

2020-09-10 - 10:40.25
10:40.31

Print this page

Tinos Regular
Tinos Bold
Tinos Italic
Tinos Bold Italic

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	±	±	±	±	±
SUPERSCRIFT TWO uni00B2	²	²	²	²	²
SUPERSCRIFT 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	¸	¸	¸	¸	¸
SUPERSCRIFT 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	ƛ	ƛ	ƛ	ƛ	ƛ
LATIN CAPITAL LETTER L WITH CARON uni013D	Ľ	Ľ	Ľ	Ľ	Ľ
LATIN SMALL LETTER L WITH CARON uni013E	ľ	ľ	ľ	ľ	ľ
LATIN CAPITAL LETTER L WITH MIDDLE DOT uni013F	Ł	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH MIDDLE DOT uni0140	ł	ł	ł	ł	ł
LATIN CAPITAL LETTER L WITH STROKE uni0141	ƚ	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER L WITH STROKE uni0142	ƛ	ƛ	ƛ	ƛ	ƛ
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	Ɲ	Ɲ	Ɲ	Ɲ	Ɲ

	uni0145	Ń	Ń	Ń	Ń	Ń
LATIN SMALL LETTER N WITH CEDILLA	uni0146	ñ	ñ	ñ	ñ	ñ
LATIN CAPITAL LETTER N WITH CARON	uni0147	Ň	Ň	Ň	Ň	Ň
LATIN SMALL LETTER N WITH CARON	uni0148	ň	ň	ň	ň	ň
LATIN SMALL LETTER N PRECEDED BY APOSTROPHE	uni0149	’n	’n	’n	’n	’n
LATIN CAPITAL LETTER ENG	uni014A	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	Ș	Ș	Ș	Ș	Ș
LATIN SMALL LETTER S WITH CEDILLA	uni015F	ș	ș	ș	ș	ș
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	Ṛ	ṛ	Ṛ	ṛ	Ṛ
LATIN SMALL LETTER T WITH CARON uni0165	ṛ	ṛ	ṛ	ṛ	ṛ
LATIN CAPITAL LETTER T WITH STROKE uni0166	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER T WITH STROKE uni0167	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER U WITH TILDE uni0168	Ũ	ũ	Ũ	ũ	Ũ
LATIN SMALL LETTER U WITH TILDE uni0169	ũ	ũ	ũ	ũ	ũ
LATIN CAPITAL LETTER U WITH MACRON uni016A	Ū	ū	Ū	ū	Ū
LATIN SMALL LETTER U WITH MACRON uni016B	ū	ū	ū	ū	ū
LATIN CAPITAL LETTER U WITH BREVE uni016C	Ů	ů	Ů	ů	Ů
LATIN SMALL LETTER U WITH BREVE uni016D	ů	ů	ů	ů	ů
LATIN CAPITAL LETTER U WITH RING ABOVE uni016E	Ű	ű	Ű	ű	Ű
LATIN SMALL LETTER U WITH RING ABOVE uni016F	ű	ű	ű	ű	ű
LATIN CAPITAL LETTER U WITH DOUBLE ACUTE uni0170	Ú	ú	Ú	ú	Ú
LATIN SMALL LETTER U WITH DOUBLE ACUTE uni0171	ú	ú	ú	ú	ú
LATIN CAPITAL LETTER U WITH OGONEK uni0172	Ų	ų	Ų	ų	Ų
LATIN SMALL LETTER U WITH OGONEK uni0173	ų	ų	ų	ų	ų
LATIN CAPITAL LETTER W WITH CIRCUMFLEX uni0174	Ŵ	ŵ	Ŵ	ŵ	Ŵ
LATIN SMALL LETTER W WITH CIRCUMFLEX uni0175	ŵ	ŵ	ŵ	ŵ	ŵ
LATIN CAPITAL LETTER Y WITH CIRCUMFLEX uni0176	Ŷ	ŷ	Ŷ	ŷ	Ŷ
LATIN SMALL LETTER Y WITH CIRCUMFLEX uni0177	ŷ	ŷ	ŷ	ŷ	ŷ
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER Z WITH ACUTE uni0179	Ẑ	ẑ	Ẑ	ẑ	Ẑ
LATIN SMALL LETTER Z WITH ACUTE uni017A	ẑ	ẑ	ẑ	ẑ	ẑ
LATIN CAPITAL LETTER Z WITH DOT ABOVE uni017B	Ẓ	ẓ	Ẓ	ẓ	Ẓ

LATIN SMALL LETTER Z WITH DOT ABOVE uni017C	Ž	Ž	Ž	Ž	Ž
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž
LATIN SMALL LETTER LONG S uni017F	ſ	ſ	ſ	ſ	ſ
LATIN SMALL LETTER B WITH STROKE uni0180	ƃ	ƃ	ƃ	ƃ	ƃ
LATIN CAPITAL LETTER B WITH HOOK uni0181	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN CAPITAL LETTER B WITH TOPBAR uni0182	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN SMALL LETTER B WITH TOPBAR uni0183	ƃ	ƃ	ƃ	ƃ	ƃ
LATIN CAPITAL LETTER TONE SIX uni0184	Ƀ	Ƀ	Ƀ	Ƀ	Ƀ
LATIN SMALL LETTER TONE SIX uni0185	Ƀ	Ƀ	Ƀ	Ƀ	Ƀ
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	ɸ	ɸ	ɸ	ɸ	ɸ
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	ɠ	ɠ	ɠ	ɠ	ɠ
LATIN SMALL LETTER TURNED DELTA uni018D	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER REVERSED E uni018E	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN CAPITAL LETTER SCHWA uni018F	Ə	Ə	Ə	Ə	Ə
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	Ƴ	Ƴ	Ƴ	Ƴ	Ƴ
LATIN SMALL LETTER HV uni0195	ɦ	ɦ	ɦ	ɦ	ɦ
LATIN CAPITAL LETTER IOTA uni0196	Ɛ	Ɛ	Ɛ	Ɛ	Ɛ
LATIN CAPITAL LETTER I WITH STROKE	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ

	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

Ỵ	Ỵ	Ỵ	Ỵ	Ỵ
ŷ	ŷ	ŷ	ŷ	ŷ
Ƶ	Ƶ	Ƶ	Ƶ	Ƶ
ƶ	ƶ	ƶ	ƶ	ƶ
Ʒ	Ʒ	Ʒ	Ʒ	Ʒ
Ƹ	Ƹ	Ƹ	Ƹ	Ƹ
ƹ	ƹ	ƹ	ƹ	ƹ
ƺ	ƺ	ƺ	ƺ	ƺ
ƻ	ƻ	ƻ	ƻ	ƻ
Ƽ	Ƽ	Ƽ	Ƽ	Ƽ
ƽ	ƽ	ƽ	ƽ	ƽ
ƿ	ƿ	ƿ	ƿ	ƿ
‡	‡	‡	‡	‡
!	!	!	!	!
DŽ	DŽ	DŽ	DŽ	DŽ
Dž	Dž	Dž	Dž	Dž
dž	dž	dž	dž	dž
LJ	LJ	LJ	LJ	LJ
Lj	Lj	Lj	Lj	Lj
lj	lj	lj	lj	lj
NJ	NJ	NJ	NJ	NJ
Nj	Nj	Nj	Nj	Nj
nj	nj	nj	nj	nj
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

ă	ă	ă	ă	ă
Ĭ	Ĭ	Ĭ	Ĭ	Ĭ
ı	ı	ı	ı	ı
Ŏ	Ŏ	Ŏ	Ŏ	Ŏ
ő	ő	ő	ő	ő
Ů	Ů	Ů	Ů	Ů
ů	ů	ů	ů	ů
Ū	Ū	Ū	Ū	Ū
ū	ū	ū	ū	ū
Ú	Ú	Ú	Ú	Ú
ú	ú	ú	ú	ú
Ŭ	Ŭ	Ŭ	Ŭ	Ŭ
ű	ű	ű	ű	ű
Ù	Ù	Ù	Ù	Ù
ù	ù	ù	ù	ù
ə	ə	ə	ə	ə
Ā	Ā	Ā	Ā	Ā
ā	ā	ā	ā	ā
Ħ	Ħ	Ħ	Ħ	Ħ
ǣ	ǣ	ǣ	ǣ	ǣ
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	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER N WITH GRAVE uni01F8	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN SMALL LETTER N WITH GRAVE uni01F9	ñ	ñ	ñ	ñ	ñ
LATIN CAPITAL LETTER A WITH RING ABOVE AND ACUTE uni01FA	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH RING ABOVE AND ACUTE uni01FB	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER AE WITH ACUTE uni01FC	Æ	Æ	Æ	Æ	Æ
LATIN SMALL LETTER AE WITH ACUTE uni01FD	æ	æ	æ	æ	æ
LATIN CAPITAL LETTER O WITH STROKE AND ACUTE uni01FE	Ø	Ø	Ø	Ø	Ø
LATIN SMALL LETTER O WITH STROKE AND ACUTE uni01FF	ø	ø	ø	ø	ø
LATIN CAPITAL LETTER A WITH DOUBLE GRAVE uni0200	Ă	Ă	Ă	Ă	Ă
LATIN SMALL LETTER A WITH DOUBLE GRAVE uni0201	ă	ă	ă	ă	ă
LATIN CAPITAL LETTER A WITH INVERTED BREVE uni0202	Â	Â	Â	Â	Â

