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



hookabove.alt2
Ending "alt2" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



hookabove.alt3
Ending "alt3" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



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



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



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



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



dotbelow.alt1
Ending "alt1" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



acute.alt4
Ending "alt4" ≠ OT Feature (cannot display this character)
feature



feature						
acute.alt5	Ending "alt5" ≠ OT Feature (cannot display this character)	feature				
grave.alt4	Ending "alt4" ≠ OT Feature (cannot display this character)	feature				
grave.alt5	Ending "alt5" ≠ OT Feature (cannot display this character)	feature				
hookabove.alt4	Ending "alt4" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
hookabove.alt5	Ending "alt5" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
tilde.alt3	Ending "alt3" ≠ OT Feature (cannot display this character)	feature				
tilde.alt4	Ending "alt4" ≠ OT Feature (cannot display this character)	feature				
tilde.alt5	Ending "alt5" ≠ OT Feature (cannot display this character)	feature				
tilde.alt6	Ending "alt6" ≠ OT Feature (cannot display this character)	feature				
tilde.alt7	Ending "alt7" ≠ OT Feature (cannot display this character)	feature				
tilde.alt8	Ending "alt8" ≠ OT Feature (cannot display this character)	feature				
dotbelow.alt2	Ending "alt2" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
dotbelow.alt3	Ending "alt3" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
dotbelow.alt4	Ending "alt4" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
dotbelow.alt5	Ending "alt5" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
dotbelow.alt6	Ending "alt6" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
tilde.alt9	Ending "alt9" ≠ OT Feature (cannot display this character)	feature				
dotbelow.alt7	Ending "alt7" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
dotbelow.alt8	Ending "alt8" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
dotbelow.alt9	Ending "alt9" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)				
dotbelow.alt10						

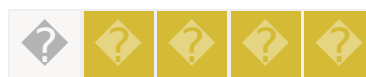
Ending "alt10" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



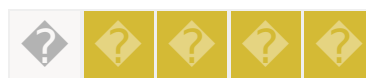
dotbelow.alt11
Ending "alt11" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



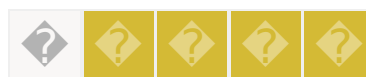
dotbelow.alt12
Ending "alt12" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



dotbelow.alt13
Ending "alt13" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



dotbelow.alt14
Ending "alt14" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



dotbelow.alt15
Ending "alt15" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



tilde.alt10
Ending "alt10" ≠ OT Feature (cannot display this character)
feature



tilde.alt11
Ending "alt11" ≠ OT Feature (cannot display this character)
feature



tilde.alt12
Ending "alt12" ≠ OT Feature (cannot display this character)
feature



tilde.alt13
Ending "alt13" ≠ OT Feature (cannot display this character)
feature



dotlessi.alt1
Ending "alt1" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



uni03080304.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature



uni03080301.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature



uni0308030C.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature



uni03080300.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature



uni03070304.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature



uni03030304.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature



uni02E502E502E6
"Uni" in name but missing unicode: uni02E502E502E6



uni02E502E502E7
"Uni" in name but missing unicode: uni02E502E502E7



uni02E502E502E8
"Uni" in name but missing unicode: uni02E502E502E8



uni02E502E502E9
"Uni" in name but missing unicode: uni02E502E502E9



uni02E502E602E5
"Uni" in name but missing unicode: uni02E502E602E5



uni02E502E602E6
"Uni" in name but missing unicode: uni02E502E602E6

uni02E502E602E7
"Uni" in name but missing unicode: uni02E502E602E7

uni02E502E602E8
"Uni" in name but missing unicode: uni02E502E602E8

uni02E502E602E9
"Uni" in name but missing unicode: uni02E502E602E9

uni02E502E6
It might be two unicodes: 02E5 + 02E6 (most Arabic ccmp feature)

uni02E502E702E5
"Uni" in name but missing unicode: uni02E502E702E5

uni02E502E702E6
"Uni" in name but missing unicode: uni02E502E702E6

uni02E502E702E7
"Uni" in name but missing unicode: uni02E502E702E7

uni02E502E702E8
"Uni" in name but missing unicode: uni02E502E702E8

uni02E502E702E9
"Uni" in name but missing unicode: uni02E502E702E9

uni02E502E7
It might be two unicodes: 02E5 + 02E7 (most Arabic ccmp feature)

uni02E502E802E5
"Uni" in name but missing unicode: uni02E502E802E5

uni02E502E802E6
"Uni" in name but missing unicode: uni02E502E802E6

uni02E502E802E7
"Uni" in name but missing unicode: uni02E502E802E7

uni02E502E802E8
"Uni" in name but missing unicode: uni02E502E802E8

uni02E502E802E9
"Uni" in name but missing unicode: uni02E502E802E9

uni02E502E8
It might be two unicodes: 02E5 + 02E8 (most Arabic ccmp feature)

uni02E502E902E5
"Uni" in name but missing unicode: uni02E502E902E5

uni02E502E902E6
"Uni" in name but missing unicode: uni02E502E902E6

uni02E502E902E7
"Uni" in name but missing unicode: uni02E502E902E7

uni02E502E902E8
"Uni" in name but missing unicode: uni02E502E902E8

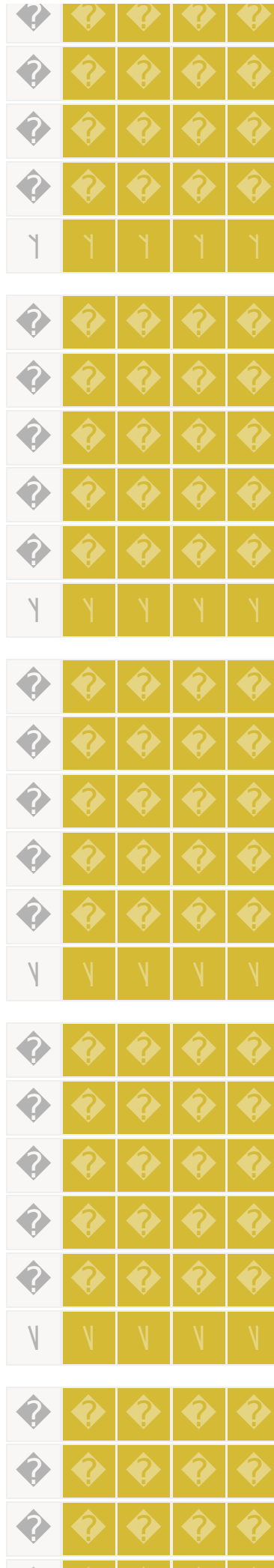
uni02E502E902E9
"Uni" in name but missing unicode: uni02E502E902E9

uni02E502E9
It might be two unicodes: 02E5 + 02E9 (most Arabic ccmp feature)

uni02E602E502E5
"Uni" in name but missing unicode: uni02E602E502E5

uni02E602E502E6
"Uni" in name but missing unicode: uni02E602E502E6

uni02E602E502E7
"Uni" in name but missing unicode: uni02E602E502E7



uni02E602E502E8
"Uni" in name but missing unicode: uni02E602E502E8

uni02E602E502E9
"Uni" in name but missing unicode: uni02E602E502E9

uni02E602E5
It might be two unicodes: 02E6 + 02E5 (most Arabic ccmp feature)

uni02E602E602E5
"Uni" in name but missing unicode: uni02E602E602E5

uni02E602E602E7
"Uni" in name but missing unicode: uni02E602E602E7

uni02E602E602E8
"Uni" in name but missing unicode: uni02E602E602E8

uni02E602E602E9
"Uni" in name but missing unicode: uni02E602E602E9

uni02E602E702E5
"Uni" in name but missing unicode: uni02E602E702E5

uni02E602E702E6
"Uni" in name but missing unicode: uni02E602E702E6

uni02E602E702E7
"Uni" in name but missing unicode: uni02E602E702E7

uni02E602E702E8
"Uni" in name but missing unicode: uni02E602E702E8

uni02E602E702E9
"Uni" in name but missing unicode: uni02E602E702E9

uni02E602E7
It might be two unicodes: 02E6 + 02E7 (most Arabic ccmp feature)

