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

LATIN CAPITAL LETTER I WITH MACRON uni012A	Ī	Ī	Ī	Ī	Ī
LATIN SMALL LETTER I WITH MACRON uni012B	ī	ī	ī	ī	ī
LATIN CAPITAL LETTER I WITH BREVE uni012C	İ	İ	İ	İ	İ
LATIN SMALL LETTER I WITH BREVE uni012D	ı	ı	ı	ı	ı
LATIN CAPITAL LETTER I WITH OGONEK uni012E	Į	Į	Į	Į	Į
LATIN SMALL LETTER I WITH OGONEK uni012F	į	į	į	į	į
LATIN CAPITAL LETTER I WITH DOT ABOVE uni0130	İ	İ	İ	İ	İ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı
LATIN CAPITAL LIGATURE IJ uni0132	Ĳ	Ĳ	Ĳ	Ĳ	Ĳ
LATIN SMALL LIGATURE IJ uni0133	ij	ij	ij	ij	ij
LATIN CAPITAL LETTER J WITH CIRCUMFLEX uni0134	Ĵ	Ĵ	Ĵ	Ĵ	Ĵ
LATIN SMALL LETTER J WITH CIRCUMFLEX uni0135	ĵ	ĵ	ĵ	ĵ	ĵ
LATIN CAPITAL LETTER K WITH CEDILLA uni0136	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ
LATIN SMALL LETTER K WITH CEDILLA uni0137	ƙ	ƙ	ƙ	ƙ	ƙ
LATIN SMALL LETTER KRA uni0138	Ƒ	Ƒ	Ƒ	Ƒ	Ƒ
LATIN CAPITAL LETTER L WITH ACUTE uni0139	Ĺ	Ĺ	Ĺ	Ĺ	Ĺ
LATIN SMALL LETTER L WITH ACUTE uni013A	ĺ	ĺ	ĺ	ĺ	ĺ
LATIN CAPITAL LETTER L WITH CEDILLA uni013B	ƚ	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER L WITH CEDILLA uni013C	ƚ	ƚ	ƚ	ƚ	ƚ
LATIN CAPITAL LETTER L WITH CARON uni013D	Ľ	Ľ	Ľ	Ľ	Ľ
LATIN SMALL LETTER L WITH CARON uni013E	ľ	ľ	ľ	ľ	ľ
LATIN CAPITAL LETTER L WITH MIDDLE DOT uni013F	Ł	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH MIDDLE DOT uni0140	ł	ł	ł	ł	ł
LATIN CAPITAL LETTER L WITH STROKE uni0141	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	Ŋ	ŋ	ŋ̃	ŋ̈	ŋ̇
LATIN SMALL LETTER N WITH CEDILLA	uni0146	ŋ̃	ŋ̈	ŋ̇	ŋ̆	ŋ̅
LATIN CAPITAL LETTER N WITH CARON	uni0147	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN SMALL LETTER N WITH CARON	uni0148	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER N PRECEDED BY APOSTROPHE	uni0149	’n	’n	’n	’n	’n
LATIN CAPITAL LETTER ENG	uni014A	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER ENG	uni014B	ɔ	ɔ	ɔ	ɔ	ɔ
LATIN CAPITAL LETTER O WITH MACRON	uni014C	Ō	Ō	Ō	Ō	Ō
LATIN SMALL LETTER O WITH MACRON	uni014D	ō	ō	ō	ō	ō
LATIN CAPITAL LETTER O WITH BREVE	uni014E	Ö	Ö	Ö	Ö	Ö
LATIN SMALL LETTER O WITH BREVE	uni014F	ö	ö	ö	ö	ö
LATIN CAPITAL LETTER O WITH DOUBLE ACUTE	uni0150	Ő	Ő	Ő	Ő	Ő
LATIN SMALL LETTER O WITH DOUBLE ACUTE	uni0151	ő	ő	ő	ő	ő
LATIN CAPITAL LIGATURE OE	uni0152	Œ	Œ	Œ	Œ	Œ
LATIN SMALL LIGATURE OE	uni0153	œ	œ	œ	œ	œ
LATIN CAPITAL LETTER R WITH ACUTE	uni0154	Ŕ	Ŕ	Ŕ	Ŕ	Ŕ
LATIN SMALL LETTER R WITH ACUTE	uni0155	ŕ	ŕ	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER R WITH CEDILLA	uni0156	Ŗ	Ŗ	Ŗ	Ŗ	Ŗ
LATIN SMALL LETTER R WITH CEDILLA	uni0157	ŗ	ŗ	ŗ	ŗ	ŗ
LATIN CAPITAL LETTER R WITH CARON	uni0158	Ř	Ř	Ř	Ř	Ř
LATIN SMALL LETTER R WITH CARON	uni0159	ř	ř	ř	ř	ř
LATIN CAPITAL LETTER S WITH ACUTE	uni015A	Ś	Ś	Ś	Ś	Ś
LATIN SMALL LETTER S WITH ACUTE	uni015B	ś	ś	ś	ś	ś
LATIN CAPITAL LETTER S WITH CIRCUMFLEX	uni015C	Ŝ	Ŝ	Ŝ	Ŝ	Ŝ
LATIN SMALL LETTER S WITH CIRCUMFLEX	uni015D	ŝ	ŝ	ŝ	ŝ	ŝ
LATIN CAPITAL LETTER S WITH CEDILLA	uni015E	Ş	Ş	Ş	Ş	Ş
LATIN SMALL LETTER S WITH CEDILLA	uni015F	ş	ş	ş	ş	ş
LATIN CAPITAL LETTER S WITH CARON	uni0160	Š	Š	Š	Š	Š

LATIN SMALL LETTER S WITH CARON uni0161	Š	š	Š	š	Š
LATIN CAPITAL LETTER T WITH CEDILLA uni0162	Ṭ	ṭ	Ṭ	ṭ	Ṭ
LATIN SMALL LETTER T WITH CEDILLA uni0163	ṭ	ṭ	ṭ	ṭ	ṭ
LATIN CAPITAL LETTER T WITH CARON uni0164	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	Ů	Ů	Ů	Ů	Ů
LATIN SMALL LETTER U WITH RING ABOVE uni016F	Ů	Ů	Ů	Ů	Ů
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	ḃ	ḃ	ḃ	ḃ	ḃ
LATIN CAPITAL LETTER B WITH HOOK uni0181	Ḃ	Ḃ	Ḃ	Ḃ	Ḃ
LATIN CAPITAL LETTER B WITH TOPBAR uni0182	Ḅ	Ḅ	Ḅ	Ḅ	Ḅ
LATIN SMALL LETTER B WITH TOPBAR uni0183	ḅ	ḅ	ḅ	ḅ	ḅ
LATIN CAPITAL LETTER TONE SIX uni0184	Ḇ	Ḇ	Ḇ	Ḇ	Ḇ
LATIN SMALL LETTER TONE SIX uni0185	ḇ	ḇ	ḇ	ḇ	ḇ
LATIN CAPITAL LETTER OPEN O uni0186	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER C WITH HOOK uni0187	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER C WITH HOOK uni0188	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
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	Ƌ	Ƌ	Ƌ	Ƌ	Ƌ
LATIN SMALL LETTER TURNED DELTA uni018D	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN CAPITAL LETTER REVERSED E uni018E	Ɛ	Ɛ	Ɛ	Ɛ	Ɛ
LATIN CAPITAL LETTER SCHWA uni018F	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN CAPITAL LETTER OPEN E uni0190	Ɛ	Ɛ	Ɛ	Ɛ	Ɛ
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	Ɠ	Ɠ	Ɠ	Ɠ	Ɠ
LATIN CAPITAL LETTER GAMMA uni0194	Ɠ	Ɠ	Ɠ	Ɠ	Ɠ
LATIN SMALL LETTER HV uni0195	ɦ	ɦ	ɦ	ɦ	ɦ
LATIN CAPITAL LETTER IOTA uni0196	Ɣ	Ɣ	Ɣ	Ɣ	Ɣ
LATIN CAPITAL LETTER I WITH STROKE	Ɣ	Ɣ	Ɣ	Ɣ	Ɣ

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

uni01B2

LATIN CAPITAL LETTER Y WITH HOOK
uni01B3

LATIN SMALL LETTER Y WITH HOOK
uni01B4

LATIN CAPITAL LETTER Z WITH STROKE
uni01B5

LATIN SMALL LETTER Z WITH STROKE
uni01B6

LATIN CAPITAL LETTER EZH
uni01B7

LATIN CAPITAL LETTER EZH REVERSED
uni01B8

LATIN SMALL LETTER EZH REVERSED
uni01B9

LATIN SMALL LETTER EZH WITH TAIL
uni01BA

LATIN LETTER TWO WITH STROKE
uni01BB

LATIN CAPITAL LETTER TONE FIVE
uni01BC

LATIN SMALL LETTER TONE FIVE
uni01BD

LATIN LETTER INVERTED GLOTTAL STOP WITH STROKE
uni01BE

LATIN LETTER WYNN
uni01BF

LATIN LETTER DENTAL CLICK
uni01C0

LATIN LETTER LATERAL CLICK
uni01C1

LATIN LETTER ALVEOLAR CLICK
uni01C2

LATIN LETTER RETROFLEX CLICK
uni01C3

LATIN CAPITAL LETTER DZ WITH CARON
uni01C4

LATIN CAPITAL LETTER D WITH SMALL LETTER Z WITH CARON
uni01C5

LATIN SMALL LETTER DZ WITH CARON
uni01C6

LATIN CAPITAL LETTER LJ
uni01C7

LATIN CAPITAL LETTER L WITH SMALL LETTER J
uni01C8

LATIN SMALL LETTER LJ
uni01C9

LATIN CAPITAL LETTER NJ
uni01CA

LATIN CAPITAL LETTER N WITH SMALL LETTER J
uni01CB

LATIN SMALL LETTER NJ
uni01CC

LATIN CAPITAL LETTER A WITH CARON
uni01CD

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ỵ	ỵ	ỵ	ỵ	ỵ
Ẓ	Ẓ	Ẓ	Ẓ	Ẓ
ẓ	ẓ	ẓ	ẓ	ẓ
Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
Ʒ̥	Ʒ̥	Ʒ̥	Ʒ̥	Ʒ̥
Ǯ	Ǯ	Ǯ	Ǯ	Ǯ
2̣	2̣	2̣	2̣	2̣
5̣	5̣	5̣	5̣	5̣
5̌	5̌	5̌	5̌	5̌
ɀ	ɀ	ɀ	ɀ	ɀ
p̣	p̣	p̣	p̣	p̣
ǀ	ǀ	ǀ	ǀ	ǀ
ǁ	ǁ	ǁ	ǁ	ǁ
ǂ	ǂ	ǂ	ǂ	ǂ
ǃ	ǃ	ǃ	ǃ	ǃ
DẒ̌	DẒ̌	DẒ̌	DẒ̌	DẒ̌
Dẓ̌	Dẓ̌	Dẓ̌	Dẓ̌	Dẓ̌
dẓ̌	dẓ̌	dẓ̌	dẓ̌	dẓ̌
LJ̣	LJ̣	LJ̣	LJ̣	LJ̣
Lj̣	Lj̣	Lj̣	Lj̣	Lj̣
lj̣	lj̣	lj̣	lj̣	lj̣
NJ̣	NJ̣	NJ̣	NJ̣	NJ̣
Nj̣	Nj̣	Nj̣	Nj̣	Nj̣
nj̣	nj̣	nj̣	nj̣	nj̣
Ǻ	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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Ú	Ú	Ú	Ú	Ú
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Ù	Ù	Ù	Ù	Ù
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Ā	Ā	Ā	Ā	Ā
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Ĝ	Ĝ	Ĝ	Ĝ	Ĝ
g	g	g	g	g
Ĝ	Ĝ	Ĝ	Ĝ	Ĝ
ğ	ğ	ğ	ğ	ğ

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	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER EZH WITH CARON uni01EF	ž	ž	ž	ž	ž
LATIN SMALL LETTER J WITH CARON uni01F0	Ĳ	Ĳ	Ĳ	Ĳ	Ĳ
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	Ģ	Ģ	Ģ	Ģ	Ģ
LATIN SMALL LETTER G WITH ACUTE uni01F5	ģ	ģ	ģ	ģ	ģ
LATIN CAPITAL LETTER HWAIR uni01F6	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ
LATIN CAPITAL LETTER WYNN uni01F7	ƿ	ƿ	ƿ	ƿ	ƿ
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	À	À	À	À	À
LATIN SMALL LETTER A WITH DOUBLE GRAVE uni0201	à	à	à	à	à
LATIN CAPITAL LETTER A WITH INVERTED BREVE uni0202	Â	Â	Â	Â	Â

LATIN SMALL LETTER A WITH INVERTED BREVE uni0203	Â	â	Â	â	Â
LATIN CAPITAL LETTER E WITH DOUBLE GRAVE uni0204	Ê	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH DOUBLE GRAVE uni0205	è	è	è	è	è
LATIN CAPITAL LETTER E WITH INVERTED BREVE uni0206	Ê	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH INVERTED BREVE uni0207	ê	ê	ê	ê	ê
LATIN CAPITAL LETTER I WITH DOUBLE GRAVE uni0208	Î	Î	Î	Î	Î
LATIN SMALL LETTER I WITH DOUBLE GRAVE uni0209	ï	ï	ï	ï	ï
LATIN CAPITAL LETTER I WITH INVERTED BREVE uni020A	Î	Î	Î	Î	Î
LATIN SMALL LETTER I WITH INVERTED BREVE uni020B	î	î	î	î	î
LATIN CAPITAL LETTER O WITH DOUBLE GRAVE uni020C	Ë	Ë	Ë	Ë	Ë
LATIN SMALL LETTER O WITH DOUBLE GRAVE uni020D	ö	ö	ö	ö	ö
LATIN CAPITAL LETTER O WITH INVERTED BREVE uni020E	Ô	Ô	Ô	Ô	Ô
LATIN SMALL LETTER O WITH INVERTED BREVE uni020F	ô	ô	ô	ô	ô
LATIN CAPITAL LETTER R WITH DOUBLE GRAVE uni0210	Ŕ	Ŕ	Ŕ	Ŕ	Ŕ
LATIN SMALL LETTER R WITH DOUBLE GRAVE uni0211	ŕ	ŕ	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER R WITH INVERTED BREVE uni0212	Ŕ	Ŕ	Ŕ	Ŕ	Ŕ
LATIN SMALL LETTER R WITH INVERTED BREVE uni0213	ŕ	ŕ	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER U WITH DOUBLE GRAVE uni0214	Û	Û	Û	Û	Û
LATIN SMALL LETTER U WITH DOUBLE GRAVE uni0215	ü	ü	ü	ü	ü
LATIN CAPITAL LETTER U WITH INVERTED BREVE uni0216	Û	Û	Û	Û	Û
LATIN SMALL LETTER U WITH INVERTED BREVE uni0217	û	û	û	û	û
LATIN CAPITAL LETTER S WITH COMMA BELOW uni0218	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ
LATIN SMALL LETTER S WITH COMMA BELOW uni0219	ŧ	ŧ	ŧ	ŧ	ŧ
LATIN CAPITAL LETTER T WITH COMMA BELOW uni021A	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ
LATIN SMALL LETTER T WITH COMMA BELOW uni021B	ŧ	ŧ	ŧ	ŧ	ŧ
LATIN CAPITAL LETTER YOGH uni021C	Ƴ	Ƴ	Ƴ	Ƴ	Ƴ
LATIN SMALL LETTER YOGH uni021D	ƴ	ƴ	ƴ	ƴ	ƴ

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	Ȧ	Ȧ	Ȧ	Ȧ	Ȧ
LATIN SMALL LETTER A WITH DOT ABOVE uni0227	ȧ	ȧ	ȧ	ȧ	ȧ
LATIN CAPITAL LETTER E WITH CEDILLA uni0228	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN SMALL LETTER E WITH CEDILLA uni0229	ɛ̥	ɛ̥	ɛ̥	ɛ̥	ɛ̥
LATIN CAPITAL LETTER O WITH DIAERESIS AND MACRON uni022A	Ȫ	Ȫ	Ȫ	Ȫ	Ȫ
LATIN SMALL LETTER O WITH DIAERESIS AND MACRON uni022B	ȫ	ȫ	ȫ	ȫ	ȫ
LATIN CAPITAL LETTER O WITH TILDE AND MACRON uni022C	Ȫ	Ȫ	Ȫ	Ȫ	Ȫ
LATIN SMALL LETTER O WITH TILDE AND MACRON uni022D	ȫ	ȫ	ȫ	ȫ	ȫ
LATIN CAPITAL LETTER O WITH DOT ABOVE uni022E	Ȭ	Ȭ	Ȭ	Ȭ	Ȭ
LATIN SMALL LETTER O WITH DOT ABOVE uni022F	ȭ	ȭ	ȭ	ȭ	ȭ
LATIN CAPITAL LETTER O WITH DOT ABOVE AND MACRON uni0230	Ȯ	Ȯ	Ȯ	Ȯ	Ȯ
LATIN SMALL LETTER O WITH DOT ABOVE AND MACRON uni0231	ȯ	ȯ	ȯ	ȯ	ȯ
LATIN CAPITAL LETTER Y WITH MACRON uni0232	Ȱ	Ȱ	Ȱ	Ȱ	Ȱ
LATIN SMALL LETTER Y WITH MACRON uni0233	ȱ	ȱ	ȱ	ȱ	ȱ
LATIN SMALL LETTER L WITH CURL uni0234	ɭ	ɭ	ɭ	ɭ	ɭ
LATIN SMALL LETTER N WITH CURL uni0235	ɮ	ɮ	ɮ	ɮ	ɮ
LATIN SMALL LETTER T WITH CURL uni0236	ɣ	ɣ	ɣ	ɣ	ɣ
LATIN SMALL LETTER DOTLESS J uni0237	ɰ	ɰ	ɰ	ɰ	ɰ
LATIN SMALL LETTER DB DIGRAPH uni0238	ɸ	ɸ	ɸ	ɸ	ɸ

LATIN SMALL LETTER QP DIGRAPH
uni0239

LATIN CAPITAL LETTER A WITH STROKE
uni023A

LATIN CAPITAL LETTER C WITH STROKE
uni023B

LATIN SMALL LETTER C WITH STROKE
uni023C

LATIN CAPITAL LETTER L WITH BAR
uni023D

LATIN CAPITAL LETTER T WITH DIAGONAL STROKE
uni023E

LATIN SMALL LETTER S WITH SWASH TAIL
uni023F

LATIN SMALL LETTER Z WITH SWASH TAIL
uni0240

LATIN CAPITAL LETTER GLOTTAL STOP
uni0241

LATIN SMALL LETTER GLOTTAL STOP
uni0242

LATIN CAPITAL LETTER B WITH STROKE
uni0243

LATIN CAPITAL LETTER U BAR
uni0244

LATIN CAPITAL LETTER TURNED V
uni0245

LATIN CAPITAL LETTER E WITH STROKE
uni0246

LATIN SMALL LETTER E WITH STROKE
uni0247

LATIN CAPITAL LETTER J WITH STROKE
uni0248

LATIN SMALL LETTER J WITH STROKE
uni0249

LATIN CAPITAL LETTER SMALL Q WITH HOOK TAIL
uni024A

LATIN SMALL LETTER Q WITH HOOK TAIL
uni024B

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

LATIN SMALL LETTER B WITH HOOK
uni0253

ⱡ	Ɫ	Ᵽ	Ɽ	ⱥ
ⱦ	Ⱨ	ⱨ	Ⱪ	ⱪ
Ⱬ	ⱬ	Ɑ	Ɱ	Ɐ
Ɒ	ⱱ	Ⱳ	ⱳ	ⱴ
Ⱶ	ⱶ	ⱷ	ⱸ	ⱹ
ⱺ	ⱻ	ⱼ	ⱽ	Ȿ
Ɀ	Ⲁ	ⲁ	Ⲃ	ⲃ
Ⲅ	ⲅ	Ⲇ	ⲇ	Ⲉ
ⲉ	Ⲋ	ⲋ	Ⲍ	ⲍ
Ⲏ	ⲏ	Ⲑ	ⲑ	Ⲓ
ⲓ	Ⲕ	ⲕ	Ⲗ	ⲗ
Ⲙ	ⲙ	Ⲛ	ⲛ	Ⲝ
ⲝ	Ⲟ	ⲟ	Ⲡ	ⲡ
Ⲣ	ⲣ	Ⲥ	ⲥ	Ⲧ
ⲧ	Ⲩ	ⲩ	Ⲫ	ⲫ
Ⲭ	ⲭ	Ⲯ	ⲯ	Ⲱ
ⲱ	Ⲳ	ⲳ	Ⲵ	ⲵ
Ⲷ	ⲷ	Ⲹ	ⲹ	Ⲻ
ⲻ	Ⲽ	ⲽ	Ⲿ	ⲿ
Ⳁ	ⳁ	Ⳃ	ⳃ	Ⳅ
ⳅ	Ⳇ	ⳇ	Ⳉ	ⳉ
Ⳋ	ⳋ	Ⳍ	ⳍ	Ⳏ
ⳏ	Ⳑ	ⳑ	Ⳓ	ⳓ
Ⳕ	ⳕ	Ⳗ	ⳗ	Ⳙ
ⳙ	Ⳛ	ⳛ	Ⳝ	ⳝ
Ⳟ	ⳟ	Ⳡ	ⳡ	Ⳣ
ⳣ	ⳤ	⳥	⳦	⳧
⳨	⳩	⳪	Ⳬ	ⳬ
Ⳮ	ⳮ	⳯	⳰	⳱
Ⳳ	ⳳ	⳴	⳵	⳶
⳷	⳸	⳹	⳺	⳻
⳼	⳽	⳾	⳿	ⴀ