LATIN SMALL LETTER A WITH INVERTED BREVE
uni0203

LATIN CAPITAL LETTER E WITH DOUBLE GRAVE
uni0204

LATIN SMALL LETTER E WITH DOUBLE GRAVE
uni0205

LATIN CAPITAL LETTER E WITH INVERTED BREVE
uni0206

LATIN SMALL LETTER E WITH INVERTED BREVE
uni0207

LATIN CAPITAL LETTER I WITH DOUBLE GRAVE
uni0208

LATIN SMALL LETTER I WITH DOUBLE GRAVE
uni0209

LATIN CAPITAL LETTER I WITH INVERTED BREVE
uni020A

LATIN SMALL LETTER I WITH INVERTED BREVE
uni020B

LATIN CAPITAL LETTER O WITH DOUBLE GRAVE
uni020C

LATIN SMALL LETTER O WITH DOUBLE GRAVE
uni020D

LATIN CAPITAL LETTER O WITH INVERTED BREVE
uni020E

LATIN SMALL LETTER O WITH INVERTED BREVE
uni020F

LATIN CAPITAL LETTER R WITH DOUBLE GRAVE
uni0210

LATIN SMALL LETTER R WITH DOUBLE GRAVE
uni0211

LATIN CAPITAL LETTER R WITH INVERTED BREVE
uni0212

LATIN SMALL LETTER R WITH INVERTED BREVE
uni0213

LATIN CAPITAL LETTER U WITH DOUBLE GRAVE
uni0214

LATIN SMALL LETTER U WITH DOUBLE GRAVE
uni0215

LATIN CAPITAL LETTER U WITH INVERTED BREVE
uni0216

LATIN SMALL LETTER U WITH INVERTED BREVE
uni0217

LATIN CAPITAL LETTER S WITH COMMA BELOW
uni0218

LATIN SMALL LETTER S WITH COMMA BELOW
uni0219

LATIN CAPITAL LETTER T WITH COMMA BELOW
uni021A

LATIN SMALL LETTER T WITH COMMA BELOW
uni021B

LATIN CAPITAL LETTER YOGH
uni021C

LATIN SMALL LETTER YOGH
uni021D

â	â	â	â	â
È	È	È	È	È
è	è	è	è	è
Ê	Ê	Ê	Ê	Ê
ê	ê	ê	ê	ê
Ì	Ì	Ì	Ì	Ì
ì	ì	ì	ì	ì
Î	Î	Î	Î	Î
î	î	î	î	î
Ò	Ò	Ò	Ò	Ò
ò	ò	ò	ò	ò
Ô	Ô	Ô	Ô	Ô
ô	ô	ô	ô	ô
Ř	Ř	Ř	Ř	Ř
ř	ř	ř	ř	ř
Ŕ	Ŕ	Ŕ	Ŕ	Ŕ
ŕ	ŕ	ŕ	ŕ	ŕ
Û	Û	Û	Û	Û
û	û	û	û	û
Ŭ	Ŭ	Ŭ	Ŭ	Ŭ
ŭ	ŭ	ŭ	ŭ	ŭ
Ș	Ș	Ș	Ș	Ș
ș	ș	ș	ș	ș
Ț	Ț	Ț	Ț	Ț
ț	ț	ț	ț	ț
Ȑ	Ȑ	Ȑ	Ȑ	Ȑ
ȑ	ȑ	ȑ	ȑ	ȑ
Ț	Ț	Ț	Ț	Ț

LATIN CAPITAL LETTER H WITH CARON uni021E	Ĥ	Ĥ	Ĥ	Ĥ	Ĥ
LATIN SMALL LETTER H WITH CARON uni021F	ĥ	ĥ	ĥ	ĥ	ĥ
LATIN CAPITAL LETTER N WITH LONG RIGHT LEG uni0220	ŋ	ŋ	ŋ	ŋ	ŋ
LATIN SMALL LETTER D WITH CURL uni0221	ɖ	ɖ	ɖ	ɖ	ɖ
LATIN CAPITAL LETTER OU uni0222	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER OU uni0223	ɔ̹	ɔ̹	ɔ̹	ɔ̹	ɔ̹
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	ɛ̸	ɛ̸	ɛ̸	ɛ̸	ɛ̸
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	ɰ	ɰ	ɰ	ɰ	ɰ
LATIN SMALL LETTER DOTLESS J uni0237	ɱ	ɱ	ɱ	ɱ	ɱ
LATIN SMALL LETTER DB DIGRAPH uni0238	ɲ	ɲ	ɲ	ɲ	ɲ

LATIN SMALL LETTER QP DIGRAPH uni0239	𐌛	𐌜	𐌝	𐌞	𐌟
LATIN CAPITAL LETTER A WITH STROKE uni023A	𐌠	𐌡	𐌢	𐌣	𐌤
LATIN CAPITAL LETTER C WITH STROKE uni023B	𐌢	𐌣	𐌤	𐌥	𐌦
LATIN SMALL LETTER C WITH STROKE uni023C	𐌢	𐌣	𐌤	𐌥	𐌦
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	𐌧	𐌨	𐌩	𐌪	𐌫

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	ɿ	ɿ	ɿ	ɿ	ɿ
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	ı̇	ı̇	ı̇	ı̇	ı̇
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	ł̃	ł̃	ł̃	ł̃	ł̃
LATIN SMALL LETTER L WITH BELT uni026C	ł̣	ł̣	ł̣	ł̣	ł̣
LATIN SMALL LETTER L WITH RETROFLEX HOOK uni026D	ɭ	ɭ	ɭ	ɭ	ɭ
LATIN SMALL LETTER LEZH uni026E	ɮ	ɮ	ɮ	ɮ	ɮ
LATIN SMALL LETTER TURNED M	ı̣ı̣ı̣	ı̣ı̣ı̣	ı̣ı̣ı̣	ı̣ı̣ı̣	ı̣ı̣ı̣

LATIN SMALL LETTER TURNED M WITH LONG LEG	uni026F	𐌚	𐌛	𐌜	𐌝	𐌞
LATIN SMALL LETTER TURNED M WITH LONG LEG	uni0270	𐌟	𐌠	𐌡	𐌢	𐌣
LATIN SMALL LETTER M WITH HOOK	uni0271	𐌤	𐌥	𐌦	𐌧	𐌨
LATIN SMALL LETTER N WITH LEFT HOOK	uni0272	𐌩	𐌪	𐌫	𐌬	𐌭
LATIN SMALL LETTER N WITH RETROFLEX HOOK	uni0273	𐌮	𐌯	𐌰	𐌱	𐌲
LATIN LETTER SMALL CAPITAL N	uni0274	𐌳	𐌴	𐌵	𐌶	𐌷
LATIN SMALL LETTER BARRED O	uni0275	𐌸	𐌹	𐌺	𐌻	𐌼
LATIN LETTER SMALL CAPITAL OE	uni0276	𐌽	𐌾	𐌿	𐍀	𐍁
LATIN SMALL LETTER CLOSED OMEGA	uni0277	𐍂	𐍃	𐍄	𐍅	𐍆
LATIN SMALL LETTER PHI	uni0278	𐍇	𐍈	𐍉	𐍊	𐍋
LATIN SMALL LETTER TURNED R	uni0279	𐍌	𐍍	𐍎	𐍏	𐍐
LATIN SMALL LETTER TURNED R WITH LONG LEG	uni027A	𐍑	𐍒	𐍓	𐍔	𐍕
LATIN SMALL LETTER TURNED R WITH HOOK	uni027B	𐍖	𐍗	𐍘	𐍙	𐍚
LATIN SMALL LETTER R WITH LONG LEG	uni027C	𐍛	𐍜	𐍝	𐍞	𐍟
LATIN SMALL LETTER R WITH TAIL	uni027D	𐍠	𐍡	𐍢	𐍣	𐍤
LATIN SMALL LETTER R WITH FISHHOOK	uni027E	𐍥	𐍦	𐍧	𐍨	𐍩
LATIN SMALL LETTER REVERSED R WITH FISHHOOK	uni027F	𐍪	𐍫	𐍬	𐍭	𐍮
LATIN LETTER SMALL CAPITAL R	uni0280	𐍯	𐍰	𐍱	𐍲	𐍳
LATIN LETTER SMALL CAPITAL INVERTED R	uni0281	𐍴	𐍵	𐍶	𐍷	𐍸
LATIN SMALL LETTER S WITH HOOK	uni0282	𐍹	𐍺	𐍻	𐍼	𐍽
LATIN SMALL LETTER ESH	uni0283	𐍾	𐍿	𐎀	𐎁	𐎂
LATIN SMALL LETTER DOTLESS J WITH STROKE AND HOOK	uni0284	𐎃	𐎄	𐎅	𐎆	𐎇
LATIN SMALL LETTER SQUAT REVERSED ESH	uni0285	𐎈	𐎉	𐎊	𐎋	𐎌
LATIN SMALL LETTER ESH WITH CURL	uni0286	𐎍	𐎎	𐎏	𐎐	𐎑
LATIN SMALL LETTER TURNED T	uni0287	𐎒	𐎓	𐎔	𐎕	𐎖
LATIN SMALL LETTER T WITH RETROFLEX HOOK	uni0288	𐎗	𐎘	𐎙	𐎚	𐎛
LATIN SMALL LETTER U BAR	uni0289	𐎜	𐎝	𐎞	𐎟	𐎠
LATIN SMALL LETTER UPSILON	uni028A	𐎡	𐎢	𐎣	𐎤	𐎥

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	Ʒ	Ƹ	ƹ	ƺ	ƻ
LATIN SMALL LETTER Z WITH CURL uni0291	Ƽ	ƽ	ƾ	ƿ	ƿ
LATIN SMALL LETTER EZH uni0292	Ʒ	Ƹ	ƹ	ƺ	ƻ
LATIN SMALL LETTER EZH WITH CURL uni0293	Ʒ̣	Ʒ̤	Ʒ̥	Ʒ̦	Ʒ̧
LATIN LETTER GLOTTAL STOP uni0294	ʔ	ʔ	ʔ	ʔ	ʔ
LATIN LETTER PHARYNGEAL VOICED FRICATIVE uni0295	ʕ	ʕ	ʕ	ʕ	ʕ
LATIN LETTER INVERTED GLOTTAL STOP uni0296	ʔ̰	ʔ̱	ʔ̲	ʔ̳	ʔ̴
LATIN LETTER STRETCHED C uni0297	Ɔ	Ɔ	Ɔ	Ɔ	Ɔ
LATIN LETTER BILABIAL CLICK uni0298	ⱱ	ⱱ	ⱱ	ⱱ	ⱱ
LATIN LETTER SMALL CAPITAL B uni0299	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN SMALL LETTER CLOSED OPEN E uni029A	Ǝ	Ǝ	Ǝ	Ǝ	Ǝ
LATIN LETTER SMALL CAPITAL G WITH HOOK uni029B	Ƴ̣	Ƴ̤	Ƴ̥	Ƴ̦	Ƴ̧
LATIN LETTER SMALL CAPITAL H uni029C	Ƶ	ƶ	Ʒ	Ƹ	ƹ
LATIN SMALL LETTER J WITH CROSSED-TAIL uni029D	ɪ̥	ɪ̦	ɪ̧	ɪ̨	ɪ̩
LATIN SMALL LETTER TURNED K uni029E	Ʒ̣	Ʒ̤	Ʒ̥	Ʒ̦	Ʒ̧
LATIN LETTER SMALL CAPITAL L uni029F	Ɓ	Ɓ	Ɓ	Ɓ	Ɓ
LATIN SMALL LETTER Q WITH HOOK uni02A0	Ƴ̣	Ƴ̤	Ƴ̥	Ƴ̦	Ƴ̧
LATIN LETTER GLOTTAL STOP WITH STROKE uni02A1	ʔ̰	ʔ̱	ʔ̲	ʔ̳	ʔ̴
LATIN LETTER REVERSED GLOTTAL STOP WITH STROKE uni02A2	ʔ̰̰	ʔ̰̱	ʔ̰̲	ʔ̰̳	ʔ̴̰
LATIN SMALL LETTER DZ DIGRAPH uni02A3	ɖz	ɖz	ɖz	ɖz	ɖz
LATIN SMALL LETTER DEZH DIGRAPH uni02A4	ɖʒ	ɖʒ	ɖʒ	ɖʒ	ɖʒ
LATIN SMALL LETTER DZ DIGRAPH WITH CURL	ɖẓ	ɖz̤	ɖz̥	ɖz̦	ɖz̧