uni02E602E802E5
"Uni" in name but missing unicode: uni02E602E802E5

uni02E602E802E6
"Uni" in name but missing unicode: uni02E602E802E6

uni02E602E802E7
"Uni" in name but missing unicode: uni02E602E802E7

uni02E602E802E8
"Uni" in name but missing unicode: uni02E602E802E8

uni02E602E802E9
"Uni" in name but missing unicode: uni02E602E802E9

uni02E602E8
It might be two unicodes: 02E6 + 02E8 (most Arabic ccmp feature)

uni02E602E902E5
"Uni" in name but missing unicode: uni02E602E902E5

uni02E602E902E6
"Uni" in name but missing unicode: uni02E602E902E6

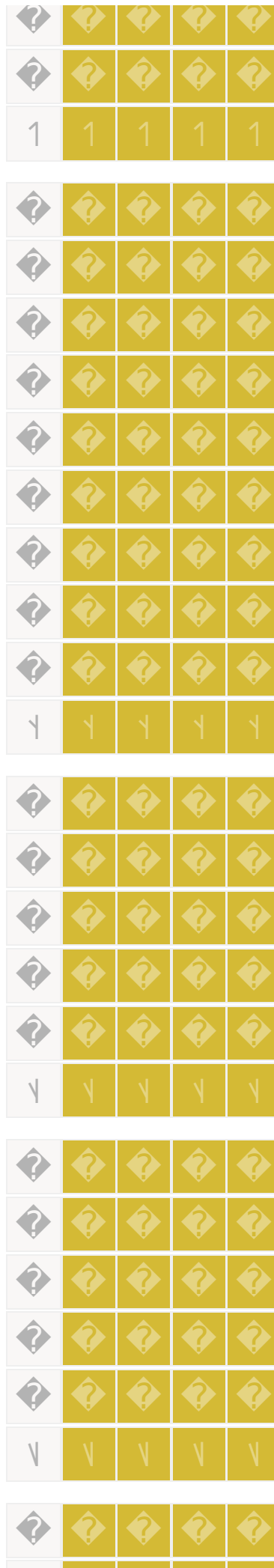
uni02E602E902E7
"Uni" in name but missing unicode: uni02E602E902E7

uni02E602E902E8
"Uni" in name but missing unicode: uni02E602E902E8

uni02E602E902E9
"Uni" in name but missing unicode: uni02E602E902E9

uni02E602E9
It might be two unicodes: 02E6 + 02E9 (most Arabic ccmp feature)

uni02E702E502E5
"Uni" in name but missing unicode: uni02E702E502E5



uni02E702E502E6
"Uni" in name but missing unicode: uni02E702E502E6

uni02E702E502E7
"Uni" in name but missing unicode: uni02E702E502E7

uni02E702E502E8
"Uni" in name but missing unicode: uni02E702E502E8

uni02E702E502E9
"Uni" in name but missing unicode: uni02E702E502E9

uni02E702E5
It might be two unicodes: 02E7 + 02E5 (most Arabic ccmp feature)

uni02E702E602E5
"Uni" in name but missing unicode: uni02E702E602E5

uni02E702E602E6
"Uni" in name but missing unicode: uni02E702E602E6

uni02E702E602E7
"Uni" in name but missing unicode: uni02E702E602E7

uni02E702E602E8
"Uni" in name but missing unicode: uni02E702E602E8

uni02E702E602E9
"Uni" in name but missing unicode: uni02E702E602E9

uni02E702E6
It might be two unicodes: 02E7 + 02E6 (most Arabic ccmp feature)

uni02E702E702E5
"Uni" in name but missing unicode: uni02E702E702E5

uni02E702E702E6
"Uni" in name but missing unicode: uni02E702E702E6

uni02E702E702E8
"Uni" in name but missing unicode: uni02E702E702E8

uni02E702E702E9
"Uni" in name but missing unicode: uni02E702E702E9

uni02E702E802E5
"Uni" in name but missing unicode: uni02E702E802E5

uni02E702E802E6
"Uni" in name but missing unicode: uni02E702E802E6

uni02E702E802E7
"Uni" in name but missing unicode: uni02E702E802E7

uni02E702E802E8
"Uni" in name but missing unicode: uni02E702E802E8

uni02E702E802E9
"Uni" in name but missing unicode: uni02E702E802E9

uni02E702E8
It might be two unicodes: 02E7 + 02E8 (most Arabic ccmp feature)

uni02E702E902E5
"Uni" in name but missing unicode: uni02E702E902E5

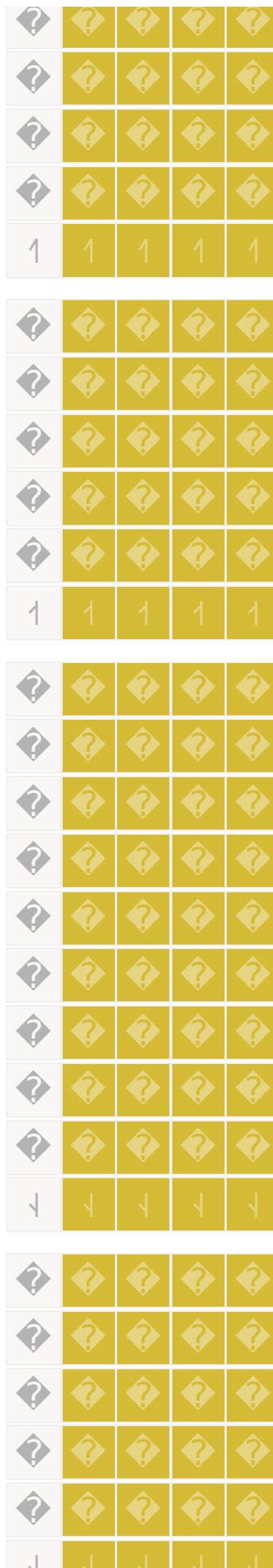
uni02E702E902E6
"Uni" in name but missing unicode: uni02E702E902E6

uni02E702E902E7
"Uni" in name but missing unicode: uni02E702E902E7

uni02E702E902E8
"Uni" in name but missing unicode: uni02E702E902E8

uni02E702E902E9
"Uni" in name but missing unicode: uni02E702E902E9

uni02E702E9



It might be two unicodes: 02E7 + 02E9 (most Arabic ccmp feature)

uni02E802E502E5
"Uni" in name but missing unicode: uni02E802E502E5

uni02E802E502E6
"Uni" in name but missing unicode: uni02E802E502E6

uni02E802E502E7
"Uni" in name but missing unicode: uni02E802E502E7

uni02E802E502E8
"Uni" in name but missing unicode: uni02E802E502E8

uni02E802E502E9
"Uni" in name but missing unicode: uni02E802E502E9

uni02E802E5
It might be two unicodes: 02E8 + 02E5 (most Arabic ccmp feature)

uni02E802E602E5
"Uni" in name but missing unicode: uni02E802E602E5

uni02E802E602E6
"Uni" in name but missing unicode: uni02E802E602E6

uni02E802E602E7
"Uni" in name but missing unicode: uni02E802E602E7

uni02E802E602E8
"Uni" in name but missing unicode: uni02E802E602E8

uni02E802E602E9
"Uni" in name but missing unicode: uni02E802E602E9

uni02E802E6
It might be two unicodes: 02E8 + 02E6 (most Arabic ccmp feature)