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	ɐ̃	ɐ̃	ɐ̃	ɐ̃	ɐ̃
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	Ʒ̃	Ʒ̃	Ʒ̃	Ʒ̃	Ʒ̃
LATIN SMALL LETTER CLOSED REVERSED OPEN E uni025E	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER DOTLESS J WITH STROKE uni025F	ɷ	ɷ	ɷ	ɷ	ɷ
LATIN SMALL LETTER G WITH HOOK uni0260	ɡ̃	ɡ̃	ɡ̃	ɡ̃	ɡ̃
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	ɣ̃	ɣ̃	ɣ̃	ɣ̃	ɣ̃
LATIN SMALL LETTER TURNED H uni0265	ɥ	ɥ	ɥ	ɥ	ɥ
LATIN SMALL LETTER H WITH HOOK uni0266	ɦ	ɦ	ɦ	ɦ	ɦ
LATIN SMALL LETTER HENG WITH HOOK uni0267	ḥ	ḥ	ḥ	ḥ	ḥ
LATIN SMALL LETTER I WITH STROKE uni0268	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	ɭ	ɭ	ɭ	ɭ	ɭ
LATIN SMALL LETTER L WITH BELT uni026C	ɭ̂	ɭ̂	ɭ̂	ɭ̂	ɭ̂
LATIN SMALL LETTER L WITH RETROFLEX HOOK uni026D	ɭ̌	ɭ̌	ɭ̌	ɭ̌	ɭ̌
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
LATIN SMALL LETTER TURNED M WITH LONG LEG	uni0270
LATIN SMALL LETTER M WITH HOOK	uni0271
LATIN SMALL LETTER N WITH LEFT HOOK	uni0272
LATIN SMALL LETTER N WITH RETROFLEX HOOK	uni0273
LATIN LETTER SMALL CAPITAL N	uni0274
LATIN SMALL LETTER BARRED O	uni0275
LATIN LETTER SMALL CAPITAL OE	uni0276
LATIN SMALL LETTER CLOSED OMEGA	uni0277
LATIN SMALL LETTER PHI	uni0278
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
LATIN SMALL LETTER ESH	uni0283
LATIN SMALL LETTER DOTLESS J WITH STROKE AND HOOK	uni0284
LATIN SMALL LETTER SQUAT REVERSED ESH	uni0285
LATIN SMALL LETTER ESH WITH CURL	uni0286
LATIN SMALL LETTER TURNED T	uni0287
LATIN SMALL LETTER T WITH RETROFLEX HOOK	uni0288
LATIN SMALL LETTER U BAR	uni0289
LATIN SMALL LETTER UPSILON	uni028A

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LATIN SMALL LETTER U WITH STROKE uni028A	U̶	U̷	U̸	U̹	U̺
LATIN SMALL LETTER V WITH HOOK uni028B	Ụ	Ṳ	U̥	U̦	U̧
LATIN SMALL LETTER TURNED V uni028C	ʌ	Λ	Λ	Λ	Λ
LATIN SMALL LETTER TURNED W uni028D	Ƶ	ƶ	Ʒ	Ƹ	ƹ
LATIN SMALL LETTER TURNED Y uni028E	ʏ	ʟ	ʠ	ʡ	ʢ
LATIN LETTER SMALL CAPITAL Y uni028F	Ƴ	ƴ	Ƶ	ƶ	Ʒ
LATIN SMALL LETTER Z WITH RETROFLEX HOOK uni0290	ƹ	ƺ	ƻ	Ƽ	ƽ
LATIN SMALL LETTER Z WITH CURL uni0291	ƿ	ƾ	ƿ	ƾ	ƿ
LATIN SMALL LETTER EZH uni0292	ɜ	ɝ	ɞ	ɟ	ɠ
LATIN SMALL LETTER EZH WITH CURL uni0293	ɜ̣	ɜ̤	ɜ̥	ɜ̦	ɜ̧
LATIN LETTER GLOTTAL STOP uni0294	ʔ	ʔ	ʔ	ʔ	ʔ
LATIN LETTER PHARYNGEAL VOICED FRICATIVE uni0295	ʕ	ʖ	ʗ	ʘ	ʙ
LATIN LETTER INVERTED GLOTTAL STOP uni0296	ʔ̰	ʔ̱	ʔ̲	ʔ̳	ʔ̴
LATIN LETTER STRETCHED C uni0297	Ĉ	Ċ	Ċ	Ċ	Ċ
LATIN LETTER BILABIAL CLICK uni0298	ⱱ	Ⱳ	ⱳ	ⱴ	Ⱶ
LATIN LETTER SMALL CAPITAL B uni0299	Ɓ	Ƃ	ƃ	Ƅ	ƅ
LATIN SMALL LETTER CLOSED OPEN E uni029A	ɐ̤	ɐ̥	ɐ̦	ɐ̧	ɐ̨
LATIN LETTER SMALL CAPITAL G WITH HOOK uni029B	Ƴ̣	Ƴ̤	Ƴ̥	Ƴ̦	Ƴ̧
LATIN LETTER SMALL CAPITAL H uni029C	Ɔ	Ƈ	ƈ	Ɖ	Ɗ
LATIN SMALL LETTER J WITH CROSSED-TAIL uni029D	ɿ	ɿ	ɿ	ɿ	ɿ
LATIN SMALL LETTER TURNED K uni029E	Ƶ̣	Ƶ̤	Ƶ̥	Ƶ̦	Ƶ̧
LATIN LETTER SMALL CAPITAL L uni029F	Ɓ	Ƃ	ƃ	Ƅ	ƅ
LATIN SMALL LETTER Q WITH HOOK uni02A0	ɥ̣	ɥ̤	ɥ̥	ɥ̦	ɥ̧
LATIN LETTER GLOTTAL STOP WITH STROKE uni02A1	ʔ̰	ʔ̱	ʔ̲	ʔ̳	ʔ̴
LATIN LETTER REVERSED GLOTTAL STOP WITH STROKE uni02A2	ʔ̰	ʔ̱	ʔ̲	ʔ̳	ʔ̴
LATIN SMALL LETTER DZ DIGRAPH uni02A3	ɗz	ɗz	ɗz	ɗz	ɗz
LATIN SMALL LETTER DEZH DIGRAPH uni02A4	ɗʒ	ɗʒ	ɗʒ	ɗʒ	ɗʒ
LATIN SMALL LETTER DZ DIGRAPH WITH CURL	ɗẓ	ɗz̤	ɗz̥	ɗz̦	ɗz̧

LATIN SMALL LETTER DZ DIGRAPH WITH CURL uni02A5	ɀ	Ɂ	ɂ	Ƀ	Ʉ
LATIN SMALL LETTER TS DIGRAPH uni02A6	Ʌ	Ɇ	ɇ	Ɉ	ɉ
LATIN SMALL LETTER TESH DIGRAPH uni02A7	Ɋ	ɋ	Ɍ	ɍ	Ɏ
LATIN SMALL LETTER TC DIGRAPH WITH CURL uni02A8	ɏ	ɐ	ɑ	ɒ	ɓ
LATIN SMALL LETTER FENG DIGRAPH uni02A9	Ʉ	Ʌ	Ɇ	ɇ	Ɉ
LATIN SMALL LETTER LS DIGRAPH uni02AA	ɉ	Ɋ	ɋ	Ɍ	ɍ
LATIN SMALL LETTER LZ DIGRAPH uni02AB	Ɏ	ɏ	ɐ	ɑ	ɒ
LATIN LETTER BILABIAL PERCUSSIVE uni02AC	ɗ	ɘ	ə	ɚ	ɛ
LATIN LETTER BIDENTAL PERCUSSIVE uni02AD	ɛ	Ɇ	ɇ	Ɉ	ɉ
LATIN SMALL LETTER TURNED H WITH FISHHOOK uni02AE	Ɋ	ɋ	Ɍ	ɍ	Ɏ
LATIN SMALL LETTER TURNED H WITH FISHHOOK AND TAIL uni02AF	ɏ	ɐ	ɑ	ɒ	ɓ
MODIFIER LETTER SMALL H uni02B0	ɔ	ɕ	ɖ	ɗ	ɘ
MODIFIER LETTER SMALL H WITH HOOK uni02B1	Ɇ	ɇ	Ɉ	ɉ	Ɋ
MODIFIER LETTER SMALL J uni02B2	ɋ	Ɍ	ɍ	Ɏ	ɏ
MODIFIER LETTER SMALL R uni02B3	ɐ	ɑ	ɒ	ɓ	ɔ
MODIFIER LETTER SMALL TURNED R uni02B4	ɕ	ɖ	ɗ	ɘ	ə
MODIFIER LETTER SMALL TURNED R WITH HOOK uni02B5	Ɋ	ɋ	Ɍ	ɍ	Ɏ
MODIFIER LETTER SMALL CAPITAL INVERTED R uni02B6	ɏ	ɐ	ɑ	ɒ	ɓ
MODIFIER LETTER SMALL W uni02B7	ɗ	ɘ	ə	ɚ	ɛ
MODIFIER LETTER SMALL Y uni02B8	ɛ	Ɇ	ɇ	Ɉ	ɉ
MODIFIER LETTER PRIME uni02B9	Ɋ	ɋ	Ɍ	ɍ	Ɏ
MODIFIER LETTER DOUBLE PRIME uni02BA	ɏ	ɐ	ɑ	ɒ	ɓ
MODIFIER LETTER TURNED COMMA uni02BB	ɛ	Ɇ	ɇ	Ɉ	ɉ
MODIFIER LETTER APOSTROPHE uni02BC	Ɋ	ɋ	Ɍ	ɍ	Ɏ
MODIFIER LETTER REVERSED COMMA uni02BD	ɏ	ɐ	ɑ	ɒ	ɓ
MODIFIER LETTER RIGHT HALF RING uni02BE	ɛ	Ɇ	ɇ	Ɉ	ɉ
MODIFIER LETTER LEFT HALF RING uni02BF	Ɋ	ɋ	Ɍ	ɍ	Ɏ
MODIFIER LETTER CIRCUMFLEX uni02C0	ɏ	ɐ	ɑ	ɒ	ɓ

MODIFIER LETTER GLOTTAL STOP uni02C0	◌ʔ	◌Ɂ	◌ɂ	◌Ƀ	◌Ʉ
MODIFIER LETTER REVERSED GLOTTAL STOP uni02C1	◌ʕ	◌Ɂ̰	◌ɂ̰	◌Ƀ̰	◌Ʉ̰
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	◌ˆ̰	◌ˆ̰	◌ˆ̰	◌ˆ̰
CARON uni02C7	◌ˇ	◌ˇ̰	◌ˇ̰	◌ˇ̰	◌ˇ̰
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	◌◌̴	◌◌̴̰	◌◌̴̰	◌◌̴̰	◌◌̴̰
MODIFIER LETTER HALF TRIANGULAR COLON uni02D1	◌◌̵	◌◌̵̰	◌◌̵̰	◌◌̵̰	◌◌̵̰
MODIFIER LETTER CENTRED RIGHT HALF RING uni02D2	◌◌̶	◌◌̶̰	◌◌̶̰	◌◌̶̰	◌◌̶̰
MODIFIER LETTER CENTRED LEFT HALF RING uni02D3	◌◌̷	◌◌̷̰	◌◌̷̰	◌◌̷̰	◌◌̷̰
MODIFIER LETTER UP TACK uni02D4	◌⤿	◌⤿̰	◌⤿̰	◌⤿̰	◌⤿̰
MODIFIER LETTER DOWN TACK uni02D5	◌⤾	◌⤾̰	◌⤾̰	◌⤾̰	◌⤾̰
MODIFIER LETTER PLUS SIGN uni02D6	◌+	◌+̰	◌+̰	◌+̰	◌+̰
MODIFIER LETTER MINUS SIGN uni02D7	◌-	◌-̰	◌-̰	◌-̰	◌-̰
BREVE uni02D8	◌◌̡	◌◌̡̰	◌◌̡̰	◌◌̡̰	◌◌̡̰
DOT ABOVE uni02D9	◌◌̣	◌◌̣̰	◌◌̣̰	◌◌̣̰	◌◌̣̰
RING ABOVE uni02DA	◌◌̥	◌◌̥̰	◌◌̥̰	◌◌̥̰	◌◌̥̰
OGONEK					

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

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

COMBINING TURNED COMMA ABOVE uni0312	◌̑	◌̑	◌̑	◌̑	◌̑
COMBINING COMMA ABOVE uni0313	◌̒	◌̒	◌̒	◌̒	◌̒
COMBINING REVERSED COMMA ABOVE uni0314	◌̓	◌̓	◌̓	◌̓	◌̓
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	

◀	◀	◀	◀	◀
≂	≂	≂	≂	≂
≈	≈	≈	≈	≈
↔	↔	↔	↔	↔
↑	↑	↑	↑	↑
⋈	⋈	⋈	⋈	⋈
➤	➤	➤	➤	➤
◁	◁	◁	◁	◁
⤴	⤴	⤴	⤴	⤴
⤵	⤵	⤵	⤵	⤵
➤↗	➤↗	➤↗	➤↗	➤↗
▷	▷	▷	▷	▷
⋅	⋅	⋅	⋅	⋅
*	*	*	*	*
∞	∞	∞	∞	∞
⚡	⚡	⚡	⚡	⚡
◌̆	◌̆	◌̆	◌̆	◌̆
◌̈	◌̈	◌̈	◌̈	◌̈
◌̄	◌̄	◌̄	◌̄	◌̄
◌̅	◌̅	◌̅	◌̅	◌̅
◌̃	◌̃	◌̃	◌̃	◌̃
◌̂	◌̂	◌̂	◌̂	◌̂
→	→	→	→	→
Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ

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

	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	Ͳ	Ͳ	Ͳ	Ͳ
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

GREEK SMALL LETTER UPSILON
uni03C5GREEK SMALL LETTER PHI
uni03C6GREEK SMALL LETTER CHI
uni03C7GREEK SMALL LETTER PSI
uni03C8GREEK SMALL LETTER OMEGA
uni03C9GREEK SMALL LETTER IOTA WITH DIALYTIKA
uni03CAGREEK SMALL LETTER UPSILON WITH DIALYTIKA
uni03CBGREEK SMALL LETTER OMICRON WITH TONOS
uni03CCGREEK SMALL LETTER UPSILON WITH TONOS
uni03CDGREEK SMALL LETTER OMEGA WITH TONOS
uni03CEGREEK BETA SYMBOL
uni03D0GREEK THETA SYMBOL
uni03D1GREEK UPSILON WITH HOOK SYMBOL
uni03D2GREEK UPSILON WITH ACUTE AND HOOK SYMBOL
uni03D3GREEK UPSILON WITH DIAERESIS AND HOOK SYMBOL
uni03D4GREEK PHI SYMBOL
uni03D5GREEK PI SYMBOL
uni03D6GREEK KAI SYMBOL
uni03D7GREEK LETTER ARCHAIC KOPPA
uni03D8GREEK SMALL LETTER ARCHAIC KOPPA
uni03D9GREEK LETTER STIGMA
uni03DAGREEK SMALL LETTER STIGMA
uni03DBGREEK LETTER DIGAMMA
uni03DCGREEK SMALL LETTER DIGAMMA
uni03DDGREEK LETTER KOPPA
uni03DEGREEK SMALL LETTER KOPPA
uni03DFGREEK LETTER SAMPI
uni03E0

U	U	U	U	U
φ	φ	φ	φ	φ
χ	χ	χ	χ	χ
ψ	ψ	ψ	ψ	ψ
ω	ω	ω	ω	ω
ϊ	ϊ	ϊ	ϊ	ϊ
ϋ	ϋ	ϋ	ϋ	ϋ
ό	ό	ό	ό	ό
ύ	ύ	ύ	ύ	ύ
ώ	ώ	ώ	ώ	ώ
β	β	β	β	β
θ	θ	θ	θ	θ
Υ	Υ	Υ	Υ	Υ
Υ	Υ	Υ	Υ	Υ
Υ	Υ	Υ	Υ	Υ
φ	φ	φ	φ	φ
π	π	π	π	π
κ	κ	κ	κ	κ
Ϟ	Ϟ	Ϟ	Ϟ	Ϟ
ϟ	ϟ	ϟ	ϟ	ϟ
Ϡ	Ϡ	Ϡ	Ϡ	Ϡ
ϡ	ϡ	ϡ	ϡ	ϡ
Ϣ	Ϣ	Ϣ	Ϣ	Ϣ
ϣ	ϣ	ϣ	ϣ	ϣ
Ϥ	Ϥ	Ϥ	Ϥ	Ϥ
ϥ	ϥ	ϥ	ϥ	ϥ
Ϧ	Ϧ	Ϧ	Ϧ	Ϧ
ϧ	ϧ	ϧ	ϧ	ϧ
Ϩ	Ϩ	Ϩ	Ϩ	Ϩ
ϩ	ϩ	ϩ	ϩ	ϩ
Ϫ	Ϫ	Ϫ	Ϫ	Ϫ

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
Ϸ	Ϸ	Ϸ	Ϸ	Ϸ
ϸ	ϸ	ϸ	ϸ	ϸ
ϻ	ϻ	ϻ	ϻ	ϻ

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
Ѳ	Ѳ	Ѳ	Ѳ	Ѳ
Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
Ѥ	Ѥ	Ѥ	Ѥ	Ѥ
Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
Ѩ	Ѩ	Ѩ	Ѩ	Ѩ
Ѭ	Ѭ	Ѭ	Ѭ	Ѭ
Ѯ	Ѯ	Ѯ	Ѯ	Ѯ
Ѱ	Ѱ	Ѱ	Ѱ	Ѱ
Ѳ	Ѳ	Ѳ	Ѳ	Ѳ
Ѵ	Ѵ	Ѵ	Ѵ	Ѵ
Ѷ	Ѷ	Ѷ	Ѷ	Ѷ
Ѹ	Ѹ	Ѹ	Ѹ	Ѹ
Ѻ	Ѻ	Ѻ	Ѻ	Ѻ
Ѽ	Ѽ	Ѽ	Ѽ	Ѽ
Ѿ	Ѿ	Ѿ	Ѿ	Ѿ
ѿ	ѿ	ѿ	ѿ	ѿ
ѿ	ѿ	ѿ	ѿ	ѿ

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
Ѡ	Ѡ	Ѡ	Ѡ	Ѡ
ѡ	ѡ	ѡ	ѡ	ѡ
Ѣ	Ѣ	Ѣ	Ѣ	Ѣ
ѣ	ѣ	ѣ	ѣ	ѣ
Є	Є	Є	Є	Є
є	є	є	є	є
Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
ѧ	ѧ	ѧ	ѧ	ѧ
Ѩ	Ѩ	Ѩ	Ѩ	Ѩ