LATIN SMALL LETTER DZ DIGRAPH WITH CURL uni02A5	dz	dz	dz	dz	dz
LATIN SMALL LETTER TS DIGRAPH uni02A6	ts	ts	ts	ts	ts
LATIN SMALL LETTER TESH DIGRAPH uni02A7	tf	tf	tf	tf	tf
LATIN SMALL LETTER TC DIGRAPH WITH CURL uni02A8	tʒ	tʒ	tʒ	tʒ	tʒ
LATIN SMALL LETTER FENG DIGRAPH uni02A9	fɲ	fɲ	fɲ	fɲ	fɲ
LATIN SMALL LETTER LS DIGRAPH uni02AA	ls	ls	ls	ls	ls
LATIN SMALL LETTER LZ DIGRAPH uni02AB	lz	lz	lz	lz	lz
LATIN LETTER BILABIAL PERCUSSIVE uni02AC	ʋ	ʋ	ʋ	ʋ	ʋ
LATIN LETTER BIDENTAL PERCUSSIVE uni02AD	ɓ	ɓ	ɓ	ɓ	ɓ
LATIN SMALL LETTER TURNED H WITH FISHHOOK uni02AE	ɥ	ɥ	ɥ	ɥ	ɥ
LATIN SMALL LETTER TURNED H WITH FISHHOOK AND TAIL uni02AF	ɥ̃	ɥ̃	ɥ̃	ɥ̃	ɥ̃
MODIFIER LETTER SMALL H uni02B0	h̥	h̥	h̥	h̥	h̥
MODIFIER LETTER SMALL H WITH HOOK uni02B1	ĥ̥	ĥ̥	ĥ̥	ĥ̥	ĥ̥
MODIFIER LETTER SMALL J uni02B2	j̥	j̥	j̥	j̥	j̥
MODIFIER LETTER SMALL R uni02B3	r̥	r̥	r̥	r̥	r̥
MODIFIER LETTER SMALL TURNED R uni02B4	ɹ̥	ɹ̥	ɹ̥	ɹ̥	ɹ̥
MODIFIER LETTER SMALL TURNED R WITH HOOK uni02B5	ɹ̥̂	ɹ̥̂	ɹ̥̂	ɹ̥̂	ɹ̥̂
MODIFIER LETTER SMALL CAPITAL INVERTED R uni02B6	ɿ	ɿ	ɿ	ɿ	ɿ
MODIFIER LETTER SMALL W uni02B7	w̥	w̥	w̥	w̥	w̥
MODIFIER LETTER SMALL Y uni02B8	y̥	y̥	y̥	y̥	y̥
MODIFIER LETTER PRIME uni02B9	ʼ	ʼ	ʼ	ʼ	ʼ
MODIFIER LETTER DOUBLE PRIME uni02BA	ʹ	ʹ	ʹ	ʹ	ʹ
MODIFIER LETTER TURNED COMMA uni02BB	ˆ	ˆ	ˆ	ˆ	ˆ
MODIFIER LETTER APOSTROPHE uni02BC	ˆ	ˆ	ˆ	ˆ	ˆ
MODIFIER LETTER REVERSED COMMA uni02BD	ˆ	ˆ	ˆ	ˆ	ˆ
MODIFIER LETTER RIGHT HALF RING uni02BE	ˆ	ˆ	ˆ	ˆ	ˆ
MODIFIER LETTER LEFT HALF RING uni02BF	ˆ	ˆ	ˆ	ˆ	ˆ
MODIFIER LETTER CIRCUMFLEX uni02C0	ˆ	ˆ	ˆ	ˆ	ˆ

MODIFIER LETTER GLOTTAL STOP uni02C0	◌ʔ	◌ɀ	◌Ɂ	◌ɂ	◌Ƀ
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	◌ᵀ	◌ᵀ̰	◌ᵀ̰	◌ᵀ̰	◌ᵀ̰
MODIFIER LETTER HALF TRIANGULAR COLON uni02D1	◌ᵁ	◌ᵁ̰	◌ᵁ̰	◌ᵁ̰	◌ᵁ̰
MODIFIER LETTER CENTRED RIGHT HALF RING uni02D2	◌ᵂ	◌ᵂ̰	◌ᵂ̰	◌ᵂ̰	◌ᵂ̰
MODIFIER LETTER CENTRED LEFT HALF RING uni02D3	◌ᵃ	◌ᵃ̰	◌ᵃ̰	◌ᵃ̰	◌ᵃ̰
MODIFIER LETTER UP TACK uni02D4	◌ᵇ	◌ᵇ̰	◌ᵇ̰	◌ᵇ̰	◌ᵇ̰
MODIFIER LETTER DOWN TACK uni02D5	◌ᵈ	◌ᵈ̰	◌ᵈ̰	◌ᵈ̰	◌ᵈ̰
MODIFIER LETTER PLUS SIGN uni02D6	◌ᵋ	◌ᵋ̰	◌ᵋ̰	◌ᵋ̰	◌ᵋ̰
MODIFIER LETTER MINUS SIGN uni02D7	◌ᵌ	◌ᵌ̰	◌ᵌ̰	◌ᵌ̰	◌ᵌ̰
BREVE uni02D8	◌ᵍ	◌ᵍ̰	◌ᵍ̰	◌ᵍ̰	◌ᵍ̰
DOT ABOVE uni02D9	◌ᵇ̣	◌ᵇ̣̰	◌ᵇ̣̰	◌ᵇ̣̰	◌ᵇ̣̰
RING ABOVE uni02DA	◌ᵇ̥	◌ᵇ̥̰	◌ᵇ̥̰	◌ᵇ̥̰	◌ᵇ̥̰
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	◌ͮ	◌ͯ	◌Ͱ	◌ͱ	◌Ͳ
	MODIFIER LETTER LOW LEFT ARROWHEAD uni02F1	◌ͳ	◌ʹ	◌͵	◌Ͷ	◌ͷ
	MODIFIER LETTER LOW RIGHT ARROWHEAD uni02F2	◌͸	◌͹	◌ͺ	◌ͻ	◌ͼ
	MODIFIER LETTER LOW RING uni02F3	◌ͽ	◌Ϳ	◌;	◌Ϳ	◌ͽ
	MODIFIER LETTER MIDDLE GRAVE ACCENT uni02F4	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ
	MODIFIER LETTER MIDDLE DOUBLE GRAVE ACCENT uni02F5	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ
	MODIFIER LETTER MIDDLE DOUBLE ACUTE ACCENT uni02F6	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ

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	◌ͯ	◌Ͱ	◌ͱ	◌Ͳ	◌ͳ
COMBINING CEDILLA uni0327	◌͵	◌Ͷ	◌ͷ	◌͸	◌͹
COMBINING OGONEK uni0328	◌ͺ	◌ͻ	◌ͼ	◌ͽ	◌Ϳ
COMBINING VERTICAL LINE BELOW uni0329	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ
COMBINING BRIDGE BELOW uni032A	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ
COMBINING INVERTED DOUBLE ARCH BELOW uni032B	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ
COMBINING CARON BELOW uni032C	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ	◌Ϳ
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		e	e	e	e
uni0364					
COMBINING LATIN SMALL LETTER I		i	i	i	i
uni0365					
COMBINING LATIN SMALL LETTER O		o	o	o	o
uni0366					
COMBINING LATIN SMALL LETTER U		u	u	u	u
uni0367					
COMBINING LATIN SMALL LETTER C		c	c	c	c
uni0368					
COMBINING LATIN SMALL LETTER D		d	d	d	d
uni0369					
COMBINING LATIN SMALL LETTER H		h	h	h	h
uni036A					
COMBINING LATIN SMALL LETTER M		m	m	m	m
uni036B					
COMBINING LATIN SMALL LETTER R		r	r	r	r
uni036C					
COMBINING LATIN SMALL LETTER T		t	t	t	t
uni036D					
COMBINING LATIN SMALL LETTER V		v	v	v	v
uni036E					
COMBINING LATIN SMALL LETTER X		x	x	x	x
uni036F					
GREEK NUMERAL SIGN		͵	͵	͵	͵
uni0374					
GREEK LOWER NUMERAL SIGN		Ͷ	Ͷ	Ͷ	Ͷ
uni0375					
GREEK YPOGEGRAMMENI		ͷ	ͷ	ͷ	ͷ
uni037A					
GREEK SMALL REVERSED LUNATE SIGMA SYMBOL		͸	͸	͸	͸
uni037B					
GREEK SMALL DOTTED LUNATE SIGMA SYMBOL		͹	͹	͹	͹
uni037C					
GREEK SMALL REVERSED DOTTED LUNATE SIGMA SYMBOL		ͺ	ͺ	ͺ	ͺ
uni037D					
GREEK QUESTION MARK		ͻ	ͻ	ͻ	ͻ
uni037E					
GREEK TONOS		ͼ	ͼ	ͼ	ͼ
uni0384					
GREEK DIALYTIKA TONOS		ͽ	ͽ	ͽ	ͽ
uni0385					
GREEK CAPITAL LETTER ALPHA WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni0386					
GREEK ANO TELEIA		Ϳ	Ϳ	Ϳ	Ϳ
uni0387					
GREEK CAPITAL LETTER EPSILON WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni0388					
GREEK CAPITAL LETTER ETA WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni0389					
GREEK CAPITAL LETTER IOTA WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni038A					
GREEK CAPITAL LETTER OMICRON WITH TONOS		Ϳ	Ϳ	Ϳ	Ϳ
uni038C					