uni02E802E702E5
"Uni" in name but missing unicode: uni02E802E702E5

uni02E802E702E6
"Uni" in name but missing unicode: uni02E802E702E6

uni02E802E702E7
"Uni" in name but missing unicode: uni02E802E702E7

uni02E802E702E8
"Uni" in name but missing unicode: uni02E802E702E8

uni02E802E702E9
"Uni" in name but missing unicode: uni02E802E702E9

uni02E802E7
It might be two unicodes: 02E8 + 02E7 (most Arabic ccmp feature)

uni02E802E802E5
"Uni" in name but missing unicode: uni02E802E802E5

uni02E802E802E6
"Uni" in name but missing unicode: uni02E802E802E6

uni02E802E802E7
"Uni" in name but missing unicode: uni02E802E802E7

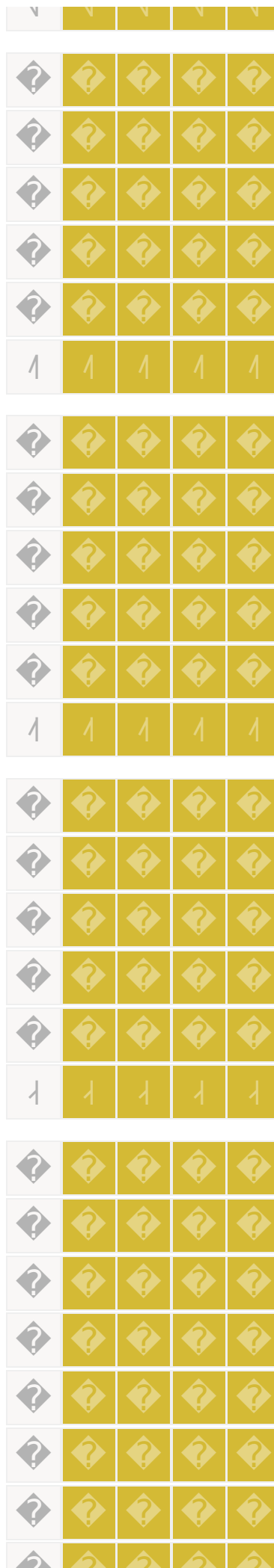
uni02E802E802E9
"Uni" in name but missing unicode: uni02E802E802E9

uni02E802E902E5
"Uni" in name but missing unicode: uni02E802E902E5

uni02E802E902E6
"Uni" in name but missing unicode: uni02E802E902E6

uni02E802E902E7
"Uni" in name but missing unicode: uni02E802E902E7

uni02E802E902E8



"Uni" in name but missing unicode: uni02E802E902E8

uni02E802E902E9

"Uni" in name but missing unicode: uni02E802E902E9

uni02E802E9

It might be two unicodes: 02E8 + 02E9 (most Arabic ccmp feature)

uni02E902E502E5

"Uni" in name but missing unicode: uni02E902E502E5

uni02E902E502E6

"Uni" in name but missing unicode: uni02E902E502E6

uni02E902E502E7

"Uni" in name but missing unicode: uni02E902E502E7

uni02E902E502E8

"Uni" in name but missing unicode: uni02E902E502E8

uni02E902E502E9

"Uni" in name but missing unicode: uni02E902E502E9

uni02E902E5

It might be two unicodes: 02E9 + 02E5 (most Arabic ccmp feature)

uni02E902E602E5

"Uni" in name but missing unicode: uni02E902E602E5

uni02E902E602E6

"Uni" in name but missing unicode: uni02E902E602E6

uni02E902E602E7

"Uni" in name but missing unicode: uni02E902E602E7

uni02E902E602E8

"Uni" in name but missing unicode: uni02E902E602E8

uni02E902E602E9

"Uni" in name but missing unicode: uni02E902E602E9

uni02E902E6

It might be two unicodes: 02E9 + 02E6 (most Arabic ccmp feature)

uni02E902E702E5

"Uni" in name but missing unicode: uni02E902E702E5

uni02E902E702E6

"Uni" in name but missing unicode: uni02E902E702E6

uni02E902E702E7

"Uni" in name but missing unicode: uni02E902E702E7

uni02E902E702E8

"Uni" in name but missing unicode: uni02E902E702E8

uni02E902E702E9

"Uni" in name but missing unicode: uni02E902E702E9

uni02E902E7

It might be two unicodes: 02E9 + 02E7 (most Arabic ccmp feature)

uni02E902E802E5

"Uni" in name but missing unicode: uni02E902E802E5

uni02E902E802E6

"Uni" in name but missing unicode: uni02E902E802E6

uni02E902E802E7

"Uni" in name but missing unicode: uni02E902E802E7

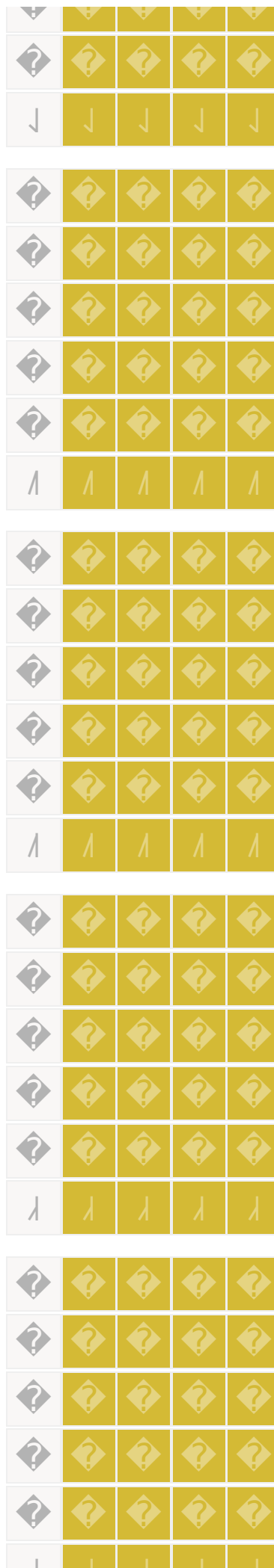
uni02E902E802E8

"Uni" in name but missing unicode: uni02E902E802E8

uni02E902E802E9

"Uni" in name but missing unicode: uni02E902E802E9

uni02F902F8



It might be two unicodes: 02E9 + 02E8 (most Arabic ccmp feature)

uni02E902E902E5
"Uni" in name but missing unicode: uni02E902E902E5

uni02E902E902E6
"Uni" in name but missing unicode: uni02E902E902E6

uni02E902E902E7
"Uni" in name but missing unicode: uni02E902E902E7

uni02E902E902E8
"Uni" in name but missing unicode: uni02E902E902E8

cyrillic_otmark
(cannot find base glyph) (cannot find base glyph)

uni03040300.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature

uni03040301.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature

uni03030301.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature

uni03030308.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature

uni03010307.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature

uni030C0307.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature

uni03040308.cap
Ending "cap" ≠ OT Feature (cannot display this character)
feature