CYRILLIC SMALL LETTER IOTIFIED LITTLE YUS
uni0469

Ѣ Ѣ Ѣ Ѣ Ѣ

CYRILLIC CAPITAL LETTER BIG YUS
uni046A

Ѥ Ѥ Ѥ Ѥ Ѥ

CYRILLIC SMALL LETTER BIG YUS
uni046B

ѥ ѥ ѥ ѥ ѥ

CYRILLIC CAPITAL LETTER IOTIFIED BIG YUS
uni046C

Ѧ Ѧ Ѧ Ѧ Ѧ

CYRILLIC SMALL LETTER IOTIFIED BIG YUS
uni046D

ѧ ѧ ѧ ѧ ѧ

CYRILLIC CAPITAL LETTER KSI
uni046E

Ѩ Ѩ Ѩ Ѩ Ѩ

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

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CYRILLIC SMALL LETTER IZHITSA
uni0475

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CYRILLIC CAPITAL LETTER IZHITSA WITH DOUBLE
GRAVE ACCENT
uni0476

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CYRILLIC SMALL LETTER IZHITSA WITH DOUBLE GRAVE
ACCENT
uni0477

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CYRILLIC CAPITAL LETTER UK
uni0478

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CYRILLIC SMALL LETTER UK
uni0479

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CYRILLIC CAPITAL LETTER ROUND OMEGA
uni047A

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CYRILLIC SMALL LETTER ROUND OMEGA
uni047B

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CYRILLIC CAPITAL LETTER OMEGA WITH TITLO
uni047C

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CYRILLIC SMALL LETTER OMEGA WITH TITLO
uni047D

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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

Ѳ Ѳ Ѳ Ѳ Ѳ

COMBINING CYRILLIC TITLO

ѳ ѳ ѳ ѳ ѳ

	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	uni0489	҈	҈	҈	҈
CYRILLIC CAPITAL LETTER SHORT I WITH TAIL	uni048A	Й	Й	Й	Й
CYRILLIC SMALL LETTER SHORT I WITH TAIL	uni048B	й	й	й	й
CYRILLIC CAPITAL LETTER SEMISOFT SIGN	uni048C	Ѣ	Ѣ	Ѣ	Ѣ
CYRILLIC SMALL LETTER SEMISOFT SIGN	uni048D	ѣ	ѣ	ѣ	ѣ
CYRILLIC CAPITAL LETTER ER WITH TICK	uni048E	Р	Р	Р	Р
CYRILLIC SMALL LETTER ER WITH TICK	uni048F	р	р	р	р
CYRILLIC CAPITAL LETTER GHE WITH UPTURN	uni0490	Г	Г	Г	Г
CYRILLIC SMALL LETTER GHE WITH UPTURN	uni0491	г	г	г	г
CYRILLIC CAPITAL LETTER GHE WITH STROKE	uni0492	Ғ	Ғ	Ғ	Ғ
CYRILLIC SMALL LETTER GHE WITH STROKE	uni0493	ғ	ғ	ғ	ғ
CYRILLIC CAPITAL LETTER GHE WITH MIDDLE HOOK	uni0494	Б	Б	Б	Б
CYRILLIC SMALL LETTER GHE WITH MIDDLE HOOK	uni0495	б	б	б	б
CYRILLIC CAPITAL LETTER ZHE WITH DESCENDER	uni0496	Ж	Ж	Ж	Ж
CYRILLIC SMALL LETTER ZHE WITH DESCENDER	uni0497	ж	ж	ж	ж
CYRILLIC CAPITAL LETTER ZE WITH DESCENDER	uni0498	З	З	З	З
CYRILLIC SMALL LETTER ZE WITH DESCENDER	uni0499	з	з	з	з
CYRILLIC CAPITAL LETTER KA WITH DESCENDER	uni049A	Қ	Қ	Қ	Қ
CYRILLIC SMALL LETTER KA WITH DESCENDER	uni049B	қ	қ	қ	қ
CYRILLIC CAPITAL LETTER KA WITH VERTICAL STROKE	uni049C	К	К	К	К
CYRILLIC SMALL LETTER KA WITH VERTICAL STROKE	uni049D	к	к	к	к
CYRILLIC CAPITAL LETTER KA WITH STROKE	uni049E	Ҡ	Ҡ	Ҡ	Ҡ

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	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LIGATURE EN GHE uni04A4	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LIGATURE EN GHE uni04A5	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER PE WITH MIDDLE HOOK uni04A6	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER PE WITH MIDDLE HOOK uni04A7	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER ABKHASIAN HA uni04A8	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER ABKHASIAN HA uni04A9	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER ES WITH DESCENDER uni04AA	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER ES WITH DESCENDER uni04AB	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER TE WITH DESCENDER uni04AC	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER TE WITH DESCENDER uni04AD	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER STRAIGHT U uni04AE	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER STRAIGHT U uni04AF	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER STRAIGHT U WITH STROKE uni04B0	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER STRAIGHT U WITH STROKE uni04B1	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER HA WITH DESCENDER uni04B2	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER HA WITH DESCENDER uni04B3	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LIGATURE TE TSE uni04B4	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LIGATURE TE TSE uni04B5	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER CHE WITH DESCENDER uni04B6	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER CHE WITH DESCENDER uni04B7	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER CHE WITH VERTICAL STROKE uni04B8	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER CHE WITH VERTICAL STROKE uni04B9	Ң	Ң	Ң	Ң	Ң

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	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER SCHWA	uni04D9	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER SCHWA WITH DIAERESIS	uni04DA	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER SCHWA WITH DIAERESIS	uni04DB	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER ZHE WITH DIAERESIS	uni04DC	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER ZHE WITH DIAERESIS	uni04DD	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER ZE WITH DIAERESIS	uni04DE	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER ZE WITH DIAERESIS	uni04DF	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER ABKHASIAN DZE	uni04E0	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER ABKHASIAN DZE	uni04E1	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER I WITH MACRON	uni04E2	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER I WITH MACRON	uni04E3	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER I WITH DIAERESIS	uni04E4	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER I WITH DIAERESIS	uni04E5	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
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	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER BARRED O	uni04E9	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER BARRED O WITH DIAERESIS	uni04EA	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER BARRED O WITH DIAERESIS	uni04EB	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER E WITH DIAERESIS	uni04EC	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER E WITH DIAERESIS	uni04ED	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC CAPITAL LETTER U WITH MACRON	uni04EE	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER U WITH MACRON	uni04EF	Ѧ	Ѧ	Ѧ	Ѧ	Ѧ

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

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CYRILLIC CAPITAL LETTER HA WITH STROKE
uni04FE

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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

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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	Њ	Њ	Њ	Њ	Њ
CYRILLIC CAPITAL LETTER KOMI SJE uni050C	Ґ	Ґ	Ґ	Ґ	Ґ
CYRILLIC SMALL LETTER KOMI SJE uni050D	ґ	ґ	ґ	ґ	ґ
CYRILLIC CAPITAL LETTER KOMI TJE uni050E	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER KOMI TJE uni050F	ң	ң	ң	ң	ң
CYRILLIC CAPITAL LETTER REVERSED ZE uni0510	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
CYRILLIC SMALL LETTER REVERSED ZE uni0511	ƶ	ƶ	ƶ	ƶ	ƶ
CYRILLIC CAPITAL LETTER EL WITH HOOK uni0512	Ј	Ј	Ј	Ј	Ј
CYRILLIC SMALL LETTER EL WITH HOOK uni0513	ј	ј	ј	ј	ј
CYRILLIC CAPITAL LETTER QA uni051A	Q	Q	Q	Q	Q
CYRILLIC SMALL LETTER QA uni051B	q	q	q	q	q
CYRILLIC CAPITAL LETTER WE uni051C	W	W	W	W	W
CYRILLIC SMALL LETTER WE uni051D	w	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
2	2	2	2	2
O	O	O	O	O
:	:	:	:	:
Y:	Y:	Y:	Y:	Y:
Y:	Y:	Y:	Y:	Y:
Y:	Y:	Y:	Y:	Y:
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..
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	׀	ׁ	ׂ	׃	ׄ
HEBREW POINT METEG uni05BD	ׅ	׆	ׇ	׈	׉
HEBREW PUNCTUATION MAQAF uni05BE	ׁׂ	ׁ׃	ׁׄ	ׁׅ	ׁ׆
HEBREW POINT RAFE uni05BF	ׇׁ	ׁ׈	ׁ׉	ׁ׊	ׁ׋
HEBREW PUNCTUATION PASEQ uni05C0	ׁ׌	ׁ׍	ׁ׎	ׁ׏	ׁ׏
HEBREW POINT SHIN DOT uni05C1	ׁא	ׁב	ׁג	ׁד	ׁה
HEBREW POINT SIN DOT uni05C2	ׁו	ׁז	ׁח	ׁט	ׁי
HEBREW PUNCTUATION SOF PASUQ uni05C3	ׁך	ׁכ	ׁל	ׁם	ׁמ
HEBREW MARK UPPER DOT uni05C4	ׁן	ׁנ	ׁס	ׁע	ׁפ
HEBREW MARK LOWER DOT uni05C5	ׁצ	ׁק	ׁר	ׁש	ׁת
HEBREW PUNCTUATION NUN HAFUKHA uni05C6	ׁ׬	ׁ׭	ׁ׮	ׁׯ	ׁװ
HEBREW POINT QAMATS QATAN uni05C7	ׁ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	À	À	À	À	À
LATIN LETTER SMALL CAPITAL AE uni1D01	Æ	Æ	Æ	Æ	Æ
LATIN SMALL LETTER TURNED AE uni1D02	æ	æ	æ	æ	æ
LATIN LETTER SMALL CAPITAL BARRED B uni1D03	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN LETTER SMALL CAPITAL C uni1D04	Ç	Ç	Ç	Ç	Ç
LATIN LETTER SMALL CAPITAL D uni1D05	Ɗ	Ɗ	Ɗ	Ɗ	Ɗ
LATIN LETTER SMALL CAPITAL ETH uni1D06	Ð	Ð	Ð	Ð	Ð
LATIN LETTER SMALL CAPITAL E uni1D07	Ɛ	Ɛ	Ɛ	Ɛ	Ɛ
LATIN SMALL LETTER TURNED OPEN E uni1D08	3	3	3	3	3

LATIN SMALL LETTER TURNED I uni1D09	¡	¡	¡	¡	¡
LATIN LETTER SMALL CAPITAL J uni1D0A	J	J	J	J	J
LATIN LETTER SMALL CAPITAL K uni1D0B	K	K	K	K	K
LATIN LETTER SMALL CAPITAL L WITH STROKE uni1D0C	Ł	Ł	Ł	Ł	Ł
LATIN LETTER SMALL CAPITAL M uni1D0D	M	M	M	M	M
LATIN LETTER SMALL CAPITAL REVERSED N uni1D0E	И	И	И	И	И
LATIN LETTER SMALL CAPITAL O uni1D0F	О	О	О	О	О
LATIN LETTER SMALL CAPITAL OPEN O uni1D10	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SIDEWAYS O uni1D11	о	о	о	о	о
LATIN SMALL LETTER SIDEWAYS OPEN O uni1D12	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SIDEWAYS O WITH STROKE uni1D13	ø	ø	ø	ø	ø
LATIN SMALL LETTER TURNED OE uni1D14	æ	æ	æ	æ	æ
LATIN LETTER SMALL CAPITAL OU uni1D15	ø	ø	ø	ø	ø
LATIN SMALL LETTER TOP HALF O uni1D16	∘	∘	∘	∘	∘
LATIN SMALL LETTER BOTTOM HALF O uni1D17	∪	∪	∪	∪	∪
LATIN LETTER SMALL CAPITAL P uni1D18	P	P	P	P	P
LATIN LETTER SMALL CAPITAL REVERSED R uni1D19	Я	Я	Я	Я	Я
LATIN LETTER SMALL CAPITAL TURNED R uni1D1A	Ŕ	Ŕ	Ŕ	Ŕ	Ŕ
LATIN LETTER SMALL CAPITAL T uni1D1B	T	T	T	T	T
LATIN LETTER SMALL CAPITAL U uni1D1C	U	U	U	U	U
LATIN SMALL LETTER SIDEWAYS U uni1D1D	ƭ	ƭ	ƭ	ƭ	ƭ
LATIN SMALL LETTER SIDEWAYS DIAERESIZED U uni1D1E	ȩ	ȩ	ȩ	ȩ	ȩ
LATIN SMALL LETTER SIDEWAYS TURNED M uni1D1F	Ʊ	Ʊ	Ʊ	Ʊ	Ʊ
LATIN LETTER SMALL CAPITAL V uni1D20	V	V	V	V	V
LATIN LETTER SMALL CAPITAL W uni1D21	W	W	W	W	W
LATIN LETTER SMALL CAPITAL Z uni1D22	Z	Z	Z	Z	Z
LATIN LETTER SMALL CAPITAL EZH uni1D23	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ

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	Ⳁ	Ⳁ	Ⳁ	Ⳁ	Ⳁ

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

MODIFIER LETTER SMALL V uni1D5B	ᵛ	ᵛ	ᵛ	ᵛ
MODIFIER LETTER SMALL AIN uni1D5C	ᵃ	ᵃ	ᵃ	ᵃ
MODIFIER LETTER SMALL BETA uni1D5D	ᵇ	ᵇ	ᵇ	ᵇ
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	ᵠ	ᵠ	ᵠ	ᵠ
GREEK SUBSCRIPT SMALL LETTER PHI uni1D69	ᵡ	ᵡ	ᵡ	ᵡ
GREEK SUBSCRIPT SMALL LETTER CHI uni1D6A	ᵢ	ᵢ	ᵢ	ᵢ
LATIN SMALL LETTER UE uni1D6B	ᵘ	ᵘ	ᵘ	ᵘ
LATIN SMALL LETTER B WITH MIDDLE TILDE uni1D6C	ᵝ	ᵝ	ᵝ	ᵝ
LATIN SMALL LETTER D WITH MIDDLE TILDE uni1D6D	ᵟ	ᵟ	ᵟ	ᵟ
LATIN SMALL LETTER F WITH MIDDLE TILDE uni1D6E	ᵠ	ᵠ	ᵠ	ᵠ
LATIN SMALL LETTER M WITH MIDDLE TILDE uni1D6F	ᵡ	ᵡ	ᵡ	ᵡ
LATIN SMALL LETTER N WITH MIDDLE TILDE uni1D70	ᵢ	ᵢ	ᵢ	ᵢ
LATIN SMALL LETTER P WITH MIDDLE TILDE uni1D71	ᵣ	ᵣ	ᵣ	ᵣ
LATIN SMALL LETTER R WITH MIDDLE TILDE uni1D72	ᵤ	ᵤ	ᵤ	ᵤ
LATIN SMALL LETTER R WITH FISHHOOK AND MIDDLE TILDE uni1D73	ᵥ	ᵥ	ᵥ	ᵥ
LATIN SMALL LETTER S WITH MIDDLE TILDE uni1D74	ᵘ	ᵘ	ᵘ	ᵘ
LATIN SMALL LETTER T WITH MIDDLE TILDE uni1D75	ᵡ	ᵡ	ᵡ	ᵡ

uni1D75

LATIN SMALL LETTER Z WITH MIDDLE TILDE
uni1D76LATIN SMALL LETTER TURNED G
uni1D77MODIFIER LETTER CYRILLIC EN
uni1D78LATIN SMALL LETTER INSULAR G
uni1D79LATIN SMALL LETTER TH WITH STRIKETHROUGH
uni1D7ALATIN SMALL CAPITAL LETTER I WITH STROKE
uni1D7BLATIN SMALL LETTER IOTA WITH STROKE
uni1D7CLATIN SMALL LETTER P WITH STROKE
uni1D7DLATIN SMALL CAPITAL LETTER U WITH STROKE
uni1D7ELATIN SMALL LETTER UPSILON WITH STROKE
uni1D7FLATIN SMALL LETTER B WITH PALATAL HOOK
uni1D80LATIN SMALL LETTER D WITH PALATAL HOOK
uni1D81LATIN SMALL LETTER F WITH PALATAL HOOK
uni1D82LATIN SMALL LETTER G WITH PALATAL HOOK
uni1D83LATIN SMALL LETTER K WITH PALATAL HOOK
uni1D84LATIN SMALL LETTER L WITH PALATAL HOOK
uni1D85LATIN SMALL LETTER M WITH PALATAL HOOK
uni1D86LATIN SMALL LETTER N WITH PALATAL HOOK
uni1D87LATIN SMALL LETTER P WITH PALATAL HOOK
uni1D88LATIN SMALL LETTER R WITH PALATAL HOOK
uni1D89LATIN SMALL LETTER S WITH PALATAL HOOK
uni1D8ALATIN SMALL LETTER ESH WITH PALATAL HOOK
uni1D8BLATIN SMALL LETTER V WITH PALATAL HOOK
uni1D8CLATIN SMALL LETTER X WITH PALATAL HOOK
uni1D8DLATIN SMALL LETTER Z WITH PALATAL HOOK
uni1D8ELATIN SMALL LETTER A WITH RETROFLEX HOOK
uni1D8FLATIN SMALL LETTER ALPHA WITH RETROFLEX HOOK
uni1D90

z̃	z̃	z̃	z̃	z̃
g̃	g̃	g̃	g̃	g̃
h̃	h̃	h̃	h̃	h̃
g̊	g̊	g̊	g̊	g̊
th̃	th̃	th̃	th̃	th̃
ı̇	ı̇	ı̇	ı̇	ı̇
ı̈	ı̈	ı̈	ı̈	ı̈
p̣	p̣	p̣	p̣	p̣
ụ	ụ	ụ	ụ	ụ
ϵ̣	ϵ̣	ϵ̣	ϵ̣	ϵ̣
b̌	b̌	b̌	b̌	b̌
ď	ď	ď	ď	ď
f̌	f̌	f̌	f̌	f̌
ɡ̌	ɡ̌	ɡ̌	ɡ̌	ɡ̌
ǩ	ǩ	ǩ	ǩ	ǩ
ľ	ľ	ľ	ľ	ľ
m̌	m̌	m̌	m̌	m̌
ň	ň	ň	ň	ň
p̌	p̌	p̌	p̌	p̌
ř	ř	ř	ř	ř
š	š	š	š	š
ʃ̌	ʃ̌	ʃ̌	ʃ̌	ʃ̌
v̌	v̌	v̌	v̌	v̌
x̌	x̌	x̌	x̌	x̌
ž	ž	ž	ž	ž
ɑ̣	ɑ̣	ɑ̣	ɑ̣	ɑ̣
ɑ̤	ɑ̤	ɑ̤	ɑ̤	ɑ̤