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

	uni03A9				
GREEK CAPITAL LETTER IOTA WITH DIALYTIKA	uni03AA	Ἰ	Ἰ	Ἰ	Ἰ
GREEK CAPITAL LETTER UPSILON WITH DIALYTIKA	uni03AB	Ϋ	Ϋ	Ϋ	Ϋ
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	ὺ̈	ὺ̈	ὺ̈	ὺ̈
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	Ͱ	ͱ	Ͳ	ͳ	ʹ
GREEK SMALL LETTER UPSILON	uni03C5	͵	Ͷ	ͷ	͸	͹
GREEK SMALL LETTER PHI	uni03C6	ͺ	ͻ	ͼ	ͽ	Ϳ
GREEK SMALL LETTER CHI	uni03C7	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER PSI	uni03C8	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER OMEGA	uni03C9	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER IOTA WITH DIALYTIKA	uni03CA	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER UPSILON WITH DIALYTIKA	uni03CB	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER OMICRON WITH TONOS	uni03CC	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER UPSILON WITH TONOS	uni03CD	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER OMEGA WITH TONOS	uni03CE	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK BETA SYMBOL	uni03D0	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK THETA SYMBOL	uni03D1	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK UPSILON WITH HOOK SYMBOL	uni03D2	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK UPSILON WITH ACUTE AND HOOK SYMBOL	uni03D3	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK UPSILON WITH DIAERESIS AND HOOK SYMBOL	uni03D4	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK PHI SYMBOL	uni03D5	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK PI SYMBOL	uni03D6	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK KAI SYMBOL	uni03D7	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK LETTER ARCHAIC KOPPA	uni03D8	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER ARCHAIC KOPPA	uni03D9	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK LETTER STIGMA	uni03DA	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER STIGMA	uni03DB	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK LETTER DIGAMMA	uni03DC	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER DIGAMMA	uni03DD	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK LETTER KOPPA	uni03DE	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK SMALL LETTER KOPPA	uni03DF	Ϳ	ͽ	ͼ	ͻ	ͺ
GREEK LETTER SAMPI	uni03E0	Ϳ	ͽ	ͼ	ͻ	ͺ

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	ⲛ	ⲛ	ⲛ	ⲛ	ⲛ
COPTIC SMALL LETTER KHEI uni03E7	ⲛ	ⲛ	ⲛ	ⲛ	ⲛ
COPTIC CAPITAL LETTER HORI uni03E8	Ⲝ	Ⲝ	Ⲝ	Ⲝ	Ⲝ
COPTIC SMALL LETTER HORI uni03E9	Ⲝ	Ⲝ	Ⲝ	Ⲝ	Ⲝ
COPTIC CAPITAL LETTER GANGIA uni03EA	ⲝ	ⲝ	ⲝ	ⲝ	ⲝ
COPTIC SMALL LETTER GANGIA uni03EB	ⲝ	ⲝ	ⲝ	ⲝ	ⲝ
COPTIC CAPITAL LETTER SHIMA uni03EC	Ⲟ	Ⲟ	Ⲟ	Ⲟ	Ⲟ
COPTIC SMALL LETTER SHIMA uni03ED	Ⲟ	Ⲟ	Ⲟ	Ⲟ	Ⲟ
COPTIC CAPITAL LETTER DEI uni03EE	ⲟ	ⲟ	ⲟ	ⲟ	ⲟ
COPTIC SMALL LETTER DEI uni03EF	ⲟ	ⲟ	ⲟ	ⲟ	ⲟ
GREEK KAPPA SYMBOL uni03F0	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK RHO SYMBOL uni03F1	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK LUNATE SIGMA SYMBOL uni03F2	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK LETTER YOT uni03F3	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL THETA SYMBOL uni03F4	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK LUNATE EPSILON SYMBOL uni03F5	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK REVERSED LUNATE EPSILON SYMBOL uni03F6	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL LETTER SHO uni03F7	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK SMALL LETTER SHO uni03F8	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL LUNATE SIGMA SYMBOL uni03F9	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK CAPITAL LETTER SAN uni03FA	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ
GREEK SMALL LETTER SAN uni03FB	Ͳ	Ͳ	Ͳ	Ͳ	Ͳ

GREEK RHO WITH STROKE SYMBOL
uni03FC

GREEK CAPITAL REVERSED LUNATE SIGMA SYMBOL
uni03FD

GREEK CAPITAL DOTTED LUNATE SIGMA SYMBOL
uni03FE

GREEK CAPITAL REVERSED DOTTED LUNATE SIGMA
SYMBOL
uni03FF

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

CYRILLIC CAPITAL LETTER IE WITH GRAVE
uni0400

CYRILLIC CAPITAL LETTER IO
uni0401

CYRILLIC CAPITAL LETTER DJE
uni0402

CYRILLIC CAPITAL LETTER GJE
uni0403

CYRILLIC CAPITAL LETTER UKRAINIAN IE
uni0404

CYRILLIC CAPITAL LETTER DZE
uni0405

È	È	È	È	È
Ë	Ë	Ë	Ë	Ë
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

ѩ ѩ ѩ ѩ ѩ

CYRILLIC CAPITAL LETTER PSI
uni0470

Ѱ Ѱ Ѱ Ѱ Ѱ

CYRILLIC SMALL LETTER PSI
uni0471

ѱ ѱ ѱ ѱ ѱ

CYRILLIC CAPITAL LETTER FITA
uni0472

Ѳ Ѳ Ѳ Ѳ Ѳ

CYRILLIC SMALL LETTER FITA
uni0473

ѳ ѳ ѳ ѳ ѳ

CYRILLIC CAPITAL LETTER IZHITSA
uni0474

Ѵ Ѵ Ѵ Ѵ Ѵ

CYRILLIC SMALL LETTER IZHITSA
uni0475

ѵ ѵ ѵ ѵ ѵ

CYRILLIC CAPITAL LETTER IZHITSA WITH DOUBLE
GRAVE ACCENT
uni0476

Ѷ Ѷ Ѷ Ѷ Ѷ

CYRILLIC SMALL LETTER IZHITSA WITH DOUBLE GRAVE
ACCENT
uni0477

ѷ ѷ ѷ ѷ ѷ

CYRILLIC CAPITAL LETTER UK
uni0478

Ѹ Ѹ Ѹ Ѹ Ѹ

CYRILLIC SMALL LETTER UK
uni0479

ѹ ѹ ѹ ѹ ѹ

CYRILLIC CAPITAL LETTER ROUND OMEGA
uni047A

Ѻ Ѻ Ѻ Ѻ Ѻ

CYRILLIC SMALL LETTER ROUND OMEGA
uni047B

ѻ ѻ ѻ ѻ ѻ

CYRILLIC CAPITAL LETTER OMEGA WITH TITLO
uni047C

Ѽ Ѽ Ѽ Ѽ Ѽ

CYRILLIC SMALL LETTER OMEGA WITH TITLO
uni047D

ѽ ѽ ѽ ѽ ѽ

CYRILLIC CAPITAL LETTER OT
uni047E

Ѿ Ѿ Ѿ Ѿ Ѿ

CYRILLIC SMALL LETTER OT
uni047F

ѿ ѿ ѿ ѿ ѿ

CYRILLIC CAPITAL LETTER KOPPA
uni0480

Ѱ Ѱ Ѱ Ѱ Ѱ

CYRILLIC SMALL LETTER KOPPA
uni0481

ѱ ѱ ѱ ѱ ѱ

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	Ѥ	Ѥ	Ѥ	Ѥ	Ѥ
CYRILLIC SMALL LETTER SCHWA	uni04D9	ѥ	ѥ	ѥ	ѥ	ѥ
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	Ѩ	Ѩ	Ѩ	Ѩ	Ѩ
CYRILLIC SMALL LETTER ZHE WITH DIAERESIS	uni04DD	ѩ	ѩ	ѩ	ѩ	ѩ
CYRILLIC CAPITAL LETTER ZE WITH DIAERESIS	uni04DE	Ѫ	Ѫ	Ѫ	Ѫ	Ѫ
CYRILLIC SMALL LETTER ZE WITH DIAERESIS	uni04DF	ѫ	ѫ	ѫ	ѫ	ѫ
CYRILLIC CAPITAL LETTER ABKHASIAN DZE	uni04E0	Ѭ	Ѭ	Ѭ	Ѭ	Ѭ
CYRILLIC SMALL LETTER ABKHASIAN DZE	uni04E1	ѭ	ѭ	ѭ	ѭ	ѭ
CYRILLIC CAPITAL LETTER I WITH MACRON	uni04E2	Ѯ	Ѯ	Ѯ	Ѯ	Ѯ
CYRILLIC SMALL LETTER I WITH MACRON	uni04E3	ѯ	ѯ	ѯ	ѯ	ѯ
CYRILLIC CAPITAL LETTER I WITH DIAERESIS	uni04E4	Ѱ	Ѱ	Ѱ	Ѱ	Ѱ
CYRILLIC SMALL LETTER I WITH DIAERESIS	uni04E5	ѱ	ѱ	ѱ	ѱ	ѱ
CYRILLIC CAPITAL LETTER O WITH DIAERESIS	uni04E6	Ѳ	Ѳ	Ѳ	Ѳ	Ѳ
CYRILLIC SMALL LETTER O WITH DIAERESIS	uni04E7	ѳ	ѳ	ѳ	ѳ	ѳ
CYRILLIC CAPITAL LETTER BARRED O	uni04E8	Ѵ	Ѵ	Ѵ	Ѵ	Ѵ
CYRILLIC SMALL LETTER BARRED O	uni04E9	ѵ	ѵ	ѵ	ѵ	ѵ
CYRILLIC CAPITAL LETTER BARRED O WITH DIAERESIS	uni04EA	Ѷ	Ѷ	Ѷ	Ѷ	Ѷ
CYRILLIC SMALL LETTER BARRED O WITH DIAERESIS	uni04EB	ѷ	ѷ	ѷ	ѷ	ѷ
CYRILLIC CAPITAL LETTER E WITH DIAERESIS	uni04EC	Ѹ	Ѹ	Ѹ	Ѹ	Ѹ
CYRILLIC SMALL LETTER E WITH DIAERESIS	uni04ED	ѹ	ѹ	ѹ	ѹ	ѹ
CYRILLIC CAPITAL LETTER U WITH MACRON	uni04EE	Ѻ	Ѻ	Ѻ	Ѻ	Ѻ
CYRILLIC SMALL LETTER U WITH MACRON	uni04EF	ѻ	ѻ	ѻ	ѻ	ѻ