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

uni03B1030403130300
"Uni" in name but missing unicode: uni03B1030403130300

uni03B1030403130301
"Uni" in name but missing unicode: uni03B1030403130301

uni03B1030403140300
"Uni" in name but missing unicode: uni03B1030403140300

uni03B1030403140301
"Uni" in name but missing unicode: uni03B1030403140301

uni03B1030603130300
"Uni" in name but missing unicode: uni03B1030603130300

uni03B1030603130301
"Uni" in name but missing unicode: uni03B1030603130301

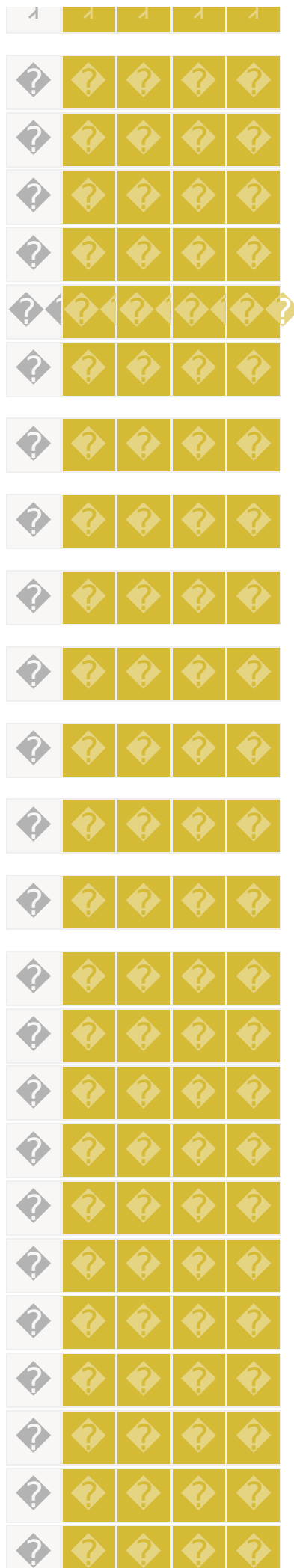
uni03B1030603140300
"Uni" in name but missing unicode: uni03B1030603140300

uni03B1030603140301
"Uni" in name but missing unicode: uni03B1030603140301

uni03B9030403130300
"Uni" in name but missing unicode: uni03B9030403130300

uni03B9030403130301
"Uni" in name but missing unicode: uni03B9030403130301

uni03B9030403140300
"Uni" in name but missing unicode: uni03B9030403140300



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

?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
n	n	n	n	n
n	n	n	n	n
n	n	n	n	n
0	0	0	0	0

one.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	1	1	1	1	1
two.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	2	2	2	2	2
three.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	3	3	3	3	3
four.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	4	4	4	4	4
five.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	5	5	5	5	5
six.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	6	6	6	6	6
seven.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	7	7	7	7	7
eight.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	8	8	8	8	8
nine.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	9	9	9	9	9
circumflexacute Cannot display because feature tag is missing in name.	?	?	?	?	?
circumflexgrave Cannot display because feature tag is missing in name.	?	?	?	?	?
circumflexhook Cannot display because feature tag is missing in name.	?	?	?	?	?
circumflextilde Cannot display because feature tag is missing in name.	?	?	?	?	?
breveacute Cannot display because feature tag is missing in name.	?	?	?	?	?
brevegrave Cannot display because feature tag is missing in name.	?	?	?	?	?
brevehook Cannot display because feature tag is missing in name.	?	?	?	?	?
brevetilde Cannot display because feature tag is missing in name.	?	?	?	?	?
circumflexacute.lc Ending "lc" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)	?	?	?	?	?
circumflexgrave.lc Ending "lc" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)	?	?	?	?	?
circumflexhook.lc Ending "lc" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)	?	?	?	?	?
circumflextilde.lc Ending "lc" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)	?	?	?	?	?
breveacute.lc Ending "lc" ≠ OT Feature (cannot display this character) feature (cannot find base glyph)	?	?	?	?	?
brevegrave.lc	?	?	?	?	?

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



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



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



uni1FEF.short
Ending "short" ≠ OT Feature (cannot display this character)
feature



tonos.short
Ending "short" ≠ OT Feature (cannot display this character)
feature



lamedholamdagesh
Cannot display because feature tag is missing in name.



lamedholam
Cannot display because feature tag is missing in name.



finalkafqamats
Cannot display because feature tag is missing in name.



finalkafsheva
Cannot display because feature tag is missing in name.



aleflamedhatafsegol
Cannot display because feature tag is missing in name.



aleflamedsegol
Cannot display because feature tag is missing in name.



aleflamedtsere
Cannot display because feature tag is missing in name.



alternativelamed
Cannot display because feature tag is missing in name.



alefdagesh
Cannot display because feature tag is missing in name.



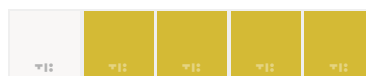
uni05B105BD
It might be two unicodes: 05B1 + 05BD (most Arabic ccmp
feature)



uni05B205BD
It might be two unicodes: 05B2 + 05BD (most Arabic ccmp
feature)



uni05B305BD
It might be two unicodes: 05B3 + 05BD (most Arabic ccmp
feature)



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 is healthy only when its various parts are in harmony, so a society can only thrive when its different elements are in equilibrium. If one part becomes too dominant, it will disrupt the whole, leading to chaos and destruction.

The third principle is that of unity. While we recognize the diversity of the world, we must also understand that all these different parts are interconnected and interdependent. They form a single, unified whole, and it is this unity that gives the world its true meaning and purpose.

These three principles—diversity, balance, and unity—are the guiding lights of a wise and just society. They are the keys to understanding the world and to creating a better future for all.

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These three principles—diversity, balance, and unity—are the guiding lights of a wise and just society. They are the keys to understanding the world and to creating a better future for all.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a 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 findings of the study are presented in a clear and concise manner, highlighting the key points and the implications of the research.

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. The implications of the research are discussed in detail, highlighting the potential applications of the findings in the field. The study also identifies some limitations and suggests areas for future research, ensuring the ongoing development of the field.

In conclusion, the research has provided valuable insights into the subject matter and has contributed to the existing body of knowledge. The findings are presented in a clear and concise manner, highlighting the key points and the implications of the research. The study also identifies some limitations and suggests areas for future research, ensuring the ongoing development of the field.

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

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

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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 conducted 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 being studied, and this relationship is consistent across different groups and conditions.

The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and challenge existing theories and models. The results suggest that further research is needed to explore the underlying mechanisms of the observed relationships and to test the generalizability of the findings. The study also highlights the need for more comprehensive and interdisciplinary approaches to the study of complex phenomena.

In conclusion, the study has made a significant contribution to the understanding of the subject matter. The findings provide a solid foundation for future research and offer valuable insights into the nature of the relationships being studied. The study also emphasizes the importance of rigorous methodology and the need for continued exploration in this field.

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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 policy decisions and to guide future research efforts. The study also highlights the need for further research in this area, as there are still many questions that remain unanswered.

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 has 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 future studies in this area.

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.

Secondly, 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 system is a living system, and it is constantly evolving. This means that any solution that is developed for the system must be able to adapt to changes in the system over time.

Thirdly, the system is interconnected. The parts of the system are not isolated from each other, and they are all interconnected. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a web of relationships, and its behavior is determined by the interactions between these relationships.

Finally, the system is a social system. It is a system that is created and maintained by people, and its behavior is determined by the interactions between these people. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a social system, and its behavior is determined by the interactions between its members.

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

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

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

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...the study of the nature, creation, organisation, storage, retrieval, dissemination and use of information, and the study of the social, cultural, economic and political aspects of information and its use. (p. 1)

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The 'information science' field is defined as:

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The first part of the paper discusses the importance of the research and the objectives of the study. It then proceeds to a literature review, followed by a description of the methodology used. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a large and diverse sample, and the analysis was carried out using advanced statistical techniques. The results of the study are presented in a clear and concise manner, and the implications of the findings are discussed in detail.

The findings of the study have important implications for the field of research, and they provide valuable insights into the issues being studied. The results suggest that there is a need for further research in this area, and they provide a basis for the development of new theories and models.

The paper is well-structured and easy to read, and it provides a comprehensive overview of the research. The writing is clear and concise, and the arguments are well-supported by evidence. The paper is a valuable contribution to the field of research, and it is highly recommended for reading by anyone interested in the topic.

The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and it is only by looking at the whole that we can understand it. This is the first principle of systems thinking: the whole is greater than the sum of its parts.