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	ᄃ	ᄃ	ᄃ	ᄃ	ᄃ
MODIFIER LETTER SMALL TURNED M WITH LONG LEG uni1DAD	ᄅ	ᄅ	ᄅ	ᄅ	ᄅ
MODIFIER LETTER SMALL N WITH LEFT HOOK uni1DAE	ᄇ	ᄇ	ᄇ	ᄇ	ᄇ
MODIFIER LETTER SMALL N WITH RETROFLEX HOOK uni1DAF	ᄉ	ᄉ	ᄉ	ᄉ	ᄉ
MODIFIER LETTER SMALL CAPITAL N uni1DB0	ᄋ	ᄋ	ᄋ	ᄋ	ᄋ
MODIFIER LETTER SMALL BARRED O uni1DB1	ᄍ	ᄍ	ᄍ	ᄍ	ᄍ
MODIFIER LETTER SMALL PHI uni1DB2	ᄏ	ᄏ	ᄏ	ᄏ	ᄏ
MODIFIER LETTER SMALL S WITH HOOK uni1DB3	ᄑ	ᄑ	ᄑ	ᄑ	ᄑ
MODIFIER LETTER SMALL ESH uni1DB4	ᄓ	ᄓ	ᄓ	ᄓ	ᄓ
MODIFIER LETTER SMALL T WITH PALATAL HOOK uni1DB5	ᄕ	ᄕ	ᄕ	ᄕ	ᄕ
MODIFIER LETTER SMALL U BAR uni1DB6	ᄗ	ᄗ	ᄗ	ᄗ	ᄗ
MODIFIER LETTER SMALL UPSILON uni1DB7	ᄙ	ᄙ	ᄙ	ᄙ	ᄙ
MODIFIER LETTER SMALL CAPITAL U uni1DB8	ᄛ	ᄛ	ᄛ	ᄛ	ᄛ
MODIFIER LETTER SMALL V WITH HOOK uni1DB9	ᄝ	ᄝ	ᄝ	ᄝ	ᄝ
MODIFIER LETTER SMALL TURNED V uni1DBA	ᄟ	ᄟ	ᄟ	ᄟ	ᄟ
MODIFIER LETTER SMALL Z uni1DBB	ᄡ	ᄡ	ᄡ	ᄡ	ᄡ
MODIFIER LETTER SMALL Z WITH RETROFLEX HOOK uni1DBC	ᄣ	ᄣ	ᄣ	ᄣ	ᄣ
MODIFIER LETTER SMALL Z WITH CURL uni1DBD	ᄥ	ᄥ	ᄥ	ᄥ	ᄥ
MODIFIER LETTER SMALL EZH uni1DBE	ᄨ	ᄨ	ᄨ	ᄨ	ᄨ
MODIFIER LETTER SMALL THETA uni1DBF	ᄪ	ᄪ	ᄪ	ᄪ	ᄪ
COMBINING DOTTED GRAVE ACCENT uni1DC0	ᄬ	ᄬ	ᄬ	ᄬ	ᄬ
COMBINING DOTTED ACUTE ACCENT uni1DC1	ᄮ	ᄮ	ᄮ	ᄮ	ᄮ
COMBINING SNAKE BELOW uni1DC2	ᄰ	ᄰ	ᄰ	ᄰ	ᄰ
COMBINING SUSPENSION MARK uni1DC3	ᄲ	ᄲ	ᄲ	ᄲ	ᄲ
COMBINING MACRON-ACUTE uni1DC4	ᄴ	ᄴ	ᄴ	ᄴ	ᄴ
COMBINING GRAVE-MACRON uni1DC5	ᄶ	ᄶ	ᄶ	ᄶ	ᄶ
COMBINING MACRON-GRAVE uni1DC6	ᄸ	ᄸ	ᄸ	ᄸ	ᄸ

COMBINING ACUTE-MACRON uni1DC7				
COMBINING GRAVE-ACUTE-GRAVE uni1DC8	˜	˜	˜	˜
COMBINING ACUTE-GRAVE-ACUTE uni1DC9	˜	˜	˜	˜
COMBINING LATIN SMALL LETTER R BELOW uni1DCA	ṙ	ṙ	ṙ	ṙ
COMBINING LEFT ARROWHEAD ABOVE uni1DFE	◀	◀	◀	◀
COMBINING RIGHT ARROWHEAD AND DOWN ARROWHEAD BELOW uni1DFF	↘	↘	↘	↘
LATIN CAPITAL LETTER A WITH RING BELOW uni1E00	À	À	À	À
LATIN SMALL LETTER A WITH RING BELOW uni1E01	à	à	à	à
LATIN CAPITAL LETTER B WITH DOT ABOVE uni1E02	Ā	Ā	Ā	Ā
LATIN SMALL LETTER B WITH DOT ABOVE uni1E03	ā	ā	ā	ā
LATIN CAPITAL LETTER B WITH DOT BELOW uni1E04	Ḃ	Ḃ	Ḃ	Ḃ
LATIN SMALL LETTER B WITH DOT BELOW uni1E05	ḃ	ḃ	ḃ	ḃ
LATIN CAPITAL LETTER B WITH LINE BELOW uni1E06	Ḅ	Ḅ	Ḅ	Ḅ
LATIN SMALL LETTER B WITH LINE BELOW uni1E07	ḅ	ḅ	ḅ	ḅ
LATIN CAPITAL LETTER C WITH CEDILLA AND ACUTE uni1E08	Č	Č	Č	Č
LATIN SMALL LETTER C WITH CEDILLA AND ACUTE uni1E09	č	č	č	č
LATIN CAPITAL LETTER D WITH DOT ABOVE uni1E0A	Ď	Ď	Ď	Ď
LATIN SMALL LETTER D WITH DOT ABOVE uni1E0B	ď	ď	ď	ď
LATIN CAPITAL LETTER D WITH DOT BELOW uni1E0C	Ḍ	Ḍ	Ḍ	Ḍ
LATIN SMALL LETTER D WITH DOT BELOW uni1E0D	ḍ	ḍ	ḍ	ḍ
LATIN CAPITAL LETTER D WITH LINE BELOW uni1E0E	Ḏ	Ḏ	Ḏ	Ḏ
LATIN SMALL LETTER D WITH LINE BELOW uni1E0F	ḏ	ḏ	ḏ	ḏ
LATIN CAPITAL LETTER D WITH CEDILLA uni1E10	Ḑ	Ḑ	Ḑ	Ḑ
LATIN SMALL LETTER D WITH CEDILLA uni1E11	ḑ	ḑ	ḑ	ḑ
LATIN CAPITAL LETTER D WITH CIRCUMFLEX BELOW uni1E12	Ḓ	Ḓ	Ḓ	Ḓ
LATIN SMALL LETTER D WITH CIRCUMFLEX BELOW uni1E13	ḓ	ḓ	ḓ	ḓ
LATIN CAPITAL LETTER E WITH MACRON AND GRAVE uni1E14	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	Ė	Ė	Ė	Ė	Ė
LATIN SMALL LETTER E WITH CIRCUMFLEX BELOW uni1E19	ė	ė	ė	ė	ė
LATIN CAPITAL LETTER E WITH TILDE BELOW uni1E1A	Ɛ	Ɛ	Ɛ	Ɛ	Ɛ
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	Ġ	Ġ	Ġ	Ġ	Ġ
LATIN SMALL LETTER G WITH MACRON uni1E21	ġ	ġ	ġ	ġ	ġ
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	Í	Í	Í	Í	Í

	uni1E30	𐀀	𐀁	𐀂	𐀃	𐀄
LATIN SMALL LETTER K WITH ACUTE	uni1E31	𐀅	𐀆	𐀇	𐀈	𐀉
LATIN CAPITAL LETTER K WITH DOT BELOW	uni1E32	𐀊	𐀋	𐀌	𐀍	𐀎
LATIN SMALL LETTER K WITH DOT BELOW	uni1E33	𐀏	𐀐	𐀑	𐀒	𐀓
LATIN CAPITAL LETTER K WITH LINE BELOW	uni1E34	𐀔	𐀕	𐀖	𐀗	𐀘
LATIN SMALL LETTER K WITH LINE BELOW	uni1E35	𐀙	𐀚	𐀛	𐀜	𐀝
LATIN CAPITAL LETTER L WITH DOT BELOW	uni1E36	𐀞	𐀟	𐀠	𐀡	𐀢
LATIN SMALL LETTER L WITH DOT BELOW	uni1E37	𐀣	𐀤	𐀥	𐀦	𐀧
LATIN CAPITAL LETTER L WITH DOT BELOW AND MACRON	uni1E38	𐀨	𐀩	𐀪	𐀫	𐀬
LATIN SMALL LETTER L WITH DOT BELOW AND MACRON	uni1E39	𐀭	𐀮	𐀯	𐀰	𐀱
LATIN CAPITAL LETTER L WITH LINE BELOW	uni1E3A	𐀲	𐀳	𐀴	𐀵	𐀶
LATIN SMALL LETTER L WITH LINE BELOW	uni1E3B	𐀷	𐀸	𐀹	𐀺	𐀻
LATIN CAPITAL LETTER L WITH CIRCUMFLEX BELOW	uni1E3C	𐀼	𐀽	𐀾	𐀿	𐁀
LATIN SMALL LETTER L WITH CIRCUMFLEX BELOW	uni1E3D	𐁁	𐁂	𐁃	𐁄	𐁅
LATIN CAPITAL LETTER M WITH ACUTE	uni1E3E	𐁆	𐁇	𐁈	𐁉	𐁊
LATIN SMALL LETTER M WITH ACUTE	uni1E3F	𐁋	𐁌	𐁍	𐁎	𐁏
LATIN CAPITAL LETTER M WITH DOT ABOVE	uni1E40	𐁐	𐁑	𐁒	𐁓	𐁔
LATIN SMALL LETTER M WITH DOT ABOVE	uni1E41	𐁕	𐁖	𐁗	𐁘	𐁙
LATIN CAPITAL LETTER M WITH DOT BELOW	uni1E42	𐁚	𐁛	𐁜	𐁝	𐁞
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	𐁽	𐁾	𐁿	𐂀	𐂁
LATIN CAPITAL LETTER N WITH CIRCUMFLEX BELOW	uni1E4A	𐂂	𐂃	𐂄	𐂅	𐂆
LATIN SMALL LETTER N WITH CIRCUMFLEX BELOW	uni1E4B	𐂇	𐂈	𐂉	𐂊	𐂋

LATIN CAPITAL LETTER P WITH ACUTE	uni1E54	𐀀	𐀁	𐀂	𐀃	𐀄
LATIN SMALL LETTER P WITH ACUTE	uni1E55	𐀅	𐀆	𐀇	𐀈	𐀉
LATIN CAPITAL LETTER P WITH DOT ABOVE	uni1E56	𐀊	𐀋	𐀌	𐀍	𐀎
LATIN SMALL LETTER P WITH DOT ABOVE	uni1E57	𐀏	𐀐	𐀑	𐀒	𐀓
LATIN CAPITAL LETTER R WITH DOT ABOVE	uni1E58	𐀔	𐀕	𐀖	𐀗	𐀘
LATIN SMALL LETTER R WITH DOT ABOVE	uni1E59	𐀙	𐀚	𐀛	𐀜	𐀝
LATIN CAPITAL LETTER R WITH DOT BELOW	uni1E5A	𐀞	𐀟	𐀠	𐀡	𐀢
LATIN SMALL LETTER R WITH DOT BELOW	uni1E5B	𐀣	𐀤	𐀥	𐀦	𐀧
LATIN CAPITAL LETTER R WITH DOT BELOW AND MACRON	uni1E5C	𐀨	𐀩	𐀪	𐀫	𐀬
LATIN SMALL LETTER R WITH DOT BELOW AND MACRON	uni1E5D	𐀭	𐀮	𐀯	𐀰	𐀱
LATIN CAPITAL LETTER R WITH LINE BELOW	uni1E5E	𐀲	𐀳	𐀴	𐀵	𐀶
LATIN SMALL LETTER R WITH LINE BELOW	uni1E5F	𐀷	𐀸	𐀹	𐀺	𐀻
LATIN CAPITAL LETTER S WITH DOT ABOVE	uni1E60	𐀼	𐀽	𐀾	𐀿	𐁀
LATIN SMALL LETTER S WITH DOT ABOVE	uni1E61	𐁁	𐁂	𐁃	𐁄	𐁅
LATIN CAPITAL LETTER S WITH DOT BELOW	uni1E62	𐁆	𐁇	𐁈	𐁉	𐁊
LATIN SMALL LETTER S WITH DOT BELOW	uni1E63	𐁋	𐁌	𐁍	𐁎	𐁏
LATIN CAPITAL LETTER S WITH ACUTE AND DOT ABOVE	uni1E64	𐁐	𐁑	𐁒	𐁓	𐁔
LATIN SMALL LETTER S WITH ACUTE AND DOT ABOVE	uni1E65	𐁕	𐁖	𐁗	𐁘	𐁙

LATIN CAPITAL LETTER S WITH CARON AND DOT ABOVE uni1E66	Š	Š	Š	Š	Š
LATIN SMALL LETTER S WITH CARON AND DOT ABOVE uni1E67	š	š	š	š	š
LATIN CAPITAL LETTER S WITH DOT BELOW AND DOT ABOVE uni1E68	Ṡ	Ṡ	Ṡ	Ṡ	Ṡ
LATIN SMALL LETTER S WITH DOT BELOW AND DOT ABOVE uni1E69	ṡ	ṡ	ṡ	ṡ	ṡ
LATIN CAPITAL LETTER T WITH DOT ABOVE uni1E6A	Ṭ	Ṭ	Ṭ	Ṭ	Ṭ
LATIN SMALL LETTER T WITH DOT ABOVE uni1E6B	ṭ	ṭ	ṭ	ṭ	ṭ
LATIN CAPITAL LETTER T WITH DOT BELOW uni1E6C	Ṛ	Ṛ	Ṛ	Ṛ	Ṛ
LATIN SMALL LETTER T WITH DOT BELOW uni1E6D	ṛ	ṛ	ṛ	ṛ	ṛ
LATIN CAPITAL LETTER T WITH LINE BELOW uni1E6E	Ṛ	Ṛ	Ṛ	Ṛ	Ṛ
LATIN SMALL LETTER T WITH LINE BELOW uni1E6F	ṛ	ṛ	ṛ	ṛ	ṛ
LATIN CAPITAL LETTER T WITH CIRCUMFLEX BELOW uni1E70	Ṛ	Ṛ	Ṛ	Ṛ	Ṛ
LATIN SMALL LETTER T WITH CIRCUMFLEX BELOW uni1E71	ṛ	ṛ	ṛ	ṛ	ṛ
LATIN CAPITAL LETTER U WITH DIAERESIS BELOW uni1E72	Ů	Ů	Ů	Ů	Ů
LATIN SMALL LETTER U WITH DIAERESIS BELOW uni1E73	ů	ů	ů	ů	ů
LATIN CAPITAL LETTER U WITH TILDE BELOW uni1E74	Ũ	Ũ	Ũ	Ũ	Ũ
LATIN SMALL LETTER U WITH TILDE BELOW uni1E75	ũ	ũ	ũ	ũ	ũ
LATIN CAPITAL LETTER U WITH CIRCUMFLEX BELOW uni1E76	Ů	Ů	Ů	Ů	Ů
LATIN SMALL LETTER U WITH CIRCUMFLEX BELOW uni1E77	ũ	ũ	ũ	ũ	ũ
LATIN CAPITAL LETTER U WITH TILDE AND ACUTE uni1E78	Ŭ	Ŭ	Ŭ	Ŭ	Ŭ
LATIN SMALL LETTER U WITH TILDE AND ACUTE uni1E79	ŭ	ŭ	ŭ	ŭ	ŭ
LATIN CAPITAL LETTER U WITH MACRON AND DIAERESIS uni1E7A	Ü	Ü	Ü	Ü	Ü
LATIN SMALL LETTER U WITH MACRON AND DIAERESIS uni1E7B	ü	ü	ü	ü	ü
LATIN CAPITAL LETTER V WITH TILDE uni1E7C	Ẃ	Ẃ	Ẃ	Ẃ	Ẃ
LATIN SMALL LETTER V WITH TILDE uni1E7D	ẃ	ẃ	ẃ	ẃ	ẃ
LATIN CAPITAL LETTER V WITH DOT BELOW uni1E7E	Ṳ	Ṳ	Ṳ	Ṳ	Ṳ
LATIN SMALL LETTER V WITH DOT BELOW uni1E7F	ṳ	ṳ	ṳ	ṳ	ṳ
LATIN CAPITAL LETTER W WITH GRAVE uni1E80	Ẁ	Ẁ	Ẁ	Ẁ	Ẁ

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	Ŵ̈	ŵ̈	Ŵ̈	ŵ̈	Ŵ̈
LATIN SMALL LETTER W WITH DIAERESIS uni1E85	ŵ̈	ŵ̈	ŵ̈	ŵ̈	ŵ̈
LATIN CAPITAL LETTER W WITH DOT ABOVE uni1E86	Ŵ̇	ŵ̇	Ŵ̇	ŵ̇	Ŵ̇
LATIN SMALL LETTER W WITH DOT ABOVE uni1E87	ŵ̇	ŵ̇	ŵ̇	ŵ̇	ŵ̇
LATIN CAPITAL LETTER W WITH DOT BELOW uni1E88	Ẉ̂	ẉ̂	Ẉ̂	ẉ̂	Ẉ̂
LATIN SMALL LETTER W WITH DOT BELOW uni1E89	ẉ̂	ẉ̂	ẉ̂	ẉ̂	ẉ̂
LATIN CAPITAL LETTER X WITH DOT ABOVE uni1E8A	Ŷ̇	ŷ̇	Ŷ̇	ŷ̇	Ŷ̇
LATIN SMALL LETTER X WITH DOT ABOVE uni1E8B	ŷ̇	ŷ̇	ŷ̇	ŷ̇	ŷ̇
LATIN CAPITAL LETTER X WITH DIAERESIS uni1E8C	Ŷ̈	ŷ̈	Ŷ̈	ŷ̈	Ŷ̈
LATIN SMALL LETTER X WITH DIAERESIS uni1E8D	ŷ̈	ŷ̈	ŷ̈	ŷ̈	ŷ̈
LATIN CAPITAL LETTER Y WITH DOT ABOVE uni1E8E	Ŷ̇	ŷ̇	Ŷ̇	ŷ̇	Ŷ̇
LATIN SMALL LETTER Y WITH DOT ABOVE uni1E8F	ŷ̇	ŷ̇	ŷ̇	ŷ̇	ŷ̇
LATIN CAPITAL LETTER Z WITH CIRCUMFLEX uni1E90	Ŷ̂	ŷ̂	Ŷ̂	ŷ̂	Ŷ̂
LATIN SMALL LETTER Z WITH CIRCUMFLEX uni1E91	ŷ̂	ŷ̂	ŷ̂	ŷ̂	ŷ̂
LATIN CAPITAL LETTER Z WITH DOT BELOW uni1E92	Ỵ̂	ỵ̂	Ỵ̂	ỵ̂	Ỵ̂
LATIN SMALL LETTER Z WITH DOT BELOW uni1E93	ỵ̂	ỵ̂	ỵ̂	ỵ̂	ỵ̂
LATIN CAPITAL LETTER Z WITH LINE BELOW uni1E94	Ŷ̵	ŷ̵	Ŷ̵	ŷ̵	Ŷ̵
LATIN SMALL LETTER Z WITH LINE BELOW uni1E95	ŷ̵	ŷ̵	ŷ̵	ŷ̵	ŷ̵
LATIN SMALL LETTER H WITH LINE BELOW uni1E96	h̵	h̵	h̵	h̵	h̵
LATIN SMALL LETTER T WITH DIAERESIS uni1E97	ţ	ţ	ţ	ţ	ţ
LATIN SMALL LETTER W WITH RING ABOVE uni1E98	Ŵ̊	ŵ̊	Ŵ̊	ŵ̊	Ŵ̊
LATIN SMALL LETTER Y WITH RING ABOVE uni1E99	ŷ̊	ŷ̊	ŷ̊	ŷ̊	ŷ̊
LATIN SMALL LETTER A WITH RIGHT HALF RING uni1E9A	ǎ	ǎ	ǎ	ǎ	ǎ
LATIN SMALL LETTER LONG S WITH DOT ABOVE uni1E9B	ẛ	ẛ	ẛ	ẛ	ẛ