CYRILLIC CAPITAL LETTER U WITH DIAERESIS uni04F0	Ů	Ů	Ů	Ů	Ů
CYRILLIC SMALL LETTER U WITH DIAERESIS uni04F1	ů	ů	ů	ů	ů
CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE uni04F2	Ů̈	Ů̈	Ů̈	Ů̈	Ů̈
CYRILLIC SMALL LETTER U WITH DOUBLE ACUTE uni04F3	ů̈	ů̈	ů̈	ů̈	ů̈
CYRILLIC CAPITAL LETTER CHE WITH DIAERESIS uni04F4	Č	Č	Č	Č	Č
CYRILLIC SMALL LETTER CHE WITH DIAERESIS uni04F5	č	č	č	č	č
CYRILLIC CAPITAL LETTER GHE WITH DESCENDER uni04F6	Ҁ	Ҁ	Ҁ	Ҁ	Ҁ
CYRILLIC SMALL LETTER GHE WITH DESCENDER uni04F7	ҁ	ҁ	ҁ	ҁ	ҁ
CYRILLIC CAPITAL LETTER YERU WITH DIAERESIS uni04F8	Ӳ	Ӳ	Ӳ	Ӳ	Ӳ
CYRILLIC SMALL LETTER YERU WITH DIAERESIS uni04F9	ӳ	ӳ	ӳ	ӳ	ӳ
CYRILLIC CAPITAL LETTER GHE WITH STROKE AND HOOK uni04FA	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER GHE WITH STROKE AND HOOK uni04FB	ҥ	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LETTER HA WITH HOOK uni04FC	Ҩ	Ҩ	Ҩ	Ҩ	Ҩ
CYRILLIC SMALL LETTER HA WITH HOOK uni04FD	ҩ	ҩ	ҩ	ҩ	ҩ
CYRILLIC CAPITAL LETTER HA WITH STROKE uni04FE	Ҫ	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER HA WITH STROKE uni04FF	ҥ	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LETTER KOMI DE uni0500	Ԁ	Ԁ	Ԁ	Ԁ	Ԁ
CYRILLIC SMALL LETTER KOMI DE uni0501	ԁ	ԁ	ԁ	ԁ	ԁ
CYRILLIC CAPITAL LETTER KOMI DJE uni0502	Ԃ	Ԃ	Ԃ	Ԃ	Ԃ
CYRILLIC SMALL LETTER KOMI DJE uni0503	ԃ	ԃ	ԃ	ԃ	ԃ
CYRILLIC CAPITAL LETTER KOMI ZJE uni0504	Ԅ	Ԅ	Ԅ	Ԅ	Ԅ
CYRILLIC SMALL LETTER KOMI ZJE uni0505	ԅ	ԅ	ԅ	ԅ	ԅ
CYRILLIC CAPITAL LETTER KOMI DZJE uni0506	Ԇ	Ԇ	Ԇ	Ԇ	Ԇ
CYRILLIC SMALL LETTER KOMI DZJE uni0507	ԇ	ԇ	ԇ	ԇ	ԇ
CYRILLIC CAPITAL LETTER KOMI LJE uni0508	Ԉ	Ԉ	Ԉ	Ԉ	Ԉ
CYRILLIC SMALL LETTER KOMI LJE uni0509	ԉ	ԉ	ԉ	ԉ	ԉ
CYRILLIC CAPITAL LETTER KOMI NJE uni050A	Ԑ	Ԑ	Ԑ	Ԑ	Ԑ

CYRILLIC SMALL LETTER KOMI NJE uni050B	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER KOMI SJE uni050C	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER KOMI SJE uni050D	Ң	Ң	Ң	Ң	Ң
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	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER REVERSED ZE uni0511	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER EL WITH HOOK uni0512	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER EL WITH HOOK uni0513	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER QA uni051A	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER QA uni051B	Ң	Ң	Ң	Ң	Ң
CYRILLIC CAPITAL LETTER WE uni051C	Ң	Ң	Ң	Ң	Ң
CYRILLIC SMALL LETTER WE uni051D	Ң	Ң	Ң	Ң	Ң
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
V	V	V	V	V
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
:	:	:	:	:
TS	TS	TS	TS	TS
TP	TP	TP	TP	TP
TQ	TQ	TQ	TQ	TQ
.
..
TS	TS	TS	TS	TS
-	-	-	-	-
T	T	T	T	T
.
.

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	ף
HEBREW MARK LOWER DOT uni05C5	פ	ץ	צ	ק	ר
HEBREW PUNCTUATION NUN HAFUKHA uni05C6	ת	׫	׬	׭	׮
HEBREW POINT QAMATS QATAN uni05C7	ׯ	װ	ױ	ײ	׳
HEBREW LETTER ALEF uni05D0	א	א	א	א	א
HEBREW LETTER BET uni05D1	ב	ב	ב	ב	ב
HEBREW LETTER GIMEL uni05D2	ג	ג	ג	ג	ג
HEBREW LETTER DALET uni05D3	ד	ד	ד	ד	ד
HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח
HEBREW LETTER TET uni05D8	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM	ם	ם	ם	ם	ם

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

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

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

MODIFIER LETTER CAPITAL F uni1D3F	ƒ	ƒ	ƒ	ƒ	ƒ
MODIFIER LETTER CAPITAL T uni1D40	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
MODIFIER LETTER CAPITAL U uni1D41	Ʃ	Ʃ	Ʃ	Ʃ	Ʃ
MODIFIER LETTER CAPITAL W uni1D42	Ƶ	Ƶ	Ƶ	Ƶ	Ƶ
MODIFIER LETTER SMALL A uni1D43	ɑ	ɑ	ɑ	ɑ	ɑ
MODIFIER LETTER SMALL TURNED A uni1D44	Ɑ	Ɑ	Ɑ	Ɑ	Ɑ
MODIFIER LETTER SMALL ALPHA uni1D45	Ɱ	Ɱ	Ɱ	Ɱ	Ɱ
MODIFIER LETTER SMALL TURNED AE uni1D46	Ɀ	Ɀ	Ɀ	Ɀ	Ɀ
MODIFIER LETTER SMALL B uni1D47	ⱪ	ⱪ	ⱪ	ⱪ	ⱪ
MODIFIER LETTER SMALL D uni1D48	Ɽ	Ɽ	Ɽ	Ɽ	Ɽ
MODIFIER LETTER SMALL E uni1D49	ⱦ	ⱦ	ⱦ	ⱦ	ⱦ
MODIFIER LETTER SMALL SCHWA uni1D4A	ⱨ	ⱨ	ⱨ	ⱨ	ⱨ
MODIFIER LETTER SMALL OPEN E uni1D4B	ⱪ	ⱪ	ⱪ	ⱪ	ⱪ
MODIFIER LETTER SMALL TURNED OPEN E uni1D4C	ⱬ	ⱬ	ⱬ	ⱬ	ⱬ
MODIFIER LETTER SMALL G uni1D4D	Ɱ	Ɱ	Ɱ	Ɱ	Ɱ
MODIFIER LETTER SMALL TURNED I uni1D4E	Ɒ	Ɒ	Ɒ	Ɒ	Ɒ
MODIFIER LETTER SMALL K uni1D4F	Ⱳ	Ⱳ	Ⱳ	Ⱳ	Ⱳ
MODIFIER LETTER SMALL M uni1D50	ⱴ	ⱴ	ⱴ	ⱴ	ⱴ
MODIFIER LETTER SMALL ENG uni1D51	ⱶ	ⱶ	ⱶ	ⱶ	ⱶ
MODIFIER LETTER SMALL O uni1D52	ⱸ	ⱸ	ⱸ	ⱸ	ⱸ
MODIFIER LETTER SMALL OPEN O uni1D53	ⱺ	ⱺ	ⱺ	ⱺ	ⱺ
MODIFIER LETTER SMALL TOP HALF O uni1D54	ⱼ	ⱼ	ⱼ	ⱼ	ⱼ
MODIFIER LETTER SMALL BOTTOM HALF O uni1D55	Ȿ	Ȿ	Ȿ	Ȿ	Ȿ
MODIFIER LETTER SMALL P uni1D56	Ɒ	Ɒ	Ɒ	Ɒ	Ɒ
MODIFIER LETTER SMALL T uni1D57	Ⱳ	Ⱳ	Ⱳ	Ⱳ	Ⱳ
MODIFIER LETTER SMALL U uni1D58	ⱴ	ⱴ	ⱴ	ⱴ	ⱴ
MODIFIER LETTER SMALL SIDEWAYS U uni1D59	ⱶ	ⱶ	ⱶ	ⱶ	ⱶ
MODIFIER LETTER SMALL TURNED M uni1D5A	ⱸ	ⱸ	ⱸ	ⱸ	ⱸ

	uni1D5A				
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	ᵒ	ᵒ	ᵒ	ᵒ
LATIN SMALL LETTER B WITH MIDDLE TILDE	uni1D6C	ᵔ	ᵔ	ᵔ	ᵔ
LATIN SMALL LETTER D WITH MIDDLE TILDE	uni1D6D	ᵕ	ᵕ	ᵕ	ᵕ
LATIN SMALL LETTER F WITH MIDDLE TILDE	uni1D6E	ᵖ	ᵖ	ᵖ	ᵖ
LATIN SMALL LETTER M WITH MIDDLE TILDE	uni1D6F	ᵓ	ᵓ	ᵓ	ᵓ
LATIN SMALL LETTER N WITH MIDDLE TILDE	uni1D70	ᵔ	ᵔ	ᵔ	ᵔ
LATIN SMALL LETTER P WITH MIDDLE TILDE	uni1D71	ᵕ	ᵕ	ᵕ	ᵕ
LATIN SMALL LETTER R WITH MIDDLE TILDE	uni1D72	ᵖ	ᵖ	ᵖ	ᵖ
LATIN SMALL LETTER R WITH FISHHOOK AND MIDDLE TILDE	uni1D73	ᵗ	ᵗ	ᵗ	ᵗ
LATIN SMALL LETTER S WITH MIDDLE TILDE	uni1D74	ᵘ	ᵘ	ᵘ	ᵘ
LATIN SMALL LETTER T WITH MIDDLE TILDE	uni1D75	ᵙ	ᵙ	ᵙ	ᵙ