The second principle is that the system is dynamic. It is not a static system, but a system that changes over time. The system is a process, and it is only by looking at the process that we can understand it. This is the second principle of systems thinking: the system is a process, and it is only by looking at the process that we can understand it.

The third principle is that the system is interconnected. The system is not a collection of separate parts, but a collection of parts that are interconnected. The system is a network, and it is only by looking at the network that we can understand it. This is the third principle of systems thinking: the system is a network, and it is only by looking at the network that we can understand it.

The fourth principle is that the system is self-organizing. The system is not a system that is imposed from the outside, but a system that organizes itself from the inside. The system is a self-organizing system, and it is only by looking at the self-organizing system that we can understand it. This is the fourth principle of systems thinking: the system is a self-organizing system, and it is only by looking at the self-organizing system that we can understand it.

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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 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion. The number of people aged 65 and over has increased from 200 million to 350 million. The number of people aged 15–64 years has increased from 1.1 billion to 1.4 billion.

There are a number of factors that have contributed to the increase in the number of people in the world who are under 15 years of age. One of the main factors is the increase in the number of people who are surviving into old age. This is due to a number of factors, including improvements in medical care, better nutrition, and a decline in the number of people who are dying from infectious diseases.

Another factor is the increase in the number of people who are having children. This is due to a number of factors, including a decline in the number of people who are dying from infectious diseases, a decline in the number of people who are having abortions, and a decline in the number of people who are using contraception.

The increase in the number of people in the world who are under 15 years of age has a number of implications. One of the main implications is that it will increase the demand for resources, such as food, water, and shelter. This will put pressure on the environment and on the world's resources.

Another implication is that it will increase the demand for education. This will put pressure on the world's education system and on the world's resources. It will also put pressure on the world's economy, as it will increase the number of people who are dependent on others for support.

The increase in the number of people in the world who are under 15 years of age is a major challenge for the world. It is a challenge that will require the world to work together to find solutions. The world must find ways to meet the needs of the growing population, while also protecting the environment and the world's resources.

The world must also find ways to ensure that everyone has access to education and healthcare. This will require the world to work together to find solutions. The world must find ways to ensure that everyone has access to the resources they need to live a good life.

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.6 billion, and the number of people aged 65 and over has increased from 0.2 billion to 0.5 billion (United Nations, 2002). The number of people aged 65 and over is projected to increase to 1.1 billion by 2050 (United Nations, 2002).

There is a growing awareness of the need to address the needs of older people in the workplace. The World Health Organization (WHO) has identified the need for a 'new paradigm' in the management of older people in the workplace (WHO, 1999). The WHO has identified the need for a 'new paradigm' in the management of older people in the workplace (WHO, 1999). The WHO has identified the need for a 'new paradigm' in the management of older people in the workplace (WHO, 1999).

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

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

In conclusion, the study has shown that the research objectives have been achieved. The findings provide valuable insights into the topic and have implications for future research.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1999). The public sector has also become an important employer of people with disabilities. In 1999, 1.2 million people with disabilities were employed in the public sector, compared with 0.7 million in 1980.

There are a number of reasons why the public sector has become an important employer of people with disabilities. One reason is that the public sector has a long history of employing people with disabilities. In the 19th century, the public sector employed people with disabilities in a number of different roles, including as clerks, typists, and stenographers. In the 20th century, the public sector employed people with disabilities in a number of different roles, including as teachers, nurses, and social workers.

Another reason why the public sector has become an important employer of people with disabilities is that the public sector has a number of advantages over the private sector. One advantage is that the public sector is not subject to the same level of competition as the private sector. This means that the public sector can often offer better pay and benefits than the private sector. Another advantage is that the public sector is often more flexible in its hiring practices than the private sector.

There are also a number of disadvantages to working in the public sector. One disadvantage is that the public sector is often more bureaucratic than the private sector. This means that it can be more difficult to get things done in the public sector. Another disadvantage is that the public sector is often more subject to political interference than the private sector. This means that it can be more difficult to get things done in the public sector.

Despite these disadvantages, the public sector remains an important employer of people with disabilities. This is because the public sector has a number of advantages that the private sector does not have. One advantage is that the public sector is often more flexible in its hiring practices than the private sector. This means that it can often hire people with disabilities who would not be hired by the private sector.

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The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research has identified key factors that influence the outcome of the study, and these findings can be used to inform future research and practice. The paper also highlights the need for further research in this area, as there are still many questions that need to be answered.

In conclusion, the paper provides a detailed and thorough examination of the research topic. The findings are presented in a clear and concise manner, and the conclusions are well-supported by the evidence. The paper is a valuable contribution to the field of study and will be of interest to researchers and practitioners alike.

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In conclusion, the paper provides a detailed and thorough examination of the research topic. The findings are presented in a clear and concise manner, and the conclusions are well-supported by the evidence. The paper is a valuable contribution to the field of study and will be of interest to researchers and practitioners alike.

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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 questions that remain unanswered.

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The findings of the study have important implications for the field of study and for the broader community. They provide a new perspective on the subject matter and offer valuable insights into the issues at hand. The research also highlights the need for further investigation in this area and suggests directions for future research.

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The conclusions drawn from the study are based on the evidence presented in the data. They provide a comprehensive overview of the subject matter and offer valuable insights into the field. The suggestions for future research are based on the limitations of the current study and aim to address the gaps in the existing knowledge.

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion. The number of people aged 65 and over has increased from 200 million to 350 million. The number of people aged 15–64 years has increased from 1.1 billion to 1.4 billion.

There are a number of factors which have contributed to the increase in the number of people in the world who are under 15 years of age. One of the main factors is the increase in the number of people who are having children at a younger age. This is due to a number of factors, including the fact that people are having children at a younger age than in the past, and the fact that people are having more children than in the past.

Another factor which has contributed to the increase in the number of people in the world who are under 15 years of age is the increase in the number of people who are surviving infancy. This is due to a number of factors, including the fact that people are surviving infancy at a higher rate than in the past, and the fact that people are surviving infancy at a younger age than in the past.

A third factor which has contributed to the increase in the number of people in the world who are under 15 years of age is the increase in the number of people who are surviving childhood. This is due to a number of factors, including the fact that people are surviving childhood at a higher rate than in the past, and the fact that people are surviving childhood at a younger age than in the past.

There are a number of factors which have contributed to the increase in the number of people in the world who are aged 65 and over. One of the main factors is the increase in the number of people who are surviving old age. This is due to a number of factors, including the fact that people are surviving old age at a higher rate than in the past, and the fact that people are surviving old age at a younger age than in the past.

Another factor which has contributed to the increase in the number of people in the world who are aged 65 and over is the increase in the number of people who are surviving old age. This is due to a number of factors, including the fact that people are surviving old age at a higher rate than in the past, and the fact that people are surviving old age at a younger age than in the past.

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There are a number of factors which have contributed to the increase in the number of people in the world who are aged 15–64 years. One of the main factors is the increase in the number of people who are surviving old age. This is due to a number of factors, including the fact that people are surviving old age at a higher rate than in the past, and the fact that people are surviving old age at a younger age than in the past.

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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 suggests directions for future research.

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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In summary, the paper provides a detailed and thorough examination of the research topic, and the findings are presented in a clear and concise manner. The research has contributed to the understanding of the subject matter and has provided valuable insights into the relationship between the variables under investigation.

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

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

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The 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 findings of the study indicate that there is a significant relationship between the variables under investigation. This relationship is consistent across different subgroups of the sample, suggesting a generalizable pattern. The results also provide valuable insights into the underlying mechanisms of the phenomenon being studied, contributing to the existing knowledge in the field.

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive understanding of the subject matter. The findings have important implications for both theory and practice, and they offer a solid foundation for future research in this area.