LATIN CAPITAL LETTER SHARP S
uni1E9E

LATIN CAPITAL LETTER A WITH DOT BELOW
uni1EA0

LATIN SMALL LETTER A WITH DOT BELOW
uni1EA1

LATIN CAPITAL LETTER A WITH HOOK ABOVE
uni1EA2

LATIN SMALL LETTER A WITH HOOK ABOVE
uni1EA3

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND
ACUTE
uni1EA4

LATIN SMALL LETTER A WITH CIRCUMFLEX AND ACUTE
uni1EA5

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND
GRAVE
uni1EA6

LATIN SMALL LETTER A WITH CIRCUMFLEX AND GRAVE
uni1EA7

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EA8

LATIN SMALL LETTER A WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EA9

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND TILDE
uni1EAA

LATIN SMALL LETTER A WITH CIRCUMFLEX AND TILDE
uni1EAB

LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND DOT
BELOW
uni1EAC

LATIN SMALL LETTER A WITH CIRCUMFLEX AND DOT
BELOW
uni1EAD

LATIN CAPITAL LETTER A WITH BREVE AND ACUTE
uni1EAE

LATIN SMALL LETTER A WITH BREVE AND ACUTE
uni1EAF

LATIN CAPITAL LETTER A WITH BREVE AND GRAVE
uni1EB0

LATIN SMALL LETTER A WITH BREVE AND GRAVE
uni1EB1

LATIN CAPITAL LETTER A WITH BREVE AND HOOK
ABOVE
uni1EB2

LATIN SMALL LETTER A WITH BREVE AND HOOK ABOVE
uni1EB3

LATIN CAPITAL LETTER A WITH BREVE AND TILDE
uni1EB4

LATIN SMALL LETTER A WITH BREVE AND TILDE
uni1EB5

LATIN CAPITAL LETTER A WITH BREVE AND DOT BELOW
uni1EB6

LATIN SMALL LETTER A WITH BREVE AND DOT BELOW
uni1EB7

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uni1EB7

LATIN CAPITAL LETTER E WITH DOT BELOW
uni1EB8

LATIN SMALL LETTER E WITH DOT BELOW
uni1EB9

LATIN CAPITAL LETTER E WITH HOOK ABOVE
uni1EBA

LATIN SMALL LETTER E WITH HOOK ABOVE
uni1EBB

LATIN CAPITAL LETTER E WITH TILDE
uni1EBC

LATIN SMALL LETTER E WITH TILDE
uni1EBD

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND
ACUTE
uni1EBE

LATIN SMALL LETTER E WITH CIRCUMFLEX AND ACUTE
uni1EBF

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND
GRAVE
uni1EC0

LATIN SMALL LETTER E WITH CIRCUMFLEX AND GRAVE
uni1EC1

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EC2

LATIN SMALL LETTER E WITH CIRCUMFLEX AND HOOK
ABOVE
uni1EC3

LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND TILDE
uni1EC4

LATIN SMALL LETTER E WITH CIRCUMFLEX AND TILDE
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
uni1F0A

GREEK CAPITAL LETTER ALPHA WITH DASIA AND VARIA
uni1F0B

GREEK CAPITAL LETTER ALPHA WITH PSILI AND OXIA
uni1F0C

GREEK CAPITAL LETTER ALPHA WITH DASIA AND OXIA
uni1F0D

GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PERISPOMENI
uni1F0E

GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PERISPOMENI
uni1F0F

GREEK SMALL LETTER EPSILON WITH PSILI
uni1F10

GREEK SMALL LETTER EPSILON WITH DASIA
uni1F11

GREEK SMALL LETTER EPSILON WITH PSILI AND VARIA
uni1F12

GREEK SMALL LETTER EPSILON WITH DASIA AND VARIA
uni1F13

GREEK SMALL LETTER EPSILON WITH PSILI AND OXIA
uni1F14

GREEK SMALL LETTER EPSILON WITH DASIA AND OXIA
uni1F15

GREEK CAPITAL LETTER EPSILON WITH PSILI
uni1F18

GREEK CAPITAL LETTER EPSILON WITH DASIA
uni1F19

GREEK CAPITAL LETTER EPSILON WITH PSILI AND
VARIA
uni1F1A

GREEK CAPITAL LETTER EPSILON WITH DASIA AND
VARIA
uni1F1B

GREEK CAPITAL LETTER EPSILON WITH PSILI AND OXIA
uni1F1C

GREEK CAPITAL LETTER EPSILON WITH DASIA AND
OXIA
uni1F1D

GREEK SMALL LETTER ETA WITH PSILI
uni1F20

GREEK SMALL LETTER ETA WITH DASIA
uni1F21

GREEK SMALL LETTER ETA WITH PSILI AND VARIA
uni1F22

GREEK SMALL LETTER ETA WITH DASIA AND VARIA
uni1F23

GREEK SMALL LETTER ETA WITH PSILI AND OXIA
uni1F24

GREEK SMALL LETTER ETA WITH DASIA AND OXIA
uni1F25

GREEK SMALL LETTER ETA WITH PSILI AND
PERISPOMENI
uni1F26

GREEK SMALL LETTER ETA WITH DASIA AND

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	PERISPOMENI uni1F27	Ͱ	ͱ	Ͳ	ͳ	ʹ
GREEK CAPITAL LETTER ETA WITH PSILI uni1F28		͵Ͱ	͵ͱ	͵Ͳ	͵ͳ	͵ʹ
GREEK CAPITAL LETTER ETA WITH DASIA uni1F29		ͶͰ	Ͷͱ	ͶͲ	Ͷͳ	Ͷʹ
GREEK CAPITAL LETTER ETA WITH PSILI AND VARIA uni1F2A		ͷͰ	ͷͱ	ͷͲ	ͷͳ	ͷʹ
GREEK CAPITAL LETTER ETA WITH DASIA AND VARIA uni1F2B		͸Ͱ	͸ͱ	͸Ͳ	͸ͳ	͸ʹ
GREEK CAPITAL LETTER ETA WITH PSILI AND OXIA uni1F2C		͹Ͱ	͹ͱ	͹Ͳ	͹ͳ	͹ʹ
GREEK CAPITAL LETTER ETA WITH DASIA AND OXIA uni1F2D		ͺͰ	ͺͱ	ͺͲ	ͺͳ	ͺʹ
GREEK CAPITAL LETTER ETA WITH PSILI AND PERISPOMENI uni1F2E		ͻͰ	ͻͱ	ͻͲ	ͻͳ	ͻʹ
GREEK CAPITAL LETTER ETA WITH DASIA AND PERISPOMENI uni1F2F		ͼͰ	ͼͱ	ͼͲ	ͼͳ	ͼʹ
GREEK SMALL LETTER IOTA WITH PSILI uni1F30		ͽͰ	ͽͱ	ͽͲ	ͽͳ	ͽʹ
GREEK SMALL LETTER IOTA WITH DASIA uni1F31		ͿͰ	Ϳͱ	ͿͲ	Ϳͳ	Ϳʹ
GREEK SMALL LETTER IOTA WITH PSILI AND VARIA uni1F32		ͿͰ͂	Ϳͱ͂	ͿͲ͂	Ϳͳ͂	Ϳʹ͂
GREEK SMALL LETTER IOTA WITH DASIA AND VARIA uni1F33		ͿͰ͇	Ϳͱ͇	ͿͲ͇	Ϳͳ͇	Ϳʹ͇
GREEK SMALL LETTER IOTA WITH PSILI AND OXIA uni1F34		ͿͰ͆	Ϳͱ͆	ͿͲ͆	Ϳͳ͆	Ϳʹ͆
GREEK SMALL LETTER IOTA WITH DASIA AND OXIA uni1F35		ͿͰͅ	Ϳͱͅ	ͿͲͅ	Ϳͳͅ	Ϳʹͅ
GREEK SMALL LETTER IOTA WITH PSILI AND PERISPOMENI uni1F36		ͿͰ̓	Ϳͱ̓	ͿͲ̓	Ϳͳ̓	Ϳʹ̓
GREEK SMALL LETTER IOTA WITH DASIA AND PERISPOMENI uni1F37		ͿͰ̈́	Ϳͱ̈́	ͿͲ̈́	Ϳͳ̈́	Ϳʹ̈́
GREEK CAPITAL LETTER IOTA WITH PSILI uni1F38		ͿͰ͵	ͿͰͶ	ͿͰͷ	ͿͰ͸	ͿͰ͹
GREEK CAPITAL LETTER IOTA WITH DASIA uni1F39		ͿͰͺ	ͿͰͻ	ͿͰͼ	ͿͰͽ	ͿͰͿ
GREEK CAPITAL LETTER IOTA WITH PSILI AND VARIA uni1F3A		ͿͰ͵͂	ͿͰͶ͂	ͿͰͷ͂	ͿͰ͸͂	ͿͰ͹͂
GREEK CAPITAL LETTER IOTA WITH DASIA AND VARIA uni1F3B		ͿͰͺ͇	ͿͰͻ͇	ͿͰͼ͇	ͿͰͽ͇	ͿͰͿ͇
GREEK CAPITAL LETTER IOTA WITH PSILI AND OXIA uni1F3C		ͿͰ͵͆	ͿͰͶ͆	ͿͰͷ͆	ͿͰ͸͆	ͿͰ͹͆
GREEK CAPITAL LETTER IOTA WITH DASIA AND OXIA uni1F3D		ͿͰͺͅ	ͿͰͻͅ	ͿͰͼͅ	ͿͰͽͅ	ͿͰͿͅ
GREEK CAPITAL LETTER IOTA WITH PSILI AND PERISPOMENI uni1F3E		ͿͰ͵̓	ͿͰͶ̓	ͿͰͷ̓	ͿͰ͸̓	ͿͰ͹̓
GREEK CAPITAL LETTER IOTA WITH DASIA AND PERISPOMENI uni1F3F		ͿͰͺ̈́	ͿͰͻ̈́	ͿͰͼ̈́	ͿͰͽ̈́	ͿͰͿ̈́
GREEK SMALL LETTER OMICRON WITH PSILI uni1F40		ͿͰ͵Ͱ	ͿͰ͵ͱ	ͿͰ͵Ͳ	ͿͰ͵ͳ	ͿͰ͵ʹ

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GREEK SMALL LETTER OMICRON WITH DASIA	uni1F41	Ͱ͂	ͱ͂	Ͳ͂	ͳ͂	ʹ͂
GREEK SMALL LETTER OMICRON WITH PSILI AND VARIA	uni1F42	Ͱ̓	ͱ̓	Ͳ̓	ͳ̓	ʹ̓
GREEK SMALL LETTER OMICRON WITH DASIA AND VARIA	uni1F43	Ͱ̈́	ͱ̈́	Ͳ̈́	ͳ̈́	ʹ̈́
GREEK SMALL LETTER OMICRON WITH PSILI AND OXIA	uni1F44	Ͱͅ	ͱͅ	Ͳͅ	ͳͅ	ʹͅ
GREEK SMALL LETTER OMICRON WITH DASIA AND OXIA	uni1F45	Ͱ͆	ͱ͆	Ͳ͆	ͳ͆	ʹ͆
GREEK CAPITAL LETTER OMICRON WITH PSILI	uni1F48	Ͳ͂	ͳ͂	ʹ͂	͵͂	Ͷ͂
GREEK CAPITAL LETTER OMICRON WITH DASIA	uni1F49	Ͳ̓	ͳ̓	ʹ̓	͵̓	Ͷ̓
GREEK CAPITAL LETTER OMICRON WITH PSILI AND VARIA	uni1F4A	Ͳ̈́	ͳ̈́	ʹ̈́	͵̈́	Ͷ̈́
GREEK CAPITAL LETTER OMICRON WITH DASIA AND VARIA	uni1F4B	Ͳͅ	ͳͅ	ʹͅ	͵ͅ	Ͷͅ
GREEK CAPITAL LETTER OMICRON WITH PSILI AND OXIA	uni1F4C	Ͳ͆	ͳ͆	ʹ͆	͵͆	Ͷ͆
GREEK CAPITAL LETTER OMICRON WITH DASIA AND OXIA	uni1F4D	Ͳ͇	ͳ͇	ʹ͇	͵͇	Ͷ͇
GREEK SMALL LETTER UPSILON WITH PSILI	uni1F50	͵͂	Ͷ͂	ͷ͂	͸͂	͹͂
GREEK SMALL LETTER UPSILON WITH DASIA	uni1F51	͵̓	Ͷ̓	ͷ̓	͸̓	͹̓
GREEK SMALL LETTER UPSILON WITH PSILI AND VARIA	uni1F52	͵̈́	Ͷ̈́	ͷ̈́	͸̈́	͹̈́
GREEK SMALL LETTER UPSILON WITH DASIA AND VARIA	uni1F53	͵ͅ	Ͷͅ	ͷͅ	͸ͅ	͹ͅ
GREEK SMALL LETTER UPSILON WITH PSILI AND OXIA	uni1F54	͵͆	Ͷ͆	ͷ͆	͸͆	͹͆
GREEK SMALL LETTER UPSILON WITH DASIA AND OXIA	uni1F55	͵͇	Ͷ͇	ͷ͇	͸͇	͹͇
GREEK SMALL LETTER UPSILON WITH PSILI AND PERISPOMENI	uni1F56	͵͈	Ͷ͈	ͷ͈	͸͈	͹͈
GREEK SMALL LETTER UPSILON WITH DASIA AND PERISPOMENI	uni1F57	͵͉	Ͷ͉	ͷ͉	͸͉	͹͉
GREEK CAPITAL LETTER UPSILON WITH DASIA	uni1F59	ͷ̓	͸̓	͹̓	ͺ̓	ͻ̓
GREEK CAPITAL LETTER UPSILON WITH DASIA AND VARIA	uni1F5B	ͷ̈́	͸̈́	͹̈́	ͺ̈́	ͻ̈́
GREEK CAPITAL LETTER UPSILON WITH DASIA AND OXIA	uni1F5D	ͷͅ	͸ͅ	͹ͅ	ͺͅ	ͻͅ
GREEK CAPITAL LETTER UPSILON WITH DASIA AND PERISPOMENI	uni1F5F	ͷ͈	͸͈	͹͈	ͺ͈	ͻ͈
GREEK SMALL LETTER OMEGA WITH PSILI		ͷ͂	͸͂	͹͂	ͺ͂	ͻ͂

GREEK SMALL LETTER OMEGA WITH DASIA
uni1F61

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GREEK SMALL LETTER UPSILON WITH VARIA
uni1F7A

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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

ᵠ̣̣́ ᵡ̣̣́ ᵢ̣̣́ ᵣ̣̣́ ᵤ̣̣́

GREEK SMALL LETTER ALPHA WITH PSILI AND OXIA
AND YPOGEGRAMMENI
uni1F84

ᵠ̣̀ ᵡ̣̀ ᵢ̣̀ ᵣ̣̀ ᵤ̣̀

GREEK SMALL LETTER ALPHA WITH DASIA AND OXIA
AND YPOGEGRAMMENI
uni1F85

ᵠ̣̣́ ᵡ̣̣́ ᵢ̣̣́ ᵣ̣̣́ ᵤ̣̣́

GREEK SMALL LETTER ALPHA WITH PSILI AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F86

ᵠ̣̣̣ ᵡ̣̣̣ ᵢ̣̣̣ ᵣ̣̣̣ ᵤ̣̣̣

GREEK SMALL LETTER ALPHA WITH DASIA AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F87

ᵠ̣̣̣̣ ᵡ̣̣̣̣ ᵢ̣̣̣̣ ᵣ̣̣̣̣ ᵤ̣̣̣̣

GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PROSGEGRAMMENI
uni1F88

ᵠ̣̣ ᵡ̣̣ ᵢ̣̣ ᵣ̣̣ ᵤ̣̣

GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PROSGEGRAMMENI
uni1F89

ᵠ̣̣̣ ᵡ̣̣̣ ᵢ̣̣̣ ᵣ̣̣̣ ᵤ̣̣̣

GREEK CAPITAL LETTER ALPHA WITH PSILI AND VARIA
AND PROSGEGRAMMENI
uni1F8A

ᵠ̣̣́ ᵡ̣̣́ ᵢ̣̣́ ᵣ̣̣́ ᵤ̣̣́

GREEK CAPITAL LETTER ALPHA WITH DASIA AND VARIA
AND PROSGEGRAMMENI
uni1F8B

ᵠ̣̣̣́ ᵡ̣̣̣́ ᵢ̣̣̣́ ᵣ̣̣̣́ ᵤ̣̣̣́

GREEK CAPITAL LETTER ALPHA WITH PSILI AND OXIA
AND PROSGEGRAMMENI
uni1F8C

ᵠ̣̣̀ ᵡ̣̣̀ ᵢ̣̣̀ ᵣ̣̣̀ ᵤ̣̣̀

GREEK CAPITAL LETTER ALPHA WITH DASIA AND OXIA
AND PROSGEGRAMMENI
uni1F8D

ᵠ̣̣̣̣́ ᵡ̣̣̣̣́ ᵢ̣̣̣̣́ ᵣ̣̣̣̣́ ᵤ̣̣̣̣́

GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F8E

ᵠ̣̣̣̣̣ ᵡ̣̣̣̣̣ ᵢ̣̣̣̣̣ ᵣ̣̣̣̣̣ ᵤ̣̣̣̣̣

GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F8F

ᵠ̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣

GREEK SMALL LETTER ETA WITH PSILI AND
YPOGEGRAMMENI
uni1F90

ᵠ̣̣̣ ᵡ̣̣̣ ᵢ̣̣̣ ᵣ̣̣̣ ᵤ̣̣̣

GREEK SMALL LETTER ETA WITH DASIA AND
YPOGEGRAMMENI
uni1F91

ᵠ̣̣̣̣ ᵡ̣̣̣̣ ᵢ̣̣̣̣ ᵣ̣̣̣̣ ᵤ̣̣̣̣

ᵠ̣̣̣̣̣ ᵡ̣̣̣̣̣ ᵢ̣̣̣̣̣ ᵣ̣̣̣̣̣ ᵤ̣̣̣̣̣

ᵠ̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣

ᵠ̣̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣̣

ᵠ̣̣̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣̣̣

ᵠ̣̣̣̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣̣̣̣

ᵠ̣̣̣̣̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣̣̣̣̣

ᵠ̣̣̣̣̣̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣̣̣̣̣̣

GREEK SMALL LETTER ETA WITH PSILI AND VARIA AND
YPOGEGRAMMENI
uni1F92

ῥ̣̈̇ ῥ̣̈̇ ῥ̣̈̇ ῥ̣̈̇ ῥ̣̈̇

GREEK SMALL LETTER ETA WITH DASIA AND VARIA AND
YPOGEGRAMMENI
uni1F93

Ὶ̣̈̇ Ὶ̣̈̇ Ὶ̣̈̇ Ὶ̣̈̇ Ὶ̣̈̇

GREEK SMALL LETTER ETA WITH PSILI AND OXIA AND
YPOGEGRAMMENI
uni1F94

ῥ̣̈̇̃ ῥ̣̈̇̃ ῥ̣̈̇̃ ῥ̣̈̇̃ ῥ̣̈̇̃

GREEK SMALL LETTER ETA WITH DASIA AND OXIA AND
YPOGEGRAMMENI
uni1F95

Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃

GREEK SMALL LETTER ETA WITH PSILI AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F96

ῥ̣̈̇̂̂̂ ῥ̣̈̇̂̂̂ ῥ̣̈̇̂̂̂ ῥ̣̈̇̂̂̂ ῥ̣̈̇̂̂̂

GREEK SMALL LETTER ETA WITH DASIA AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F97

Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂

GREEK CAPITAL LETTER ETA WITH PSILI AND
PROSGEGRAMMENI
uni1F98

Ῐ̣̈̇ Ῐ̣̈̇ Ῐ̣̈̇ Ῐ̣̈̇ Ῐ̣̈̇

GREEK CAPITAL LETTER ETA WITH DASIA AND
PROSGEGRAMMENI
uni1F99

Ὶ̣̈̇ Ὶ̣̈̇ Ὶ̣̈̇ Ὶ̣̈̇ Ὶ̣̈̇

GREEK CAPITAL LETTER ETA WITH PSILI AND VARIA
AND PROSGEGRAMMENI
uni1F9A

Ῐ̣̈̇̃ Ῐ̣̈̇̃ Ῐ̣̈̇̃ Ῐ̣̈̇̃ Ῐ̣̈̇̃

GREEK CAPITAL LETTER ETA WITH DASIA AND VARIA
AND PROSGEGRAMMENI
uni1F9B

Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃

GREEK CAPITAL LETTER ETA WITH PSILI AND OXIA AND
PROSGEGRAMMENI
uni1F9C

Ῐ̣̈̇̃ Ῐ̣̈̇̃ Ῐ̣̈̇̃ Ῐ̣̈̇̃ Ῐ̣̈̇̃

GREEK CAPITAL LETTER ETA WITH DASIA AND OXIA
AND PROSGEGRAMMENI
uni1F9D

Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃ Ὶ̣̈̇̃

GREEK CAPITAL LETTER ETA WITH PSILI AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F9E

Ῐ̣̈̇̂̂̂ Ῐ̣̈̇̂̂̂ Ῐ̣̈̇̂̂̂ Ῐ̣̈̇̂̂̂ Ῐ̣̈̇̂̂̂

GREEK CAPITAL LETTER ETA WITH DASIA AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F9F

Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂ Ὶ̣̈̇̂̂̂

GREEK SMALL LETTER OMEGA WITH PSILI AND
YPOGEGRAMMENI
uni1FA0

ῠ̣̈̇ ῠ̣̈̇ ῠ̣̈̇ ῠ̣̈̇ ῠ̣̈̇

GREEK SMALL LETTER OMEGA WITH DASIA AND
YPOGEGRAMMENI
uni1FA1

ῡ̣̈̇ ῡ̣̈̇ ῡ̣̈̇ ῡ̣̈̇ ῡ̣̈̇

GREEK SMALL LETTER OMEGA WITH PSILI AND VARIA
AND YPOGEGRAMMENI
uni1FA2

ῠ̣̈̇̃ ῠ̣̈̇̃ ῠ̣̈̇̃ ῠ̣̈̇̃ ῠ̣̈̇̃

GREEK SMALL LETTER OMEGA WITH DASIA AND VARIA
AND YPOGEGRAMMENI
uni1FA3

ῡ̣̈̇̃ ῡ̣̈̇̃ ῡ̣̈̇̃ ῡ̣̈̇̃ ῡ̣̈̇̃

GREEK SMALL LETTER OMEGA WITH PSILI AND OXIA
AND YPOGEGRAMMENI
uni1FA4

ῠ̣̈̇̃̃ ῠ̣̈̇̃̃ ῠ̣̈̇̃̃ ῠ̣̈̇̃̃ ῠ̣̈̇̃̃

GREEK SMALL LETTER OMEGA WITH DASIA AND OXIA
AND YPOGEGRAMMENI
uni1FA5

ῡ̣̈̇̃̃ ῡ̣̈̇̃̃ ῡ̣̈̇̃̃ ῡ̣̈̇̃̃ ῡ̣̈̇̃̃

GREEK SMALL LETTER OMEGA WITH PSILI AND

ῠ̣̈̇̂̂̂ ῠ̣̈̇̂̂̂ ῠ̣̈̇̂̂̂ ῠ̣̈̇̂̂̂ ῠ̣̈̇̂̂̂

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	Ͱ	ͱ	Ͳ	ͳ	ʹ
GREEK PSILI uni1FBF	͵	Ͷ	ͷ	͸	͹
GREEK PERISPOMENI uni1FC0	ͺ	ͻ	ͼ	ͽ	Ϳ
GREEK DIALYTIKA AND PERISPOMENI uni1FC1	ͿͰ	Ϳͱ	ͿͲ	Ϳͳ	Ϳʹ
GREEK SMALL LETTER ETA WITH VARIA AND YPOGEGRAMMENI uni1FC2	Ϳ͵Ͷ	Ϳ͵ͷ	Ϳ͵͸	Ϳ͵͹	Ϳ͵ͺ
GREEK SMALL LETTER ETA WITH YPOGEGRAMMENI uni1FC3	Ϳ͵ͻ	Ϳ͵ͼ	Ϳ͵ͽ	Ϳ͵Ϳ	Ϳ͵ͿͰ
GREEK SMALL LETTER ETA WITH OXIA AND YPOGEGRAMMENI uni1FC4	Ϳ͵Ͷͷ	Ϳ͵ͷ͸	Ϳ͵͸͹	Ϳ͵͹ͺ	Ϳ͵ͺͻ
GREEK SMALL LETTER ETA WITH PERISPOMENI uni1FC6	Ϳ͵ͻͼ	Ϳ͵ͼͽ	Ϳ͵ͽͿ	Ϳ͵ͿͰ	Ϳ͵Ϳͱ
GREEK SMALL LETTER ETA WITH PERISPOMENI AND YPOGEGRAMMENI uni1FC7	Ϳ͵ͻͼͽ	Ϳ͵ͼͽͿ	Ϳ͵ͽͿͰ	Ϳ͵ͿͰͱ	Ϳ͵ͿͱͲ
GREEK CAPITAL LETTER EPSILON WITH VARIA uni1FC8	Ϳ͵Ͷͷ͸	Ϳ͵ͷ͸͹	Ϳ͵͸͹ͺ	Ϳ͵͹ͺͻ	Ϳ͵ͺͻͼ
GREEK CAPITAL LETTER EPSILON WITH OXIA uni1FC9	Ϳ͵Ͷͷ͸͹	Ϳ͵ͷ͸͹ͺ	Ϳ͵͸͹ͺͻ	Ϳ͵͹ͺͻͼ	Ϳ͵ͺͻͼͽ
GREEK CAPITAL LETTER ETA WITH VARIA uni1FCA	Ϳ͵Ͷͷ͸͹ͺ	Ϳ͵ͷ͸͹ͺͻ	Ϳ͵͸͹ͺͻͼ	Ϳ͵͹ͺͻͼͽ	Ϳ͵ͺͻͼͽͿ
GREEK CAPITAL LETTER ETA WITH OXIA uni1FCB	Ϳ͵Ͷͷ͸͹ͺͻ	Ϳ͵ͷ͸͹ͺͻͼ	Ϳ͵͸͹ͺͻͼͽ	Ϳ͵͹ͺͻͼͽͿ	Ϳ͵ͺͻͼͽͿͰ
GREEK CAPITAL LETTER ETA WITH PROSGEGRAMMENI uni1FCC	Ϳ͵Ͷͷ͸͹ͺͻͼ	Ϳ͵ͷ͸͹ͺͻͼͽ	Ϳ͵͸͹ͺͻͼͽͿ	Ϳ͵͹ͺͻͼͽͿͰ	Ϳ͵ͺͻͼͽͿͰͱ
GREEK PSILI AND VARIA uni1FCD	Ϳ͵Ͷͷ͸͹ͺͻͼͽ	Ϳ͵ͷ͸͹ͺͻͼͽͿ	Ϳ͵͸͹ͺͻͼͽͿͰ	Ϳ͵͹ͺͻͼͽͿͰͱ	Ϳ͵ͺͻͼͽͿͰͱͲ
GREEK PSILI AND OXIA uni1FCE	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰ	Ϳ͵͸͹ͺͻͼͽͿͰͱ	Ϳ͵͹ͺͻͼͽͿͰͱͲ	Ϳ͵ͺͻͼͽͿͰͱͲͳ
GREEK PSILI AND PERISPOMENI uni1FCF	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲ	Ϳ͵͹ͺͻͼͽͿͰͱͲͳ	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ
GREEK SMALL LETTER IOTA WITH VRACHY uni1FD0	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳ	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵
GREEK SMALL LETTER IOTA WITH MACRON uni1FD1	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND VARIA uni1FD2	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲͳ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳʹ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ͵	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷ	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND OXIA uni1FD3	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲͳʹ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷ	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸
GREEK SMALL LETTER IOTA WITH PERISPOMENI uni1FD6	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND PERISPOMENI uni1FD7	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺ
GREEK CAPITAL LETTER IOTA WITH VRACHY uni1FD8	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺ	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻ
GREEK CAPITAL LETTER IOTA WITH MACRON uni1FD9	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻ	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻͼ	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻͼͽ
GREEK CAPITAL LETTER IOTA WITH VARIA uni1FDA	Ϳ͵Ͷͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻͼ	Ϳ͵ͷ͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻͼͽ	Ϳ͵͸͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻͼͽͿ	Ϳ͵͹ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻͼͽͿͰ	Ϳ͵ͺͻͼͽͿͰͱͲͳʹ͵Ͷͷ͸͹ͺͻͼͽͿͰͱ

GREEK CAPITAL LETTER IOTA WITH OXIA uni1FDB	ἶ	Ἴ	Ἲ	Ἴ	Ἴ
GREEK DASIA AND VARIA uni1FDD	῀	῁	ῂ	ῃ	ῄ
GREEK DASIA AND OXIA uni1FDE	ῆ	ῇ	Ὲ	Έ	Ὴ
GREEK DASIA AND PERISPOMENI uni1FDF	Ή	ῌ	῍	῎	῏
GREEK SMALL LETTER UPSILON WITH VRACHY uni1FE0	Ῐ	Ῑ	Ὶ	Ί	῜
GREEK SMALL LETTER UPSILON WITH MACRON uni1FE1	῝	῞	῟	ῠ	ῡ
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND VARIA uni1FE2	ῢ	ΰ	ῤ	ῥ	ῦ
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND OXIA uni1FE3	Ῐ	Ῑ	Ὶ	Ί	῜
GREEK SMALL LETTER RHO WITH PSILI uni1FE4	Ῐ	Ῑ	Ὶ	Ί	῜
GREEK SMALL LETTER RHO WITH DASIA uni1FE5	Ῐ	Ῑ	Ὶ	Ί	῜
GREEK SMALL LETTER UPSILON WITH PERISPOMENI uni1FE6	Ῐ	Ῑ	Ὶ	Ί	῜
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND PERISPOMENI uni1FE7	Ῐ	Ῑ	Ὶ	Ί	῜
GREEK CAPITAL LETTER UPSILON WITH VRACHY uni1FE8	Υ	Υ	Υ	Υ	Υ
GREEK CAPITAL LETTER UPSILON WITH MACRON uni1FE9	Υ	Υ	Υ	Υ	Υ
GREEK CAPITAL LETTER UPSILON WITH VARIA uni1FEA	Υ	Υ	Υ	Υ	Υ
GREEK CAPITAL LETTER UPSILON WITH OXIA uni1FEB	Υ	Υ	Υ	Υ	Υ
GREEK CAPITAL LETTER RHO WITH DASIA uni1FEC	Ρ	Ρ	Ρ	Ρ	Ρ
GREEK DIALYTIKA AND VARIA uni1FED	ῲ	ῳ	ῴ	῵	ῶ
GREEK DIALYTIKA AND OXIA uni1FEE	ῲ	ῳ	ῴ	῵	ῶ
GREEK VARIA uni1FEF	ῲ	ῳ	ῴ	῵	ῶ
GREEK SMALL LETTER OMEGA WITH VARIA AND YPOGEGRAMMENI uni1FF2	ὦ	ὧ	Ὠ	Ὧ	ὰ
GREEK SMALL LETTER OMEGA WITH YPOGEGRAMMENI uni1FF3	ὦ	ὧ	Ὠ	Ὧ	ὰ
GREEK SMALL LETTER OMEGA WITH OXIA AND YPOGEGRAMMENI uni1FF4	ὦ	ὧ	Ὠ	Ὧ	ὰ
GREEK SMALL LETTER OMEGA WITH PERISPOMENI uni1FF6	ὦ	ὧ	Ὠ	Ὧ	ὰ
GREEK SMALL LETTER OMEGA WITH PERISPOMENI AND YPOGEGRAMMENI uni1FF7	ὦ	ὧ	Ὠ	Ὧ	ὰ




































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	“	“	“	“	“
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
SUPERSCRIFT FOUR uni2074	⁴	⁴	⁴	⁴
SUPERSCRIFT FIVE uni2075	⁵	⁵	⁵	⁵
SUPERSCRIFT SEVEN uni2077	⁷	⁷	⁷	⁷
SUPERSCRIFT EIGHT uni2078	⁸	⁸	⁸	⁸
SUPERSCRIFT 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

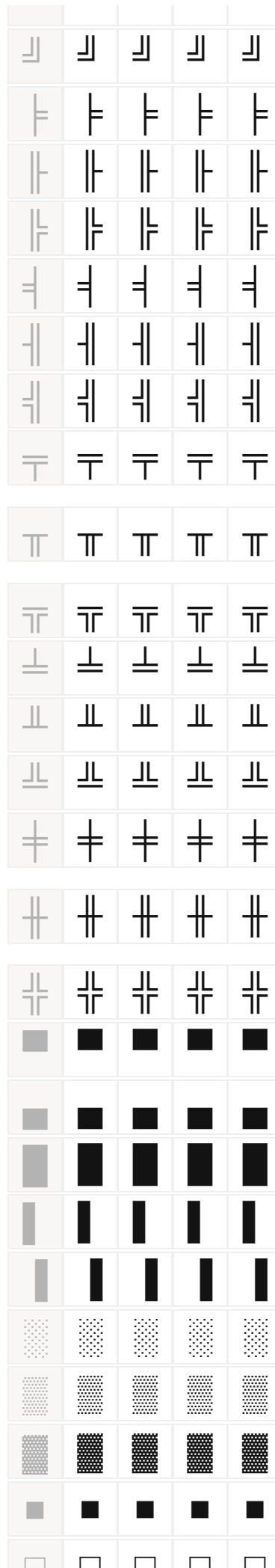
LIGHT SHADE
uni2591













































































































































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	Ŕ	Ŕ	Ŕ	Ŕ	Ŕ
LATIN SMALL LETTER A WITH STROKE uni2C65	Ȧ	Ȧ	Ȧ	Ȧ	Ȧ
LATIN SMALL LETTER T WITH DIAGONAL STROKE uni2C66	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER H WITH DESCENDER uni2C67	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER H WITH DESCENDER uni2C68	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER K WITH DESCENDER uni2C69	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER K WITH DESCENDER uni2C6A	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER Z WITH DESCENDER uni2C6B	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER Z WITH DESCENDER uni2C6C	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER ALPHA uni2C6D	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER V WITH RIGHT HOOK uni2C71	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER W WITH HOOK uni2C72	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER W WITH HOOK uni2C73	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER V WITH CURL uni2C74	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER HALF H uni2C75	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER HALF H uni2C76	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER TAILLESS PHI uni2C77	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
DOUBLE OBLIQUE HYPHEN uni2E17	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
MODIFIER LETTER DOT VERTICAL BAR uniA717	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
MODIFIER LETTER DOT SLASH uniA718	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
MODIFIER LETTER DOT HORIZONTAL BAR uniA719	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
MODIFIER LETTER LOWER RIGHT CORNER ANGLE uniA71A	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
MODIFIER LETTER RAISED UP ARROW uniA71B	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
MODIFIER LETTER RAISED DOWN ARROW uniA71C	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ

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	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER SALTILLO uniA78C	Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
uniF001	88	fi	fi	fi	fi
uniF002	88	fl	fl	fl	fl
uniF004	,	,	,	,	,
uniF005	ˊ	ˊ	ˊ	ˊ	ˊ
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	װ	װ	װ	װ	װ
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	ה	ה	ה	ה	ה
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	ⴞ	ⴞ	ⴞ	ⴞ	ⴞ
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	הַ	הַ	הַ	הַ	הַ
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	כּֿ	כּֿ	כּֿ	כּֿ	כּֿ
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 SAMEKH WITH DAGESH uniFB41	ס	ס	ס	ס	ס
HEBREW LETTER FINAL PE WITH DAGESH uniFB43	ף	ף	ף	ף	ף
HEBREW LETTER PE WITH DAGESH uniFB44	פ	פ	פ	פ	פ
HEBREW LETTER TSADI WITH DAGESH uniFB46	צ	צ	צ	צ	צ
HEBREW LETTER QOF WITH DAGESH uniFB47	ק	ק	ק	ק	ק
HEBREW LETTER RESH WITH DAGESH uniFB48	ך	ך	ך	ך	ך
HEBREW LETTER SHIN WITH DAGESH uniFB49	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER TAV WITH DAGESH uniFB4A	תׁ	תׁ	תׁ	תׁ	תׁ
HEBREW LETTER VAV WITH HOLAM uniFB4B	וֹ	וֹ	וֹ	וֹ	וֹ
HEBREW LETTER BET WITH RAFE uniFB4C	בֿ	בֿ	בֿ	בֿ	בֿ
HEBREW LETTER KAF WITH RAFE uniFB4D	כֿ	כֿ	כֿ	כֿ	כֿ
HEBREW LETTER PE WITH RAFE uniFB4E	פֿ	פֿ	פֿ	פֿ	פֿ
HEBREW LIGATURE ALEF LAMED uniFB4F	לֶא	לֶא	לֶא	לֶא	לֶא
COMBINING LIGATURE LEFT HALF uniFE20	ֿ	ֿ	ֿ	ֿ	ֿ
COMBINING LIGATURE RIGHT HALF uniFE21	ֿ	ֿ	ֿ	ֿ	ֿ
COMBINING DOUBLE TILDE LEFT HALF uniFE22	ֿ	ֿ	ֿ	ֿ	ֿ
COMBINING DOUBLE TILDE RIGHT HALF uniFE23	ֿ	ֿ	ֿ	ֿ	ֿ
OBJECT REPLACEMENT CHARACTER uniFFFC					
Cannot display because feature tag is missing in name.	?	?	?	?	?
Cannot display because feature tag is missing in name.	?	?	?	?	?
Cannot display because feature tag is missing in name.	?	?	?	?	?
Cannot display because feature tag is missing in name.	?	?	?	?	?
Cannot display because feature tag is missing in name.	?	?	?	?	?
Cannot display because feature tag is missing in name.	?	?	?	?	?
Ending "alt1" ≠ OT Feature (cannot display this character)	ֿ	ֿ	ֿ	ֿ	ֿ
Ending "alt2" ≠ OT Feature (cannot display this character)	ֿ	ֿ	ֿ	ֿ	ֿ

	feature	
grave.alt3	grave.alt3	
Ending "alt3" ≠ OT Feature (cannot display this character)	feature	
acute.alt1	acute.alt1	
Ending "alt1" ≠ OT Feature (cannot display this character)	feature	
acute.alt2	acute.alt2	
Ending "alt2" ≠ OT Feature (cannot display this character)	feature	
acute.alt3	acute.alt3	
Ending "alt3" ≠ OT Feature (cannot display this character)	feature	
hookabove.alt1	hookabove.alt1	
Ending "alt1" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)	
hookabove.alt2	hookabove.alt2	
Ending "alt2" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)	
hookabove.alt3	hookabove.alt3	
Ending "alt3" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)	
tilde.alt1	tilde.alt1	
Ending "alt1" ≠ OT Feature (cannot display this character)	feature	
tilde.alt2	tilde.alt2	
Ending "alt2" ≠ OT Feature (cannot display this character)	feature	
breve.alt1	breve.alt1	
Ending "alt1" ≠ OT Feature (cannot display this character)	feature	
circumflex.alt1	circumflex.alt1	
Ending "alt1" ≠ OT Feature (cannot display this character)	feature	
dotbelow.alt1	dotbelow.alt1	
Ending "alt1" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)	
acute.alt4	acute.alt4	
Ending "alt4" ≠ OT Feature (cannot display this character)	feature	
acute.alt5	acute.alt5	
Ending "alt5" ≠ OT Feature (cannot display this character)	feature	
grave.alt4	grave.alt4	
Ending "alt4" ≠ OT Feature (cannot display this character)	feature	
grave.alt5	grave.alt5	
Ending "alt5" ≠ OT Feature (cannot display this character)	feature	
hookabove.alt4	hookabove.alt4	
Ending "alt4" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)	
hookabove.alt5	hookabove.alt5	
Ending "alt5" ≠ OT Feature (cannot display this character)	feature (cannot find base glyph)	
tilde.alt3	tilde.alt3	
Ending "alt3" ≠ OT Feature (cannot display this character)	feature	
tilde.alt4	tilde.alt4	
Ending "alt4" ≠ OT Feature (cannot display this character)	feature	
tilde.alt5	tilde.alt5	

Ending "alt5" ≠ OT Feature (cannot display this character)
feature



Ending "alt6" ≠ OT Feature (cannot display this character)
feature



Ending "alt7" ≠ OT Feature (cannot display this character)
feature



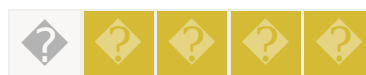
Ending "alt8" ≠ OT Feature (cannot display this character)
feature



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



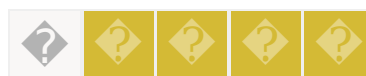
Ending "alt3" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



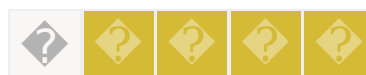
Ending "alt4" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



Ending "alt5" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



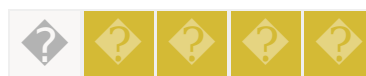
Ending "alt6" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



Ending "alt9" ≠ OT Feature (cannot display this character)
feature



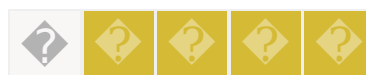
Ending "alt7" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