	uni1D75				
LATIN SMALL LETTER Z WITH MIDDLE TILDE	z̃	z̃	z̃	z̃	z̃
uni1D76					
LATIN SMALL LETTER TURNED G	g̃	g̃	g̃	g̃	g̃
uni1D77					
MODIFIER LETTER CYRILLIC EN	ḥ	ḥ	ḥ	ḥ	ḥ
uni1D78					
LATIN SMALL LETTER INSULAR G	g̈	g̈	g̈	g̈	g̈
uni1D79					
LATIN SMALL LETTER TH WITH STRIKETHROUGH	th̶	th̶	th̶	th̶	th̶
uni1D7A					
LATIN SMALL CAPITAL LETTER I WITH STROKE	ı̇	ı̇	ı̇	ı̇	ı̇
uni1D7B					
LATIN SMALL LETTER IOTA WITH STROKE	ı̈	ı̈	ı̈	ı̈	ı̈
uni1D7C					
LATIN SMALL LETTER P WITH STROKE	p̣	p̣	p̣	p̣	p̣
uni1D7D					
LATIN SMALL CAPITAL LETTER U WITH STROKE	u̇	u̇	u̇	u̇	u̇
uni1D7E					
LATIN SMALL LETTER UPSILON WITH STROKE	ϵ̇	ϵ̇	ϵ̇	ϵ̇	ϵ̇
uni1D7F					
LATIN SMALL LETTER B WITH PALATAL HOOK	b̊	b̊	b̊	b̊	b̊
uni1D80					
LATIN SMALL LETTER D WITH PALATAL HOOK	d̊	d̊	d̊	d̊	d̊
uni1D81					
LATIN SMALL LETTER F WITH PALATAL HOOK	f̊	f̊	f̊	f̊	f̊
uni1D82					
LATIN SMALL LETTER G WITH PALATAL HOOK	ɡ̊	ɡ̊	ɡ̊	ɡ̊	ɡ̊
uni1D83					
LATIN SMALL LETTER K WITH PALATAL HOOK	k̊	k̊	k̊	k̊	k̊
uni1D84					
LATIN SMALL LETTER L WITH PALATAL HOOK	l̊	l̊	l̊	l̊	l̊
uni1D85					
LATIN SMALL LETTER M WITH PALATAL HOOK	m̊	m̊	m̊	m̊	m̊
uni1D86					
LATIN SMALL LETTER N WITH PALATAL HOOK	n̊	n̊	n̊	n̊	n̊
uni1D87					
LATIN SMALL LETTER P WITH PALATAL HOOK	p̊	p̊	p̊	p̊	p̊
uni1D88					
LATIN SMALL LETTER R WITH PALATAL HOOK	r̊	r̊	r̊	r̊	r̊
uni1D89					
LATIN SMALL LETTER S WITH PALATAL HOOK	s̊	s̊	s̊	s̊	s̊
uni1D8A					
LATIN SMALL LETTER ESH WITH PALATAL HOOK	ʃ̊	ʃ̊	ʃ̊	ʃ̊	ʃ̊
uni1D8B					
LATIN SMALL LETTER V WITH PALATAL HOOK	v̊	v̊	v̊	v̊	v̊
uni1D8C					
LATIN SMALL LETTER X WITH PALATAL HOOK	x̊	x̊	x̊	x̊	x̊
uni1D8D					
LATIN SMALL LETTER Z WITH PALATAL HOOK	z̊	z̊	z̊	z̊	z̊
uni1D8E					
LATIN SMALL LETTER A WITH RETROFLEX HOOK	ɑ̣	ɑ̣	ɑ̣	ɑ̣	ɑ̣
uni1D8F					
LATIN SMALL LETTER ALPHA WITH RETROFLEX HOOK	ɑ̤	ɑ̤	ɑ̤	ɑ̤	ɑ̤
uni1D90					

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	Ĭ	Ĭ	Ĭ	Ĭ
LATIN SMALL LETTER B WITH DOT ABOVE uni1E03	ĭ	ĭ	ĭ	ĭ
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	È	È	È	È

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

	uni1E30	𐀀	𐀁	𐀂	𐀃	𐀄
	LATIN SMALL LETTER K WITH ACUTE	𐀅	𐀆	𐀇	𐀈	𐀉
	LATIN CAPITAL LETTER K WITH DOT BELOW	𐀊	𐀋	𐀌	𐀍	𐀎
	LATIN SMALL LETTER K WITH DOT BELOW	𐀏	𐀐	𐀑	𐀒	𐀓
	LATIN CAPITAL LETTER K WITH LINE BELOW	𐀔	𐀕	𐀖	𐀗	𐀘
	LATIN SMALL LETTER K WITH LINE BELOW	𐀙	𐀚	𐀛	𐀜	𐀝
	LATIN CAPITAL LETTER L WITH DOT BELOW	𐀞	𐀟	𐀠	𐀡	𐀢
	LATIN SMALL LETTER L WITH DOT BELOW	𐀣	𐀤	𐀥	𐀦	𐀧
	LATIN CAPITAL LETTER L WITH DOT BELOW AND MACRON	𐀨	𐀩	𐀪	𐀫	𐀬
	LATIN SMALL LETTER L WITH DOT BELOW AND MACRON	𐀭	𐀮	𐀯	𐀰	𐀱
	LATIN CAPITAL LETTER L WITH LINE BELOW	𐀲	𐀳	𐀴	𐀵	𐀶
	LATIN SMALL LETTER L WITH LINE BELOW	𐀷	𐀸	𐀹	𐀺	𐀻
	LATIN CAPITAL LETTER L WITH CIRCUMFLEX BELOW	𐀼	𐀽	𐀾	𐀿	𐁀
	LATIN SMALL LETTER L WITH CIRCUMFLEX BELOW	𐁁	𐁂	𐁃	𐁄	𐁅
	LATIN CAPITAL LETTER M WITH ACUTE	𐁆	𐁇	𐁈	𐁉	𐁊
	LATIN SMALL LETTER M WITH ACUTE	𐁋	𐁌	𐁍	𐁎	𐁏
	LATIN CAPITAL LETTER M WITH DOT ABOVE	𐁐	𐁑	𐁒	𐁓	𐁔
	LATIN SMALL LETTER M WITH DOT ABOVE	𐁕	𐁖	𐁗	𐁘	𐁙
	LATIN CAPITAL LETTER M WITH DOT BELOW	𐁚	𐁛	𐁜	𐁝	𐁞
	LATIN SMALL LETTER M WITH DOT BELOW	𐁟	𐁠	𐁡	𐁢	𐁣
	LATIN CAPITAL LETTER N WITH DOT ABOVE	𐁤	𐁥	𐁦	𐁧	𐁨
	LATIN SMALL LETTER N WITH DOT ABOVE	𐁩	𐁪	𐁫	𐁬	𐁭
	LATIN CAPITAL LETTER N WITH DOT BELOW	𐁮	𐁯	𐁰	𐁱	𐁲
	LATIN SMALL LETTER N WITH DOT BELOW	𐁳	𐁴	𐁵	𐁶	𐁷
	LATIN CAPITAL LETTER N WITH LINE BELOW	𐁸	𐁹	𐁺	𐁻	𐁼
	LATIN SMALL LETTER N WITH LINE BELOW	𐁽	𐁾	𐁿	𐂀	𐂁
	LATIN CAPITAL LETTER N WITH CIRCUMFLEX BELOW	𐂂	𐂃	𐂄	𐂅	𐂆
	LATIN SMALL LETTER N WITH CIRCUMFLEX BELOW	𐂇	𐂈	𐂉	𐂊	𐂋

LATIN SMALL LETTER O WITH CIRCUMFLEX BELOW	Ọ̄	Ọ̄	Ọ̄	Ọ̄	Ọ̄
LATIN CAPITAL LETTER O WITH TILDE AND ACUTE	Õ̃	Õ̃	Õ̃	Õ̃	Õ̃
LATIN SMALL LETTER O WITH TILDE AND ACUTE	õ̃	õ̃	õ̃	õ̃	õ̃
LATIN CAPITAL LETTER O WITH TILDE AND DIAERESIS	Ö̃	Ö̃	Ö̃	Ö̃	Ö̃
LATIN SMALL LETTER O WITH TILDE AND DIAERESIS	ö̃	ö̃	ö̃	ö̃	ö̃
LATIN CAPITAL LETTER O WITH MACRON AND GRAVE	Ō̄	Ō̄	Ō̄	Ō̄	Ō̄
LATIN SMALL LETTER O WITH MACRON AND GRAVE	ō̄	ō̄	ō̄	ō̄	ō̄
LATIN CAPITAL LETTER O WITH MACRON AND ACUTE	Ō̇	Ō̇	Ō̇	Ō̇	Ō̇
LATIN SMALL LETTER O WITH MACRON AND ACUTE	ō̇	ō̇	ō̇	ō̇	ō̇
LATIN CAPITAL LETTER P WITH ACUTE	Ṗ	Ṗ	Ṗ	Ṗ	Ṗ
LATIN SMALL LETTER P WITH ACUTE	ṗ	ṗ	ṗ	ṗ	ṗ
LATIN CAPITAL LETTER P WITH DOT ABOVE	Ṗ̇	Ṗ̇	Ṗ̇	Ṗ̇	Ṗ̇
LATIN SMALL LETTER P WITH DOT ABOVE	ṗ̇	ṗ̇	ṗ̇	ṗ̇	ṗ̇
LATIN CAPITAL LETTER R WITH DOT ABOVE	Ṛ	Ṛ	Ṛ	Ṛ	Ṛ
LATIN SMALL LETTER R WITH DOT ABOVE	ṛ	ṛ	ṛ	ṛ	ṛ
LATIN CAPITAL LETTER R WITH DOT BELOW	Ṛ̇	Ṛ̇	Ṛ̇	Ṛ̇	Ṛ̇
LATIN SMALL LETTER R WITH DOT BELOW	ṛ̇	ṛ̇	ṛ̇	ṛ̇	ṛ̇
LATIN CAPITAL LETTER R WITH DOT BELOW AND MACRON	Ṝ	Ṝ	Ṝ	Ṝ	Ṝ
LATIN SMALL LETTER R WITH DOT BELOW AND MACRON	ṝ	ṝ	ṝ	ṝ	ṝ
LATIN CAPITAL LETTER R WITH LINE BELOW	Ṛ̅	Ṛ̅	Ṛ̅	Ṛ̅	Ṛ̅
LATIN SMALL LETTER R WITH LINE BELOW	ṛ̅	ṛ̅	ṛ̅	ṛ̅	ṛ̅
LATIN CAPITAL LETTER S WITH DOT ABOVE	Ŝ	Ŝ	Ŝ	Ŝ	Ŝ
LATIN SMALL LETTER S WITH DOT ABOVE	ŝ	ŝ	ŝ	ŝ	ŝ
LATIN CAPITAL LETTER S WITH DOT BELOW	Ŝ̇	Ŝ̇	Ŝ̇	Ŝ̇	Ŝ̇
LATIN SMALL LETTER S WITH DOT BELOW	ŝ̇	ŝ̇	ŝ̇	ŝ̇	ŝ̇
LATIN CAPITAL LETTER S WITH ACUTE AND DOT ABOVE	Ṧ	Ṧ	Ṧ	Ṧ	Ṧ
LATIN SMALL LETTER S WITH ACUTE AND DOT ABOVE	ṧ	ṧ	ṧ	ṧ	ṧ