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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 identify patterns and trends. The results of the study show that there is a significant positive correlation between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the intervention being studied is effective in achieving the desired outcomes. Second, the study highlights the need for further research in this area to explore the underlying mechanisms and to test the findings in a larger, more diverse sample.

In conclusion, the study provides valuable insights into the relationship between the variables being studied. The findings support the hypothesis that the intervention is effective, and they suggest that further research is needed to explore the underlying mechanisms and to test the findings in a larger, more diverse sample.

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

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

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

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

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

There are a number of reasons why the 'Computers in Schools' programme is important. First, it helps to ensure that all schools have access to the resources they need to use computers effectively. Second, it helps to promote the use of computers in education, which is essential for preparing young people for the challenges of the 21st century.

There are a number of challenges associated with the 'Computers in Schools' programme. One of the main challenges is the cost of the equipment and training. Another challenge is the need to ensure that teachers and students are able to use the equipment effectively. A third challenge is the need to ensure that the programme is sustainable in the long term.

Despite these challenges, the 'Computers in Schools' programme is an important initiative that is helping to prepare young people for the challenges of the 21st century. It is essential that we continue to support this programme and ensure that it is sustainable in the long term.

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- United Nations (1994) *World Population Prospects: The 1994 Revision*. New York: United Nations.
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Appendix

The following table provides a summary of the key findings of the study. It shows the number of schools and teachers who participated in the study, the number of computers available in each school, and the number of teachers who reported using computers in the classroom.

School	Teachers	Computers	Teachers using computers
1	10	5	3
2	15	10	5
3	20	15	7
4	25	20	9
5	30	25	11

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

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

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

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

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

One of the main reasons for this lack of data is the difficulty of conducting surveys in these countries. The population is often dispersed and difficult to reach, and there is a high level of illiteracy, which makes it difficult to collect data.

Another major problem is the lack of resources. Many developing countries do not have the financial resources to conduct large-scale surveys, and they often lack the technical expertise to do so.

Despite these challenges, there is a growing awareness of the need to collect data on children's health and education status. This is because such data are essential for planning and implementing effective interventions.

One of the key areas where data are needed is in the area of child health. This includes data on the prevalence of malnutrition, infectious diseases, and other health problems.

Another key area is in the area of child education. This includes data on the enrollment of children in school, the quality of the education, and the outcomes of the education.

There are a number of ways in which data can be collected. One of the most common is through household surveys. This involves visiting households and asking questions about the health and education status of the children.

Another way is through school surveys. This involves visiting schools and asking questions about the children's education status. This can be done in a number of ways, including through classroom observations and through interviews with teachers.

There are a number of advantages to these methods. Household surveys can provide information on the health and education status of all children in a community, and they can provide information on the social and economic context of the children's lives.

School surveys, on the other hand, can provide information on the quality of the education and the outcomes of the education. They can also provide information on the enrollment of children in school.

Despite the advantages of these methods, there are also a number of disadvantages. Household surveys can be expensive and time-consuming, and they can be difficult to conduct in some areas. School surveys can be biased, as they only include children who are in school.

One of the key challenges in collecting data on children's health and education status is the need to ensure that the data are reliable and valid. This requires careful planning and implementation of the survey.

One of the key factors that can affect the reliability and validity of the data is the quality of the data collection process. This includes the training of the data collectors, the use of standardized questionnaires, and the use of appropriate data management techniques.

Another key factor is the need to ensure that the data are representative of the population. This requires careful selection of the sample and the use of appropriate weighting techniques.

There are a number of ways in which the data can be used. One of the most common is to use the data to plan and implement interventions. This can be done in a number of ways, including through the development of targeted interventions and through the implementation of community-based programs.

Another way is to use the data to monitor and evaluate the impact of interventions. This can be done through the use of the data to track the progress of the interventions and to assess the outcomes of the interventions.

There are a number of challenges in using the data for these purposes. One of the key challenges is the need to ensure that the data are of high quality and that they are representative of the population.

Another challenge is the need to ensure that the data are used in a way that is appropriate to the needs of the community. This requires careful planning and implementation of the data use.

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

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

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights how cultural differences can influence the interpretation of data and the design of the study. The author argues that researchers must be sensitive to these differences and adapt their methods accordingly. This is particularly true in cross-cultural research, where the researcher is often working in a new and unfamiliar environment. The paper then moves on to discuss the challenges of conducting research in a non-Western context. It points out that many of the assumptions and methods developed in Western countries may not be applicable in other cultures. For example, the use of individualistic questionnaires may not be appropriate in collectivist societies. The author suggests that researchers should use a more holistic approach, taking into account the social and cultural factors that influence the behavior of the participants. The second part of the paper focuses on the importance of building trust and rapport with the participants. It emphasizes that this is a crucial step in the research process, especially in cultures where there is a high level of suspicion towards outsiders. The author provides several strategies for building trust, such as spending time with the community, learning about their customs and traditions, and involving local people in the research process. The paper also discusses the importance of transparency and honesty in the research process. It argues that researchers should be open about their goals and methods, and should not try to hide their biases or interests. This is particularly important in the context of cross-cultural research, where there is often a power imbalance between the researcher and the participants. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It points out that researchers must be aware of the potential risks and benefits of their study, and must take steps to minimize the risks and maximize the benefits. This includes obtaining informed consent from the participants, protecting their privacy, and ensuring that the research is conducted in a fair and equitable manner. The author concludes by emphasizing the importance of a collaborative and respectful approach to cross-cultural research. It is only through such an approach that we can truly understand the complexities of human culture and behavior.

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

The UNCRC has led to a new focus on children's rights, and has provided a framework for the development of national legislation and policies. It has also led to a new awareness of the need to address the needs of children in the 1990s.

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

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

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

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

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

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There is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) has been signed by 112 countries, and the United Nations has established the Committee on the Rights of the Child. The Committee has issued a series of guidelines for the implementation of the Convention, and these are being used by many countries to develop policies and programmes for children.

The United Nations has also established the World Summit on Children, which was held in 1990 in Geneva. The Summit was attended by heads of state and government from 112 countries, and it resulted in the adoption of the Declaration on the Rights and Responsibilities of the Child and the Plan of Action for Children.

The Declaration and the Plan of Action are the first time that the world has agreed on a set of principles and guidelines for the treatment of children. They provide a framework for the development of policies and programmes for children, and they are being used by many countries to guide their actions.

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

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

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

1. Introduction

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

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

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- The increasing number of children who are living in poverty (United Nations 1994).

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

2. The rights of the child

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

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

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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 the first international treaty to be specifically dedicated to children's rights. It was adopted by the United Nations General Assembly in 1989, and has since been ratified by over 100 countries. The UNCRC sets out a range of rights for children, including the right to life, the right to education, and the right to be heard.

The UNCRC is a landmark document in the history of children's rights. It provides a framework for the development of national laws and policies that are based on the principle of the best interests of the child. It also provides a basis for the monitoring and evaluation of children's rights.

The UNCRC is a comprehensive document that covers a wide range of issues. It includes provisions on the right to life, the right to education, the right to be heard, and the right to a fair trial. It also includes provisions on the right to a healthy environment, the right to a decent standard of living, and the right to be protected from violence.