Ending "alt8" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



Ending "alt9" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



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



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



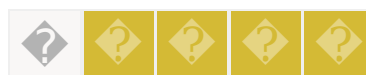
Ending "alt12" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



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



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



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



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



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



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



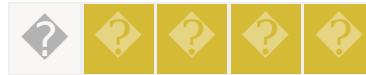
tilde.alt13
Ending "alt13" ≠ OT Feature (cannot display this character)
feature



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



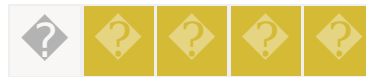
uni02E502E702E9
"Uni" in name but missing unicode: uni02E502E702E9



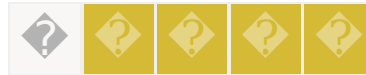
uni02E502E7
It might be two unicodes: 02E5 + 02E7 (most Arabic ccmp feature)



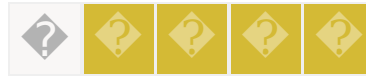
uni02E502E802E5
"Uni" in name but missing unicode: uni02E502E802E5



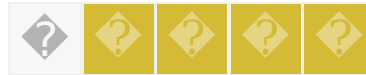
uni02E502E802E6
"Uni" in name but missing unicode: uni02E502E802E6



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)

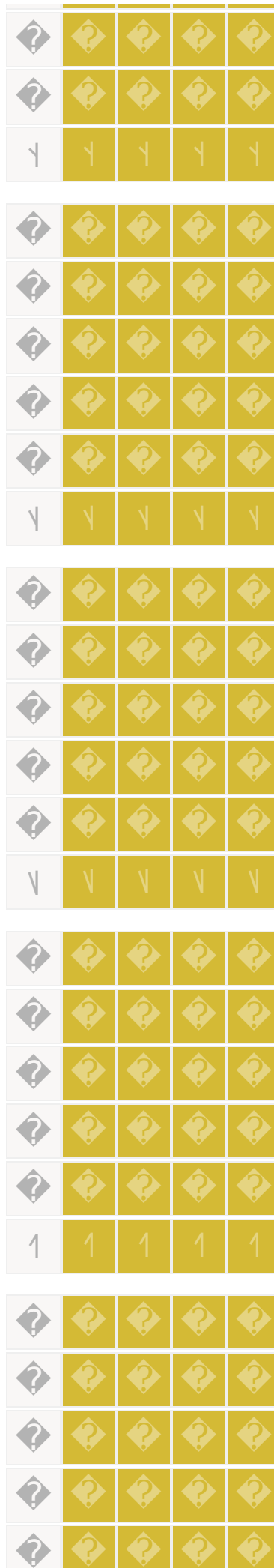
uni02E702E602E5
"Uni" in name but missing unicode: uni02E702E602E5

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)

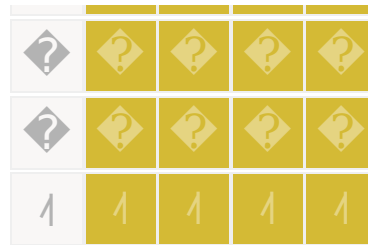
uni02E802E602E5
"Uni" in name but missing unicode: uni02E802E602E5

uni02E802E602E6
"Uni" in name but missing unicode: uni02E802E602E6

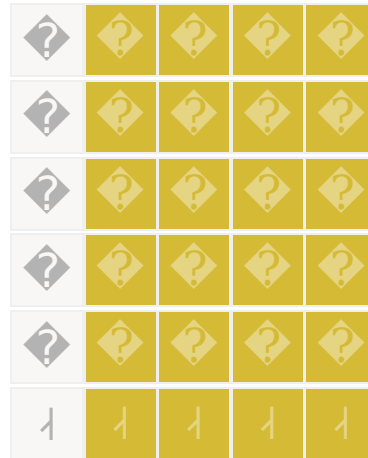
uni02E802E602E7
"Uni" in name but missing unicode: uni02E802E602E7

1	1	1	1	1
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
↓	↓	↓	↓	↓
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
↓	↓	↓	↓	↓
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
1	1	1	1	1
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?

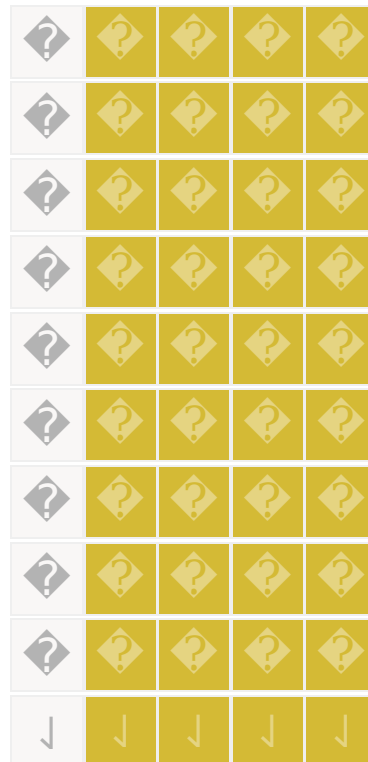
Uni in name but missing unicode: uni02E802E602E7
uni02E802E602E8
"Uni" in name but missing unicode: uni02E802E602E8
uni02E802E602E9
"Uni" in name but missing unicode: uni02E802E602E9
uni02E802E6
It might be two unicodes: 02E8 + 02E6 (most Arabic ccmp
feature)



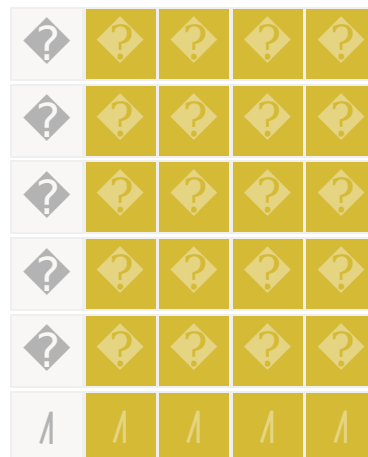
uni02E802E702E5
"Uni" in name but missing unicode: uni02E802E702E5
uni02E802E702E6
"Uni" in name but missing unicode: uni02E802E702E6
uni02E802E702E7
"Uni" in name but missing unicode: uni02E802E702E7
uni02E802E702E8
"Uni" in name but missing unicode: uni02E802E702E8
uni02E802E702E9
"Uni" in name but 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



uni in name but missing unicode: uni02E902E02E5					
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	ا	ا	ا	ا	ا
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	ا	ا	ا	ا	ا
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					
uni02E902E8	ا	ا	ا	ا	ا
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)					
breve.cyr	˘	˘	˘	˘	˘
Ending "cyr" ≠ OT Feature (cannot display this character) feature					
uni03040300.cap	?	?	?	?	?
Ending "cap" ≠ OT Feature (cannot display this character) feature					
uni03040301.cap	?	?	?	?	?
Ending "cap" ≠ OT Feature (cannot display this character) feature					

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



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



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



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



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



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



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"Uni" in name but missing unicode: uni03B1030603130301



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uni03C5030403130300
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uni03C5030403130301
"Uni" in name but missing unicode: uni03C5030403130301



uni03C5030403140300
"Uni" in name but missing unicode: uni03C5030403140300



uni03C5030403140301



U1110505050405140501

U1110303030403140301

uni03C5030603130300

uni03C5030603130300

uni03C5030603130301

uni03C5030603130301

uni03C5030603140300

uni03C5030603140300

uni03C5030603140301

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Uni03B9030803040300

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zero alt

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four alt

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six alt

six alt

seven alt

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9 9 9 9 9

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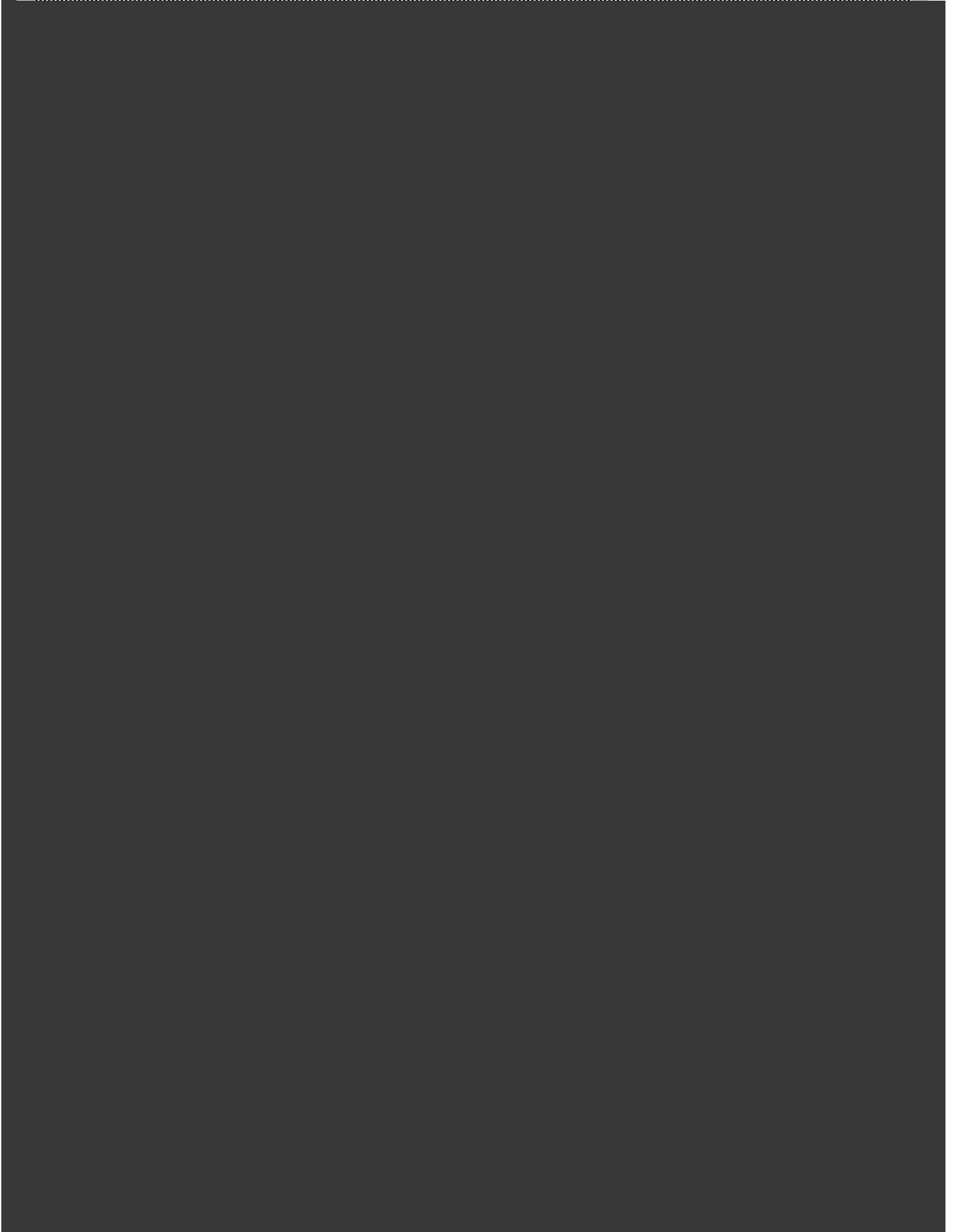
uni05B205BD

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

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

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

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

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

The sixth of these is the fact that the system is not homogeneous. It is a heterogeneous system, and its behavior is determined by the interactions between its different parts. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The seventh of these is the fact that the system is not self-sufficient. It is a dependent system, and its behavior is determined by the interactions between its parts and its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The eighth of these is the fact that the system is not self-organizing. It is a non-self-organizing system, and its behavior is determined by the interactions between its parts and its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The ninth of these is the fact that the system is not self-regulating. It is a non-self-regulating system, and its behavior is determined by the interactions between its parts and its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The tenth of these is the fact that the system is not self-optimizing. It is a non-self-optimizing system, and its behavior is determined by the interactions between its parts and its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

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 culture that is not their own.

The second part of the paper focuses on the challenges of conducting research in a non-Western context. It discusses the difficulties of finding local researchers who are trained in the same methods as the researcher. It also discusses the challenges of obtaining data from a population that is not used to being researched. The author suggests that researchers should work with local partners to overcome these challenges.

The third part of the paper discusses the importance of ethical considerations in research. It highlights the need to protect the rights of the participants and to ensure that the research is conducted in a fair and honest manner. The author argues that researchers should be transparent about their methods and findings and should be open to criticism.

The fourth part of the paper discusses the importance of communication in research. It highlights the need for researchers to communicate their findings clearly and effectively. The author suggests that researchers should use a variety of communication methods, including written reports, presentations, and interviews.

The fifth part of the paper discusses the importance of reflection in research. It highlights the need for researchers to reflect on their own biases and assumptions and to be open to new ideas. The author suggests that researchers should keep a journal and should discuss their findings with colleagues.

The sixth part of the paper discusses the importance of collaboration in research. It highlights the need for researchers to work together and to share their knowledge and resources. The author suggests that researchers should form research teams and should participate in conferences and workshops.

The seventh part of the paper discusses the importance of persistence in research. It highlights the need for researchers to be patient and to persevere in the face of challenges. The author suggests that researchers should set realistic goals and should celebrate their successes.

The eighth part of the paper discusses the importance of humility in research. It highlights the need for researchers to be open to learning from others and to acknowledge their own limitations. The author suggests that researchers should listen to the voices of the participants and should be willing to change their conclusions.

The ninth part of the paper discusses the importance of integrity in research. It highlights the need for researchers to be honest and to avoid plagiarism. The author suggests that researchers should cite their sources and should be transparent about their methods.

The tenth part of the paper discusses the importance of responsibility in research. It highlights the need for researchers to be aware of the potential impact of their research and to act responsibly. The author suggests that researchers should consider the needs of the community and should be open to feedback.

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 culture that is not their own. The paper then moves on to discuss the challenges of conducting research in a non-Western context. It notes that many of the assumptions and methods developed in Western research may not be applicable in other cultures. For example, the use of individualistic measures may not be appropriate in collectivist cultures. The author suggests that researchers should seek to understand the local context and develop methods that are appropriate for that context. This may involve using qualitative methods or adapting existing quantitative methods. The paper concludes by emphasizing the need for researchers to be culturally sensitive and to adapt their methods to the local context. It argues that this is essential for producing valid and reliable research in a globalized world.

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

The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to identify patterns and trends. The results of the study indicate that there is a significant relationship between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the current approach to the issue is not effective. Second, the study highlights the need for further research in this area. Finally, the findings provide valuable insights for policymakers and practitioners alike.

In conclusion, the study has provided a comprehensive analysis of the research topic. The results of the study are clear and compelling, and the implications are far-reaching. Further research is needed to build on these findings and to develop more effective solutions to the problem at hand.

the 'information' and 'communication' fields. The 'information' field is defined as:

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

The 'communication' field is defined as:

...the study of the processes of communication, the social, cultural, economic and political contexts in which these processes take place, and the impact of communication on society. (p. 1)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place, and the impact of information science on society. (p. 1)

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The 'information policy' field is defined as:

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

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

The results of the study suggest that the research objectives have been achieved. The findings have important implications for the field of study, and they provide a basis for further research.

In conclusion, the study has shown that the research objectives have been achieved, and the findings have important implications for the field of study. The study provides a basis for further research, and it highlights the need for continued research in this area.

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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 was collected over a period of six weeks.

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

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

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

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

In conclusion, the study found that the research objectives were achieved, and the results were consistent with the findings of previous research. The study has several limitations, and there are some areas that need further research.

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

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

The third of these is the fact that the system is 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 fourth of these is the fact that the system is self-organizing. The parts of the system are not controlled by an external force, and they are all self-organizing. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is able to withstand change and maintain its overall structure and function. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is adaptable. It is able to change and evolve in response to its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is sustainable. It is able to maintain itself over a long period of time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is equitable. It is able to provide for the needs of all its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is just. It is able to distribute resources fairly among its members. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is harmonious. It is able to maintain a balance between its different parts. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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The 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 show 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 lead to further research in this area.

In conclusion, the study has provided valuable insights into the relationship between the variables. The findings suggest that there is a need for further research to explore this relationship in more detail.

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

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

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

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

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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 indicate that there is a significant relationship between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the current approach to the issue may need to be revised. Second, the study highlights the need for further research in this area. Finally, the findings provide valuable insights for stakeholders involved in the issue.

In conclusion, the study has provided a comprehensive analysis of the research topic. The results of the study are consistent with the hypotheses and provide a clear understanding of the relationships between the variables. The study also highlights the need for further research and the importance of the findings for practice and policy.

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

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

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

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

The findings of the study have several implications. First, they suggest that the variables being studied are related in a way that has not been previously documented. Second, they suggest that the research method used in the study is valid and reliable.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the need for further research in this area.

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The findings of the study have several implications. First, they suggest that the variables studied are related in a way that has not been fully explored in the literature. Second, they suggest that the methodology used in the study is valid and reliable.

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The findings of the study have several implications. First, they suggest that the research is important and that it should be continued. Second, they suggest that the research has practical applications. Finally, they suggest that the research has theoretical implications.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings of the study have several implications, including the need for further research, the practical applications of the research, and the theoretical implications of the research.

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

The study was limited by several factors, including the sample size and the potential for bias. However, the findings are consistent with previous research and provide valuable insights into the topic. Future research should build on these findings and explore the relationship between the variables in more detail.

In conclusion, the study has shown that there is a significant relationship between the variables being studied, and that the findings have important implications for the field. The study was limited by several factors, but the findings are consistent with previous research and provide valuable insights into the topic.

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

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

The third principle is that the system is interconnected. It is not a system of isolated parts, and it is not a system that can be understood by looking at the parts in isolation. 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. It is not a system that is controlled by an external force, and it is not a system that can be understood by looking at the external force. 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 ninth principle is that the system is just. It is not a system that is unjust, and it is not a system that can be understood by looking at the injustice. The system is a just system, and it is only by looking at the just system that we can understand it. This is the ninth principle of systems thinking: the system is a just system, and it is only by looking at the just system that we can understand it.

The tenth principle is that the system is peaceful. It is not a system that is violent, and it is not a system that can be understood by looking at the violence. The system is a peaceful system, and it is only by looking at the peaceful system that we can understand it. This is the tenth principle of systems thinking: the system is a peaceful system, and it is only by looking at the peaceful system that we can understand it.

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

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

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The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they suggest that the research can be used to inform policy and practice. Finally, they suggest that the research can be used to guide future research.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings of the study have several implications, including that the research is valid and reliable, that the research can be used to inform policy and practice, and that the research can be used to guide future research.

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

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

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The findings of the study have several implications for practice and policy. First, the results suggest that the current approach to the issue is not effective. Second, the study highlights the need for further research in this area. Finally, the findings provide valuable insights for the development of new interventions and policies.

In conclusion, the study has provided a comprehensive analysis of the research topic. The results of the study are consistent with the hypotheses and provide a clear understanding of the relationships between the variables. The findings have important implications for the field and will contribute to the development of more effective interventions and policies in the future.

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

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

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

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

The findings of the study have several implications for practice and policy. First, they suggest that the current approach to the issue is not effective and needs to be revised. Second, they indicate that there are specific areas where intervention is needed. Finally, they provide a basis for further research in this area.

In conclusion, the study has provided valuable insights into the issue being studied. The findings suggest that there is a need for a more effective approach to the issue, and that there are specific areas where intervention is needed. Further research is needed to explore these findings in more detail.

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

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

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion, from 1.1 billion in 1980 to 2.3 billion in 1999. The number of children under 15 years of age in the world is projected to increase to 3.1 billion by 2015, with the largest increases occurring in the developing world (United Nations, 1999).

There is a growing awareness of the need to address the needs of children in the world, and the United Nations has established the Convention on the Rights of the Child (CRC) to protect the rights of children. The CRC is a legally binding treaty that sets out the rights of children, and it has been ratified by 113 countries. The CRC is the most widely ratified human rights treaty in the world.

The CRC is a landmark document in the history of children's rights, and it has led to the development of many national laws and policies to protect the rights of children. The CRC is a key reference point for child rights advocates, and it is used to monitor and evaluate the performance of governments in protecting the rights of children.

The CRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to health, the right to education, and the right to participate in decisions that affect their lives. The CRC is a key reference point for child rights advocates, and it is used to monitor and evaluate the performance of governments in protecting the rights of children.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a scale must be kept in equilibrium, so must the world be kept in balance. If one side of the scale becomes too heavy, the other must rise to compensate. This is the principle of balance, which is the key to maintaining harmony and stability in all things.

The third principle is that of unity. While the world is made up of many different parts, it is also a single, unified whole. All things are connected, and all actions have consequences. This is the principle of unity, which is the basis of all cooperation and understanding.

These three principles—diversity, balance, and unity—are the foundations of a just and harmonious world. They are the principles that guide us in our daily lives, and they are the principles that we must strive to uphold in all our actions.

the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the history, theory, and practice of information science, and the study of the social, cultural, and economic aspects of information and communication. (p. 11)

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

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

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

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

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

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

The seventh of these is the fact that the system is sustainable. It is not a system that is designed to be used and then discarded, but one that is designed to be used and then renewed. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is equitable. It is not a system that is designed to benefit a few at the expense of many, but one that is designed to benefit all. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is just. It is not a system that is designed to be unfair, but one that is designed to be fair. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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

The sixth of these is the fact that the system is not rational. It is an irrational system, and its behavior is not logical. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The seventh of these is the fact that the system is not objective. It is a subjective system, and its behavior is influenced by the observer. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The eighth of these is the fact that the system is not universal. It is a particular system, and its behavior is specific to its context. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The ninth of these is the fact that the system is not eternal. It is a transient system, and its behavior is temporary. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

The tenth of these is the fact that the system is not perfect. It is an imperfect system, and its behavior is flawed. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and design.

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

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

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

the 'information' and 'communication' fields. The 'information' field is defined as:

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the case with the human world, where different nations and peoples have different customs, languages, and ways of life. It is also the case with the natural world, where different regions have different climates, plants, and animals. This diversity is not a source of weakness, but a source of strength, for it allows for a rich and varied experience of life. The second point is that the world is not a static entity, but a dynamic one, constantly changing and evolving. This is true of both the human and natural worlds. The human world is shaped by the actions and decisions of individuals and nations, while the natural world is shaped by the forces of nature. This dynamic nature of the world is not a source of uncertainty, but a source of opportunity, for it allows for growth and progress. The third point is that the world is not a collection of isolated parts, but a whole, where all parts are interconnected and interdependent. This is the case with the human world, where different nations and peoples are linked by trade, communication, and shared values. It is also the case with the natural world, where different regions are linked by the flow of energy and matter. This interconnectedness of the world is not a source of complexity, but a source of unity, for it allows for a sense of common purpose and shared destiny. The fourth point is that the world is not a place of conflict, but a place of cooperation and harmony. This is the case with the human world, where different nations and peoples can work together to solve common problems and achieve common goals. It is also the case with the natural world, where different organisms can coexist and thrive together. This harmony of the world is not a source of peace, but a source of hope, for it allows for a better and more just world for all.

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. The data was then analyzed using statistical software. The results of the study show that there is a significant relationship between the variables being studied.

The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they provide evidence for the theory being tested. Third, they offer practical suggestions for future research.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the validity and reliability of the research, evidence for the theory being tested, and practical suggestions for future research.

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

The results of the study suggest that the research objectives have been achieved. The findings have important implications for the field of study, and they provide a basis for further research.

In conclusion, the study has shown that the research objectives have been achieved, and the findings have important implications for the field of study. The study provides a basis for further research, and it highlights the need for continued 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 determine the relationships between the variables of interest.

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

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

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The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they provide evidence for the theory being tested. Third, they offer practical advice for future research.

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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to identify patterns and relationships. The results of the study indicate that there is a significant relationship between the variables being studied. These findings have important implications for the field and suggest areas for further research.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results have implications for both theory and practice.

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

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

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

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

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

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

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The 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 relationship between the variables being studied.

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

In conclusion, the study has provided valuable insights into the relationship between the variables being studied. The findings suggest that there is a need for further research and that certain interventions may be effective in addressing the issues being studied. The study also highlights the importance of ongoing monitoring and evaluation of the impact of any interventions implemented.

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

The second principle is that the system is dynamic. It is not a static system, 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.

The third principle is that the system is interconnected. The system is not a collection of independent 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.

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 process that we can understand it. This is the fourth principle of systems thinking: the system is a self-organizing system.

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

The sixth principle is that the system is sustainable. The system is not a system that is unsustainable, but a system that is sustainable. The system is a sustainable system, and it is only by looking at the sustainable process that we can understand it. This is the sixth principle of systems thinking: the system is a sustainable system.

The seventh principle is that the system is adaptable. The system is not a system that is inflexible, but a system that is adaptable. The system is an adaptable system, and it is only by looking at the adaptable process that we can understand it. This is the seventh principle of systems thinking: the system is an adaptable system.

The eighth principle is that the system is innovative. The system is not a system that is conservative, but a system that is innovative. The system is an innovative system, and it is only by looking at the innovative process that we can understand it. This is the eighth principle of systems thinking: the system is an innovative system.

The ninth principle is that the system is collaborative. The system is not a system that is competitive, but a system that is collaborative. The system is a collaborative system, and it is only by looking at the collaborative process that we can understand it. This is the ninth principle of systems thinking: the system is a collaborative system.

The tenth principle is that the system is inclusive. The system is not a system that is exclusive, but a system that is inclusive. The system is an inclusive system, and it is only by looking at the inclusive process that we can understand it. This is the tenth principle of systems thinking: the system is an inclusive system.

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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to identify patterns and relationships. The results of the study indicate that there is a significant relationship between the variables being studied. These findings have important implications for the field and suggest areas for further research.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results have implications for both theory and practice.

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 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 study also found that there are some differences in the results between the different groups of participants.

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

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 interlocking 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

The final part of the paper offers recommendations for future research and practice. It suggests that educators should be aware of the cultural context of their students and tailor their teaching methods accordingly. Additionally, it calls for further research to explore the underlying reasons for the observed differences.

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of people in the world who are aged 65 years and over has increased by 150 million in the same period. The number of people aged 65 years and over is projected to increase to 1.2 billion by the year 2025 (United Nations 1999).

There is a growing awareness of the need to address the health care needs of the elderly population. The World Health Organization (WHO) has identified the elderly population as a priority for health care (WHO 1999). The WHO has developed a framework for the health care of the elderly population, which includes the following components: (1) assessment of the elderly population's health care needs; (2) development of a health care plan for the elderly population; (3) implementation of the health care plan; and (4) evaluation of the health care plan (WHO 1999).

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In conclusion, the study has shown that the research objectives were achieved. The findings provide valuable insights into the topic and have several practical implications. Further research is needed to explore the topic in more depth.

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

The public sector has also become a major provider of social services, and its growth has been a major factor in the overall growth of the economy. The public sector has become a major provider of social services, and its growth has been a major factor in the overall growth of the economy.

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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 1996).

There are a number of reasons why the world's population is becoming more undernourished. The most important is the rapid increase in the world's population, which is now over 6 billion and growing at an estimated rate of 1.2% per year (UNEP 1996).

Another important reason is the increasing demand for food, which is driven by the growing population and the increasing consumption of food per person.

There are also a number of other factors that contribute to the problem of undernutrition, such as the increasing incidence of drought and other natural disasters, and the increasing incidence of conflict and civil war.

It is clear that the world's population is becoming more undernourished, and that this is a serious problem that needs to be addressed.

There are a number of ways in which the problem of undernutrition can be addressed. One way is to increase the production of food, which can be done by increasing the area of land under cultivation and by increasing the yield of crops.

Another way is to improve the distribution of food, so that it is available to all people who need it. This can be done by improving the infrastructure for the transport of food, and by ensuring that food is available at a reasonable price.

There are also a number of other ways in which the problem of undernutrition can be addressed, such as by improving the health and nutrition of children, and by providing food aid to people who are in need.

It is clear that the problem of undernutrition is a complex one, and that it needs to be addressed in a number of different ways.

One of the most important things that can be done is to increase the production of food, which can be done by increasing the area of land under cultivation and by increasing the yield of crops.

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In conclusion, the study has provided valuable insights into the topic being researched. The findings suggest that there is a need for further research in this area, and the results have several practical implications.

the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the nature, uses and functions of information, and the ways in which it is created, communicated, evaluated and used; and the study of the ways in which information is organised, stored, retrieved and disseminated in the context of human activities. (p. 1)

The 'communication' field is defined as:

...the study of the nature, uses and functions of communication, and the ways in which it is created, communicated, evaluated and used; and the study of the ways in which communication is organised, stored, retrieved and disseminated in the context of human activities. (p. 1)

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

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

In conclusion, the study found that the research objectives were achieved, and the results were consistent with the findings of previous research. The study has several limitations, and there are some areas that need further research.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the case with the human world, where different nations and peoples have different customs, languages, and ways of life. It is also the case with the natural world, where different regions have different climates, plants, and animals. This diversity is not a source of weakness, but a source of strength, for it allows for a rich and varied experience of life. The second point is that the world is not a static entity, but a dynamic one, constantly changing and evolving. This is true of both the human and natural worlds. The human world is shaped by the actions and decisions of individuals and nations, while the natural world is shaped by the forces of nature. This constant change is not a source of fear, but a source of hope, for it allows for the possibility of progress and improvement. The third point is that the world is not a collection of isolated parts, but a whole, where all parts are interconnected and interdependent. This is the case with the human world, where the actions of one nation can affect the lives of others, and where the interests of one people are often linked to the interests of others. It is also the case with the natural world, where the actions of one organism can affect the lives of others, and where the health of one part of the ecosystem is often linked to the health of the whole. This interconnectedness is not a source of confusion, but a source of clarity, for it allows us to see the world as a unified whole, rather than a collection of disconnected parts. The fourth point is that the world is not a source of conflict, but a source of cooperation. This is the case with the human world, where different nations and peoples can work together to achieve common goals and to improve the lives of all. It is also the case with the natural world, where different organisms can work together to maintain the health and balance of the ecosystem. This cooperation is not a source of weakness, but a source of strength, for it allows for the achievement of things that would be impossible for any one part to achieve on its own. The fifth point is that the world is not a source of despair, but a source of hope. This is the case with the human world, where the actions of individuals and nations can lead to a better future for all. It is also the case with the natural world, where the forces of nature can lead to a more beautiful and balanced world. This hope is not a source of illusion, but a source of reality, for it is based on the fact that the world is constantly changing and evolving, and that there is always the possibility of progress and improvement. The sixth point is that the world is not a source of fear, but a source of courage. This is the case with the human world, where the actions of individuals and nations can lead to a more just and peaceful world. It is also the case with the natural world, where the forces of nature can lead to a more powerful and resilient world. This courage is not a source of recklessness, but a source of wisdom, for it is based on the fact that the world is constantly changing and evolving, and that there is always the possibility of progress and improvement. The seventh point is that the world is not a source of despair, but a source of hope. This is the case with the human world, where the actions of individuals and nations can lead to a better future for all. It is also the case with the natural world, where the forces of nature can lead to a more beautiful and balanced world. 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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 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 study also found that there are some differences in the results between the different groups of participants.

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

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The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they suggest that the research can be used to inform policy and practice. Finally, they suggest that the research can be used to guide future research.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings of the study have several implications, including that the research is valid and reliable, that the research can be used to inform policy and practice, and that the research can be used to guide future research.

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

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The study 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 show 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 lead to further research in this area.

In conclusion, the study has provided valuable insights into the relationship between the variables. The findings suggest that there is a need for further research to explore this relationship in more detail.

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In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the validity and reliability of the research, evidence for the hypotheses, and insights into the underlying mechanisms of the phenomenon.

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In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings of the study have several implications, including that the research is valid and reliable, that the research can be used to inform policy and practice, and that the research can be used to guide future research.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to identify patterns and trends. The results of the study indicate that there is a significant relationship between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the current approach to the issue may need to be revised. Second, the study highlights the need for further research in this area. Finally, the findings provide valuable insights for stakeholders involved in the issue.

In conclusion, the study has provided a comprehensive analysis of the topic. The results of the study are consistent with the hypotheses and provide a clear understanding of the relationships between the variables. The study also highlights the need for further research and the importance of the findings for practice and policy.

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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 study also found that there are some differences in the results between the different groups of participants.

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

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

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

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

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

The third principle is that of justice. A society that is not just is not a society at all. Justice is the cornerstone of all human relationships, and it is the only way to ensure that everyone has a fair chance to thrive. Without justice, there is no hope for a better future, and the world is doomed to a cycle of oppression and suffering.

These three principles—diversity, balance, and justice—are the guiding lights of a good life. They are the values that we should strive to uphold in all our actions, for they are the only way to create a world that is truly worthy of our love and devotion.

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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 relationship between the variables being studied.

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

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

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

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

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The 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 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 authors hope that this paper will serve as a useful reference for researchers and practitioners alike.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the case with the human world, where different nations and peoples have different customs, languages, and ways of life. It is also the case with the natural world, where different regions have different climates, plants, and animals. This diversity is not a source of weakness, but a source of strength, for it allows for a rich and varied experience of life. The second point is that the world is not a static entity, but a dynamic one, constantly changing and evolving. This is true of both the human and natural worlds. The human world is shaped by the actions and decisions of individuals and nations, while the natural world is shaped by the forces of nature. This dynamic nature of the world is not a source of uncertainty, but a source of opportunity, for it allows for growth and progress. The third point is that the world is not a collection of isolated parts, but a whole, where all parts are interconnected and interdependent. This is the case with the human world, where the actions of one nation can affect the lives of others. It is also the case with the natural world, where the actions of one organism can affect the lives of others. This interconnectedness of the world is not a source of complexity, but a source of unity, for it allows for a sense of common purpose and shared destiny. The fourth point is that the world is not a place of conflict, but a place of cooperation. This is the case with the human world, where different nations and peoples can work together to achieve common goals. It is also the case with the natural world, where different organisms can cooperate to survive and thrive. This cooperation of the world is not a source of harmony, but a source of progress, for it allows for the advancement of the human race and the preservation of the natural world. The fifth point is that the world is not a place of despair, but a place of hope. This is the case with the human world, where the actions of individuals and nations can bring about positive change. It is also the case with the natural world, where the actions of organisms can bring about positive change. This hope of the world is not a source of optimism, but a source of action, for it allows for the pursuit of a better future for all.

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

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

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

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

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

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

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

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

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

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

The 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 lead to further research in this area.

In conclusion, the study has shown that the variables are related in a positive manner. The results provide valuable insights into the relationship between the variables and may be useful for future research and practical applications.

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. The data was then analyzed using statistical software. The results of the study show that there is a significant relationship between the variables being studied.

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

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

the 'information' and 'communication' fields. The 'information' field is defined as:

...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)

The 'communication' field is defined as:

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

The 'information science' field is defined as:

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The 'information management' field is defined as:

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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 study also found that there are some differences in the results between the different groups of participants.

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

the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the nature, sources, uses, and management of information, and the study of the communication of information. (p. 11)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. The field includes the study of the nature, sources, uses, and management of communication, and the study of the communication of information. (p. 11)

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The 'information science and technology' field is defined as:

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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 indicate that there is a significant relationship between the variables being studied.

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

In conclusion, the study has provided valuable insights into the issue being investigated. The results of the study are consistent with previous research, but also identify new areas for exploration. The findings have important implications for practice and policy, and further research is needed to fully understand the issue.

the 'information' and 'communication' fields. The 'information' field is defined as:

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The 'communication' field is defined as:

...the study of the nature, structure, and use of communication, and the study of the processes of communication creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information science' field is defined as:

...the study of the nature, structure, and use of information science, and the study of the processes of information science creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information studies' field is defined as:

...the study of the nature, structure, and use of information studies, and the study of the processes of information studies creation, organisation, storage, retrieval, and communication. (p. 1)

The 'information technology' field is defined as:

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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to identify patterns and relationships. The results of the study indicate that there is a significant relationship between the variables being studied. These findings have important implications for the field and suggest areas for further research.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results have implications for both theory and practice.

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

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

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

The fourth of these is the fact that the system is not a closed one. It is an open system, and it interacts with its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and science.

The fifth of these is the fact that the system is not a deterministic one. It is a probabilistic system, and its behavior is not predictable with certainty. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and science.

The sixth of these is the fact that the system is not a single one. It is a multi-actor system, and its behavior is determined by the interactions between its many actors. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional engineering and science.

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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to identify patterns and trends. The results of the study indicate that there is a significant relationship between the variables being studied. This finding has important implications for the field of research and may lead to further exploration of the topic.

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

the 'information' and 'communication' fields. The 'information' field is defined as:

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The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they provide evidence for the theory being tested. Third, they offer practical advice for future research.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the validity and reliability of the research, evidence for the theory being tested, and practical advice for future research.

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In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications, including the validity and reliability of the research, evidence for the hypotheses, and insights into the underlying mechanisms of the phenomenon.

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

The findings of the study have several implications. First, they suggest that the theoretical framework used in the study is valid. Second, they provide evidence for the practical application of the research findings. Finally, they highlight the need for further research in this area.

In conclusion, the study has shown that the research objectives were achieved and that the findings are significant. The study also provides a basis for future research in this area.

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

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

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

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The research was conducted using a quantitative approach, with data collected from a large sample of participants. The results show a significant positive correlation between the variables studied, which supports the hypotheses of the study. These findings have important implications for the field and may lead to further research in this area.

In conclusion, the study has provided valuable insights into the relationship between the variables examined. The findings suggest that there is a strong positive relationship, which is consistent with the theoretical framework. Further research is needed to explore the underlying mechanisms and to test the generalizability of the results.

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

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

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

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

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

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

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

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

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

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

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

The results of the study suggest that the research has important implications for the field. The findings indicate that the research has the potential to contribute to the understanding of the topic and to inform future research.

The study was limited by several factors, including the sample size and the methodology used. However, the findings of the study are consistent with the existing research on the topic.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings of the study have important implications for the field and suggest that the research has the potential to contribute to the understanding of the topic.

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

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

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The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they provide evidence for the hypotheses being tested. Third, they offer insights into the underlying mechanisms of the phenomenon being studied.

In conclusion, the study has made a contribution to the understanding of the topic. The findings are consistent with the existing literature and provide a basis for further research.

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

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

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

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

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

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

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

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

The eighth of these is the fact that the system is just. It is not a system that is unjust, and it is not a system that is oppressive. It is a system that is able to ensure that everyone is treated fairly, and it is able to ensure that everyone has a voice. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is peaceful. It is not a system that is violent, and it is not a system that is warlike. It is a system that is able to resolve conflicts peacefully, and it is able to ensure that everyone is able to live in harmony. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is happy. It is not a system that is unhappy, and it is not a system that is miserable. It is a system that is able to ensure that everyone is happy, and it is able to ensure that everyone is able to live a good life. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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. The data was then analyzed using statistical software. The results of the study show that there is a significant relationship between the variables being studied.

The findings of the study have several implications. First, they suggest that the research is valid and reliable. Second, they provide evidence for the theory being tested. Third, they have practical implications for the field of study.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have several implications for the field of study.

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

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

The tenth of these is the fact that the system is effective. It is not a system that is ineffective, and it is not a system that is wasteful. It is a system that is able to achieve its goals, and it is able to use its resources efficiently. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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The 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 study also found that there are some differences in the results between the different groups of participants.

The conclusions of the study suggest that the findings have important implications for practice. The study also identifies some limitations and suggests areas for further research.

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

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

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

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

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

The results of the study suggest that the research has important implications for the field. The findings provide valuable insights into the relationship between the variables being studied, and they have the potential to inform future research and practice.

In conclusion, the study has shown that there is a significant relationship between the variables being studied. The findings have important implications for the field, and they provide valuable insights into the relationship between the variables being studied.

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

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

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

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

the 'information' and 'communication' fields. The 'information' field is defined as:

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

The 'communication' field is defined as:

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

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

The implications of the findings suggest that there are practical applications for the research. For example, the results could be used to inform policy decisions or to develop interventions aimed at addressing the issues identified in the study.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. Further research is needed to explore the findings in more depth and to investigate the underlying mechanisms of the relationships identified.

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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to identify patterns and relationships. The results of the study indicate that there is a significant relationship between the variables being studied. These findings have important implications for the field and suggest areas for further research.

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