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	Ṣ	Ṣ	Ṣ	Ṣ	Ṣ
LATIN SMALL LETTER T WITH DOT BELOW uni1E6D	ṣ	ṣ	ṣ	ṣ	ṣ
LATIN CAPITAL LETTER T WITH LINE BELOW uni1E6E	Ṣ	Ṣ	Ṣ	Ṣ	Ṣ
LATIN SMALL LETTER T WITH LINE BELOW uni1E6F	ṣ	ṣ	ṣ	ṣ	ṣ
LATIN CAPITAL LETTER T WITH CIRCUMFLEX BELOW uni1E70	Ṣ	Ṣ	Ṣ	Ṣ	Ṣ
LATIN SMALL LETTER T WITH CIRCUMFLEX BELOW uni1E71	ṣ	ṣ	ṣ	ṣ	ṣ
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	Ŭ	Ŭ	Ŭ	Ŭ	Ŭ
LATIN SMALL LETTER U WITH TILDE BELOW uni1E75	ŭ	ŭ	ŭ	ŭ	ŭ
LATIN CAPITAL LETTER U WITH CIRCUMFLEX BELOW uni1E76	Ů	Ů	Ů	Ů	Ů
LATIN SMALL LETTER U WITH CIRCUMFLEX BELOW uni1E77	ů	ů	ů	ů	ů
LATIN CAPITAL LETTER U WITH TILDE AND ACUTE uni1E78	Ű	Ű	Ű	Ű	Ű
LATIN SMALL LETTER U WITH TILDE AND ACUTE uni1E79	ű	ű	ű	ű	ű
LATIN CAPITAL LETTER U WITH MACRON AND DIAERESIS uni1E7A	Ū	Ū	Ū	Ū	Ū
LATIN SMALL LETTER U WITH MACRON AND DIAERESIS uni1E7B	ū	ū	ū	ū	ū
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	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	Ẁ	ẁ	Ẁ	ẁ	Ẁ
LATIN SMALL LETTER W WITH DIAERESIS uni1E85	ẁ	ẁ	ẁ	ẁ	ẁ
LATIN CAPITAL LETTER W WITH DOT ABOVE uni1E86	Ẃ	ẃ	Ẃ	ẃ	Ẃ
LATIN SMALL LETTER W WITH DOT ABOVE uni1E87	ẃ	ẃ	ẃ	ẃ	ẃ
LATIN CAPITAL LETTER W WITH DOT BELOW uni1E88	Ẅ	ẅ	Ẅ	ẅ	Ẅ
LATIN SMALL LETTER W WITH DOT BELOW uni1E89	ẅ	ẅ	ẅ	ẅ	ẅ
LATIN CAPITAL LETTER X WITH DOT ABOVE uni1E8A	Ẇ	ẇ	Ẇ	ẇ	Ẇ
LATIN SMALL LETTER X WITH DOT ABOVE uni1E8B	ẇ	ẇ	ẇ	ẇ	ẇ
LATIN CAPITAL LETTER X WITH DIAERESIS uni1E8C	Ẹ	ẹ	Ẹ	ẹ	Ẹ
LATIN SMALL LETTER X WITH DIAERESIS uni1E8D	ẹ	ẹ	ẹ	ẹ	ẹ
LATIN CAPITAL LETTER Y WITH DOT ABOVE uni1E8E	Ỳ	ỳ	Ỳ	ỳ	Ỳ
LATIN SMALL LETTER Y WITH DOT ABOVE uni1E8F	ỳ	ỳ	ỳ	ỳ	ỳ
LATIN CAPITAL LETTER Z WITH CIRCUMFLEX uni1E90	Ẑ	ẑ	Ẑ	ẑ	Ẑ
LATIN SMALL LETTER Z WITH CIRCUMFLEX uni1E91	ẑ	ẑ	ẑ	ẑ	ẑ
LATIN CAPITAL LETTER Z WITH DOT BELOW uni1E92	Ẓ	ẓ	Ẓ	ẓ	Ẓ
LATIN SMALL LETTER Z WITH DOT BELOW uni1E93	ẓ	ẓ	ẓ	ẓ	ẓ
LATIN CAPITAL LETTER Z WITH LINE BELOW uni1E94	Ẕ	ẕ	Ẕ	ẕ	Ẕ
LATIN SMALL LETTER Z WITH LINE BELOW uni1E95	ẕ	ẕ	ẕ	ẕ	ẕ
LATIN SMALL LETTER H WITH LINE BELOW uni1E96	ẖ	ẗ	ẖ	ẗ	ẖ
LATIN SMALL LETTER T WITH DIAERESIS uni1E97	ẘ	ẙ	ẘ	ẙ	ẘ
LATIN SMALL LETTER W WITH RING ABOVE uni1E98	ẚ	ẛ	ẚ	ẛ	ẚ
LATIN SMALL LETTER Y WITH RING ABOVE uni1E99	ẜ	ẝ	ẜ	ẝ	ẜ
LATIN SMALL LETTER A WITH RIGHT HALF RING uni1E9A	ẞ	ẟ	ẞ	ẟ	ẞ
LATIN SMALL LETTER LONG S WITH DOT ABOVE uni1E9B	Ạ	ạ	Ạ	ạ	Ạ

[illegible]

ß	ß	ß	ß	ß

A	A	A	A	A
---	---	---	---	---

ḏ	ḏ	ḏ	ḏ	ḏ
---	---	---	---	---

À	À	À	À	À
---	---	---	---	---

ǎ	ǎ	ǎ	ǎ	ǎ
---	---	---	---	---

Á	Á	Á	Á	Á
---	---	---	---	---

ấ	ấ	ấ	ấ	ấ
---	---	---	---	---

À	À	À	À	À
---	---	---	---	---

ầ	ầ	ầ	ầ	ầ
---	---	---	---	---

À	À	À	À	À
---	---	---	---	---

â	â	â	â	â
---	---	---	---	---

☐ \tilde{A}
☐ \tilde{A}
☐ \tilde{A}
☐ \tilde{A}
☐ \tilde{A}

ã	ã	ã	ã	ã
---	---	---	---	---

\hat{A}	\hat{A}	\hat{A}	\hat{A}	\hat{A}
-----------	-----------	-----------	-----------	-----------

â	â	â	â	â
---	---	---	---	---

À À À À À

ă	ă	ă	ă	ă
---	---	---	---	---

À	À	À	À	À
---	---	---	---	---

ă	ă	ă	ă	ă
---	---	---	---	---

À	À	À	À	À

ă	ă	ă	ă	ă
---	---	---	---	---

À	À	À	À	À

ă	ă	ă	ă	ă
---	---	---	---	---

Ä Ä Ä Ä Ä

ă	ă	ă	ă	ă
---	---	---	---	---

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

•	•	•	•	•
Ē	Ē	Ē	Ē	Ē
ē	ē	ē	ē	ē
Ĕ	Ĕ	Ĕ	Ĕ	Ĕ
ĕ	ĕ	ĕ	ĕ	ĕ
Ė	Ė	Ė	Ė	Ė
ė	ė	ė	ė	ė
Ě	Ě	Ě	Ě	Ě
ě	ě	ě	ě	ě
Ĝ	Ĝ	Ĝ	Ĝ	Ĝ
ĝ	ĝ	ĝ	ĝ	ĝ
Ĥ	Ĥ	Ĥ	Ĥ	Ĥ
ĥ	ĥ	ĥ	ĥ	ĥ
Ħ	Ħ	Ħ	Ħ	Ħ
ħ	ħ	ħ	ħ	ħ
İ	İ	İ	İ	İ
ı	ı	ı	ı	ı
İ̇	İ̇	İ̇	İ̇	İ̇
ı̇	ı̇	ı̇	ı̇	ı̇
Ȯ	Ȯ	Ȯ	Ȯ	Ȯ
ȯ	ȯ	ȯ	ȯ	ȯ
Ȱ	Ȱ	Ȱ	Ȱ	Ȱ
ȱ	ȱ	ȱ	ȱ	ȱ
Ȳ	Ȳ	Ȳ	Ȳ	Ȳ

Õ	Õ	Õ	Õ	Õ
---	---	---	---	---

ỒỒỒỒỒ

Ồ	Ồ	Ồ	Ồ	Ồ
---	---	---	---	---

Ô Ô Ô Ô Ô

0	0	0	0	0
---	---	---	---	---

Ö	Ö	Ö	Ö	Ö
---	---	---	---	---

$\tilde{0}$	$\tilde{0}$	$\tilde{0}$	$\tilde{0}$	$\tilde{0}$
-------------	-------------	-------------	-------------	-------------