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

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

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights how cultural differences can influence the interpretation of data and the design of the study. The author argues that researchers must be sensitive to these differences and adapt their methods accordingly. This is particularly true in cross-cultural research, where the researcher is often working in a new and unfamiliar environment. The paper then moves on to discuss the challenges of conducting research in a non-Western context. It points out that many of the assumptions and methods developed in Western countries may not be applicable in other cultures. For example, the use of individualistic questionnaires may not be appropriate in collectivist societies. The author suggests that researchers should use a more holistic approach, taking into account the social and cultural factors that influence the behavior of the participants. The second part of the paper focuses on the importance of building trust and rapport with the participants. It emphasizes that this is a crucial step in the research process, especially in cultures where there is a high level of suspicion towards outsiders. The author provides several strategies for building trust, such as spending time with the community, learning about their customs and traditions, and involving local people in the research process. The paper also discusses the importance of transparency and honesty in the research process. It argues that researchers should be open about their goals and methods, and should not try to hide their biases or interests. This is particularly important in the context of cross-cultural research, where there is often a power imbalance between the researcher and the participants. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It points out that researchers must be aware of the potential risks and benefits of their study, and must take steps to minimize any harm to the participants. The author also emphasizes the importance of obtaining informed consent from the participants, and of ensuring that the research is conducted in a way that respects their dignity and autonomy. In conclusion, the paper argues that cross-cultural research is a complex and challenging task, but it is also a highly rewarding one. It requires a deep understanding of the cultural context, a willingness to adapt and learn, and a commitment to ethical principles. By following these guidelines, researchers can conduct high-quality research that contributes to our understanding of the world.

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 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 a well-defined research design, a large and representative sample, and the use of appropriate statistical methods. However, there are also some limitations to the study, such as the potential for bias in the sample and the limitations of the data collected.

In conclusion, the study has provided valuable insights into the topic and has identified areas for further research. The findings of the study are discussed in the context of the existing literature, and the implications for practice are highlighted.

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

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There are a number of reasons why the world's population is growing so fast. One of the main reasons is that the number of children born to each woman has increased. This is due to a number of factors, including improved medical care, increased access to contraception, and a shift in cultural values.

Another reason for population growth is that the number of people living in urban areas has increased. This is due to a number of factors, including improved medical care, increased access to contraception, and a shift in cultural values.

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The UNCRC is a landmark document in the history of children's rights. It sets out a comprehensive framework of rights for children, and has been ratified by over 100 countries. The Convention is based on the principle that children are entitled to the same rights as adults, and that these rights should be protected and promoted.

The UNCRC is a key document in the development of children's rights. It provides a framework for the development of national laws and policies, and for the monitoring of children's rights. It is also a key document in the development of international law, and is a basis for the development of a new approach to children's rights.

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

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The 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 a family, the right to education, and the right to be heard.

The UNCRC is a comprehensive document, and it covers a wide range of issues. It is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights.

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There are a number of reasons why the world's population is growing so fast. One of the main reasons is that the number of children born to each woman has increased. This is due to a number of factors, including improved medical care, increased access to contraception, and a shift in cultural values.

Another reason for the world's population growth is that the number of people who are living longer is increasing. This is due to a number of factors, including improved medical care, increased access to health care, and a shift in cultural values.

The world's population is growing so fast that it is becoming a major concern for many people. This is because a growing population can lead to a number of problems, including increased demand for resources, increased pollution, and increased competition for jobs.

There are a number of ways to address the problem of population growth. One way is to encourage people to have fewer children. This can be done through a number of means, including education, family planning, and social norms.

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

The UNCRC is a comprehensive document, covering a wide range of issues. It sets out the rights of children in areas such as education, health, and protection. It also provides a framework for the development of national legislation and policies. The UNCRC is a landmark document in the history of children's rights, and is widely regarded as the most important document in the field.

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

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

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion, and the number of people aged 65 and over has increased from 0.2 billion to 0.5 billion (United Nations, 1999). The number of people aged 65 and over is projected to increase to 1.1 billion by the year 2050 (United Nations, 1999).

There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The World Health Organization (WHO) has developed a 'Global Strategy on Ageing and Health' (WHO, 1999) which aims to 'improve the health and well-being of older people and to ensure that they are able to live full and active lives'. The WHO strategy is based on three main principles: (1) 'to promote the health and well-being of older people', (2) 'to ensure that older people are able to live full and active lives', and (3) 'to ensure that older people are able to contribute to society'.

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

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

The results of the study indicate that there is a significant positive correlation between the variables. This suggests that as one variable increases, the other variable also tends to increase. The findings have important implications for the field of study and may inform future research.

In conclusion, the study has shown that the relationship between the variables is positive and significant. This finding is consistent with previous research and provides further evidence for the theory. The study also highlights the need for further research in this area to explore the underlying mechanisms and to test the findings in different contexts.

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

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

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

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The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a representative sample of the population, and the analysis was carried out using appropriate statistical methods. The results of the study are presented in a clear and concise manner, and the conclusions are based on the evidence gathered.

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

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

In conclusion, the study provides a comprehensive and detailed analysis of the topic, and its findings are of significant value to the research community. The study is well-structured and easy to read, and it provides a clear and concise summary of the main points. The research is a valuable contribution to the field, and it is hoped that it will inspire further research and lead to the development of effective interventions.

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

The UNCRC also recognizes the right of the child to participate in decisions that affect their lives. This right is enshrined in Article 13 of the Convention, which states that children have the right to be consulted on matters that affect them, and to be given the opportunity to express their views.

The UNCRC also recognizes the right of the child to be heard in legal proceedings. This right is enshrined in Article 18 of the Convention, which states that children have the right to be heard in any legal proceedings that affect them, and to be given the opportunity to express their views.

The UNCRC also recognizes the right of the child to be heard in the media. This right is enshrined in Article 17 of the Convention, which states that children have the right to be heard in the media, and to be given the opportunity to express their views.

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The UNCRC also recognizes the right of the child to be heard in the community. This right is enshrined in Article 20 of the Convention, which states that children have the right to be heard in the community, and to be given the opportunity to express their views.

The UNCRC also recognizes the right of the child to be heard in the family. This right is enshrined in Article 21 of the Convention, which states that children have the right to be heard in the family, and to be given the opportunity to express their views.

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The UNCRC also recognizes the right of the child to be heard in the court. This right is enshrined in Article 24 of the Convention, which states that children have the right to be heard in the court, and to be given the opportunity to express their views.

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

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

The UNCRC is a landmark document in the history of children's rights. It has provided a framework for the development of national laws and policies, and has been instrumental in raising awareness of the rights of children. It is a testament to the commitment of the international community to the rights of children.

The UNCRC is a comprehensive document that covers a wide range of issues. It sets out the rights of children in a clear and concise manner, and provides a framework for the development of national laws and policies. It is a landmark document in the history of children's rights, and has provided a framework for the development of national laws and policies.

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There is a growing awareness of the need to develop a new generation of leaders who are able to deal with the challenges of the 21st century. This has led to a number of initiatives to develop leadership education for young people. One of the most well-known of these is the Young Leaders Programme (YLP) which was established in 1994 by the United Nations Development Programme (UNDP) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The YLP is a global initiative which aims to develop the leadership skills of young people from all over the world. It does this by providing a number of opportunities for young people to participate in leadership training and to take part in leadership projects. The YLP has a number of different programmes, including the Young Leaders Programme for the 21st Century, the Young Leaders Programme for the 21st Century, and the Young Leaders Programme for the 21st Century.

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

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

One of the main reasons for this lack of data is the difficulty of conducting surveys in these countries. The population is often dispersed and difficult to reach, and there is a high level of illiteracy, which makes it difficult to collect data on health and education status.

Another major challenge is the lack of resources. Many developing countries do not have the financial resources to conduct large-scale surveys, and they often lack the technical expertise to design and implement such surveys.

Despite these challenges, there is a growing awareness of the need to collect data on the health and education status of children. This is because such data are essential for the development of effective policies and programs to improve the lives of children.

One of the key areas where data are needed is in the area of child health. This includes data on the prevalence of malnutrition, infectious diseases, and other health problems. Such data are essential for the development of effective health programs.

Another key area where data are needed is in the area of child education. This includes data on the enrollment rates of children in school, the quality of the education, and the skills acquired by children. Such data are essential for the development of effective education programs.

In conclusion, there is a growing awareness of the need to address the needs of children in the 1990s. However, there are significant challenges in collecting data on their health and education status. Despite these challenges, it is essential to collect such data in order to develop effective policies and programs to improve the lives of children.

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

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

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. It 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 UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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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 time in history that a treaty has been signed by all 193 member states of the United Nations. 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 landmark document, and its adoption is a testament to the commitment of the United Nations to the rights of children.

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There is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) has been signed by 112 countries, and the United Nations has established the Committee on the Rights of the Child. The Committee has issued a series of guidelines for the implementation of the Convention, and these are being used by many countries to develop policies and programmes for children.

The United Nations has also established the World Summit on Children, which was held in 1990 in Geneva. The Summit was attended by heads of state and government from 112 countries, and it resulted in the adoption of the Declaration on the Rights and Responsibilities of the Adolescent.

The Declaration states that children have the right to be heard in decisions that affect them, and it calls for the establishment of mechanisms to ensure that children's views are taken into account in decision-making.

The Declaration also states that children have the right to be protected from violence and abuse, and it calls for the establishment of mechanisms to ensure that children are protected from violence and abuse.

The Declaration also states that children have the right to be educated, and it calls for the establishment of mechanisms to ensure that children are educated.

The Declaration also states that children have the right to be healthy, and it calls for the establishment of mechanisms to ensure that children are healthy.

The Declaration also states that children have the right to be happy, and it calls for the establishment of mechanisms to ensure that children are happy.

The Declaration also states that children have the right to be free from discrimination, and it calls for the establishment of mechanisms to ensure that children are free from discrimination.

The Declaration also states that children have the right to be free from exploitation, and it calls for the establishment of mechanisms to ensure that children are free from exploitation.

The Declaration also states that children have the right to be free from slavery, and it calls for the establishment of mechanisms to ensure that children are free from slavery.

The Declaration also states that children have the right to be free from forced labour, and it calls for the establishment of mechanisms to ensure that children are free from forced labour.

The Declaration also states that children have the right to be free from trafficking, and it calls for the establishment of mechanisms to ensure that children are free from trafficking.

The Declaration also states that children have the right to be free from prostitution, and it calls for the establishment of mechanisms to ensure that children are free from prostitution.

The Declaration also states that children have the right to be free from pornography, and it calls for the establishment of mechanisms to ensure that children are free from pornography.

The Declaration also states that children have the right to be free from gambling, and it calls for the establishment of mechanisms to ensure that children are free from gambling.

The Declaration also states that children have the right to be free from drugs, and it calls for the establishment of mechanisms to ensure that children are free from drugs.

The Declaration also states that children have the right to be free from alcohol, and it calls for the establishment of mechanisms to ensure that children are free from alcohol.

The Declaration also states that children have the right to be free from tobacco, and it calls for the establishment of mechanisms to ensure that children are free from tobacco.

The Declaration also states that children have the right to be free from violence, and it calls for the establishment of mechanisms to ensure that children are free from violence.

The Declaration also states that children have the right to be free from abuse, and it calls for the establishment of mechanisms to ensure that children are free from abuse.

The Declaration also states that children have the right to be free from neglect, and it calls for the establishment of mechanisms to ensure that children are free from neglect.

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

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

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

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

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

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

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

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

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

The Convention on the Rights of the Child is a challenge that we must all accept.

The Convention on the Rights of the Child is a goal that we must all strive to achieve.

The Convention on the Rights of the Child is a dream that we must all work to make a reality.

The Convention on the Rights of the Child is a legacy that we must all help to create.

The Convention on the Rights of the Child is a future that we must all help to build.

The Convention on the Rights of the Child is a hope that we must all help to sustain.

The Convention on the Rights of the Child is a love that we must all help to share.

The Convention on the Rights of the Child is a faith that we must all help to have.

The Convention on the Rights of the Child is a peace that we must all help to bring.

The Convention on the Rights of the Child is a justice that we must all help to seek.

The Convention on the Rights of the Child is a freedom that we must all help to give.

The Convention on the Rights of the Child is a dignity that we must all help to restore.

The Convention on the Rights of the Child is a respect that we must all help to show.

The Convention on the Rights of the Child is a care that we must all help to provide.

The Convention on the Rights of the Child is a support that we must all help to offer.

The Convention on the Rights of the Child is a guidance that we must all help to give.

The Convention on the Rights of the Child is a protection that we must all help to ensure.

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

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

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

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

The UNCRC also sets out a range of principles that should guide the implementation of children's rights. These include the principle of non-discrimination, the principle of the best interests of the child, and the principle of participation.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. The UNCRC sets out 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 enshrined in Article 3 of the Convention, which states that 'in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration'.

The UNCRC also sets out a range of other rights for children, including the right to life, the right to a name and nationality, the right to a family, the right to education, and the right to be heard. These rights are all essential for the well-being and development of children.

The UNCRC is a key reference point for child protection work. It provides a framework for understanding the needs of children, and for developing policies and practices that are based on the principle of the best interests of the child.

The UNCRC is also a key reference point for child protection research. It provides a framework for understanding the needs of children, and for developing research that is based on the principle of the best interests of the child.

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The UNCRC is a key reference point for child protection training. It provides a framework for understanding the needs of children, and for developing training that is based on the principle of the best interests of the child.

The UNCRC is a key reference point for child protection monitoring and evaluation. It provides a framework for understanding the needs of children, and for developing monitoring and evaluation that is based on the principle of the best interests of the child.

The UNCRC is a key reference point for child protection advocacy. It provides a framework for understanding the needs of children, and for developing advocacy that is based on the principle of the best interests of the child.

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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 time in history that a treaty has been specifically designed for children. 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.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. 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 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 was collected from a representative sample of the population, and the analysis was carried out using appropriate statistical methods. The results of the study are presented in a clear and concise manner, and the conclusions are based on the evidence gathered.

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

In conclusion, the study highlights the importance of the research and the need for further investigation in this area. It also provides a framework for future research and offers practical recommendations for policy and practice.

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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 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 or exploitation. The paper concludes by noting that while cross-cultural research is a complex and challenging endeavor, it is also a highly rewarding one that can lead to a deeper understanding of the world and its diverse peoples.

The first of these is the fact that the world is not a uniform whole, but a collection of diverse and often conflicting interests. The second is the fact that the world is not a static entity, but a dynamic one, constantly changing and evolving. The third is the fact that the world is not a simple system, but a complex one, with many interconnected parts and processes. The fourth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs. The fifth is the fact that the world is not a single system, but a collection of many different systems, each with its own unique characteristics and needs. The sixth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs. The seventh is the fact that the world is not a single system, but a collection of many different systems, each with its own unique characteristics and needs. The eighth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs. The ninth is the fact that the world is not a single system, but a collection of many different systems, each with its own unique characteristics and needs. The tenth is the fact that the world is not a single entity, but a collection of many different entities, each with its own unique characteristics and needs.

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

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

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

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

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

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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 a name and nationality, the right to a family, the right to education, and the right to be heard.

The UNCRC also sets out a series of principles that should guide the treatment of children, including the principle of non-discrimination, the principle of the best interests of the child, and the principle of the right to be heard.

The UNCRC is a landmark document in the history of children's rights. It is a statement of the world's commitment to the rights of children, and it is a call to action for all who are concerned with the welfare of children.

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The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. The UNCRC sets out 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 reflected in the UNCRC's provisions on the right to life, the right to health, the right to education, and the right to a family. The UNCRC also sets out a range of other rights, including the right to be heard, the right to privacy, and the right to a fair trial.

The UNCRC is a key reference point for child protection work, and is a key reference point for the development of child protection policies and procedures. It is also a key reference point for the assessment of child protection work, and is a key reference point for the development of child protection training.

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