\hat{O}	\hat{O}	\hat{O}	\hat{O}	\hat{O}
-----------	-----------	-----------	-----------	-----------

$\hat{0}$	$\hat{0}$	$\hat{0}$	$\hat{0}$	$\hat{0}$
-----------	-----------	-----------	-----------	-----------

Ó Ó Ó Ó Ó

Ó	Ó	Ó	Ó	Ó
---	---	---	---	---

Ờ Ờ Ờ Ờ Ờ

Ờ	ờ	ờ	ờ	ờ
---	---	---	---	---

Ō Ō Ō Ō Ō

0	0	0	0	0
---	---	---	---	---

Õ	Õ	Õ	Õ	Õ

Õ	Õ	Õ	Õ	Õ

0	0	0	0	0

0'	0'	0'	0'	0'

U	U	U	U	U

ұ	ұ	ұ	ұ	ұ
3	3	3	3	3

U	U	U	U	U

ủ	ủ	ủ	ủ	ủ
---	---	---	---	---

Ú Ú Ú Ú Ú

Ú	Ú	Ú	Ú	Ú
---	---	---	---	---

LATIN SMALL LETTER U WITH HORN AND ACUTE
uni1EE9

LATIN CAPITAL LETTER U WITH HORN AND GRAVE
uni1EEA

LATIN SMALL LETTER U WITH HORN AND GRAVE
uni1EEB

LATIN CAPITAL LETTER U WITH HORN AND HOOK
ABOVE
uni1EEC

LATIN SMALL LETTER U WITH HORN AND HOOK ABOVE
uni1EED

LATIN CAPITAL LETTER U WITH HORN AND TILDE
uni1EEE

LATIN SMALL LETTER U WITH HORN AND TILDE
uni1EEF

LATIN CAPITAL LETTER U WITH HORN AND DOT BELOW
uni1EF0

LATIN SMALL LETTER U WITH HORN AND DOT BELOW
uni1EF1

LATIN CAPITAL LETTER Y WITH GRAVE
uni1EF2

LATIN SMALL LETTER Y WITH GRAVE
uni1EF3

LATIN CAPITAL LETTER Y WITH DOT BELOW
uni1EF4

LATIN SMALL LETTER Y WITH DOT BELOW
uni1EF5

LATIN CAPITAL LETTER Y WITH HOOK ABOVE
uni1EF6

LATIN SMALL LETTER Y WITH HOOK ABOVE
uni1EF7

LATIN CAPITAL LETTER Y WITH TILDE
uni1EF8

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

Ù Ù Ù Ù Ù

ù ù ù ù ù

Ů Ů Ů Ů Ů

Ű Ű Ű Ű Ű

Ū Ū Ū Ū Ū

Ŭ Ŭ Ŭ Ŭ Ŭ

Ů Ů Ů Ů Ů

ұ ұ ұ ұ ұ

Ỳ Ỳ Ỳ Ỳ Ỳ

ỳ ỳ ỳ ỳ ỳ

Ỳ Ỳ Ỳ Ỳ Ỳ

Ʒ Ʒ Ʒ Ʒ Ʒ

Ỳ Ỳ Ỳ Ỳ Ỳ

ỳ ỳ ỳ ỳ ỳ

Ỹ Ỹ Ỹ Ỹ Ỹ

ỹ ỹ ỹ ỹ ỹ

ᾀ ᾀ ᾀ ᾀ ᾀ

ᾁ ᾁ ᾁ ᾁ ᾁ

ᾂ ᾂ ᾂ ᾂ ᾂ

ᾃ ᾃ ᾃ ᾃ ᾃ

ᾄ ᾄ ᾄ ᾄ ᾄ

ᾅ ᾅ ᾅ ᾅ ᾅ

ᾆ ᾆ ᾆ ᾆ ᾆ

ᾇ ᾇ ᾇ ᾇ ᾇ

Ἀ Ἀ Ἀ Ἀ Ἀ

Ἀ Ἀ Ἀ Ἀ Ἀ

Ἀ Ἀ Ἀ Ἀ Ἀ

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

Α Α Α Α Α

Ά Ά Ά Ά Ά

Ἀ Ἀ Ἀ Ἀ Ἀ

Ἀ Ἀ Ἀ Ἀ Ἀ

ᾶ ᾶ ᾶ ᾶ ᾶ

ἄ ἄ ἄ ἄ ἄ

ἐ ἐ ἐ ἐ ἐ

ἐ ἐ ἐ ἐ ἐ

ἔ ἔ ἔ ἔ ἔ

ἔ ἔ ἔ ἔ ἔ

Ἒ Ἒ Ἒ Ἒ Ἒ

Ἒ Ἒ Ἒ Ἒ Ἒ

Ἐ Ἐ Ἐ Ἐ Ἐ

Ἐ Ἐ Ἐ Ἐ Ἐ

Ἒ Ἒ Ἒ Ἒ Ἒ

Ἐ Ἐ Ἐ Ἐ Ἐ

Ἒ Ἒ Ἒ Ἒ Ἒ

Ἒ Ἒ Ἒ Ἒ Ἒ

ἥ ἥ ἥ ἥ ἥ

ἥ ἥ ἥ ἥ ἥ

ἔ ἔ ἔ ἔ ἔ

ἔ ἔ ἔ ἔ ἔ

Ἒ Ἒ Ἒ Ἒ Ἒ

Ἒ Ἒ Ἒ Ἒ Ἒ

ἥ ἥ ἥ ἥ ἥ

ἥ ἥ ἥ ἥ ἥ

	PERISPOMENI uni1F27	Ͱ	ͱ	Ͳ	ͳ	ʹ
GREEK CAPITAL LETTER ETA WITH PSILI uni1F28	͵Ͷ	͵Ͷ	͵Ͷ	͵Ͷ	͵Ͷ	͵Ͷ
GREEK CAPITAL LETTER ETA WITH DASIA uni1F29	ͷ͸	ͷ͸	ͷ͸	ͷ͸	ͷ͸	ͷ͸
GREEK CAPITAL LETTER ETA WITH PSILI AND VARIA uni1F2A	͹ͺ	͹ͺ	͹ͺ	͹ͺ	͹ͺ	͹ͺ
GREEK CAPITAL LETTER ETA WITH DASIA AND VARIA uni1F2B	ͻͼ	ͻͼ	ͻͼ	ͻͼ	ͻͼ	ͻͼ
GREEK CAPITAL LETTER ETA WITH PSILI AND OXIA uni1F2C	ͽͿ	ͽͿ	ͽͿ	ͽͿ	ͽͿ	ͽͿ
GREEK CAPITAL LETTER ETA WITH DASIA AND OXIA uni1F2D	Ϳ̀	Ϳ̀	Ϳ̀	Ϳ̀	Ϳ̀	Ϳ̀
GREEK CAPITAL LETTER ETA WITH PSILI AND PERISPOMENI uni1F2E	Ϳ́	Ϳ́	Ϳ́	Ϳ́	Ϳ́	Ϳ́
GREEK CAPITAL LETTER ETA WITH DASIA AND PERISPOMENI uni1F2F	Ϳ͂	Ϳ͂	Ϳ͂	Ϳ͂	Ϳ͂	Ϳ͂
GREEK SMALL LETTER IOTA WITH PSILI uni1F30	Ϳ̓	Ϳ̓	Ϳ̓	Ϳ̓	Ϳ̓	Ϳ̓
GREEK SMALL LETTER IOTA WITH DASIA uni1F31	Ϳ̈́	Ϳ̈́	Ϳ̈́	Ϳ̈́	Ϳ̈́	Ϳ̈́
GREEK SMALL LETTER IOTA WITH PSILI AND VARIA uni1F32	Ϳͅ	Ϳͅ	Ϳͅ	Ϳͅ	Ϳͅ	Ϳͅ
GREEK SMALL LETTER IOTA WITH DASIA AND VARIA uni1F33	Ϳ͆	Ϳ͆	Ϳ͆	Ϳ͆	Ϳ͆	Ϳ͆
GREEK SMALL LETTER IOTA WITH PSILI AND OXIA uni1F34	Ϳ͇	Ϳ͇	Ϳ͇	Ϳ͇	Ϳ͇	Ϳ͇
GREEK SMALL LETTER IOTA WITH DASIA AND OXIA uni1F35	Ϳ͈	Ϳ͈	Ϳ͈	Ϳ͈	Ϳ͈	Ϳ͈
GREEK SMALL LETTER IOTA WITH PSILI AND PERISPOMENI uni1F36	Ϳ͉	Ϳ͉	Ϳ͉	Ϳ͉	Ϳ͉	Ϳ͉
GREEK SMALL LETTER IOTA WITH DASIA AND PERISPOMENI uni1F37	Ϳ͊	Ϳ͊	Ϳ͊	Ϳ͊	Ϳ͊	Ϳ͊
GREEK CAPITAL LETTER IOTA WITH PSILI uni1F38	Ϳ͋	Ϳ͋	Ϳ͋	Ϳ͋	Ϳ͋	Ϳ͋
GREEK CAPITAL LETTER IOTA WITH DASIA uni1F39	Ϳ͌	Ϳ͌	Ϳ͌	Ϳ͌	Ϳ͌	Ϳ͌
GREEK CAPITAL LETTER IOTA WITH PSILI AND VARIA uni1F3A	Ϳ͍	Ϳ͍	Ϳ͍	Ϳ͍	Ϳ͍	Ϳ͍
GREEK CAPITAL LETTER IOTA WITH DASIA AND VARIA uni1F3B	Ϳ͎	Ϳ͎	Ϳ͎	Ϳ͎	Ϳ͎	Ϳ͎
GREEK CAPITAL LETTER IOTA WITH PSILI AND OXIA uni1F3C	Ϳ͏	Ϳ͏	Ϳ͏	Ϳ͏	Ϳ͏	Ϳ͏
GREEK CAPITAL LETTER IOTA WITH DASIA AND OXIA uni1F3D	Ϳ͐	Ϳ͐	Ϳ͐	Ϳ͐	Ϳ͐	Ϳ͐
GREEK CAPITAL LETTER IOTA WITH PSILI AND PERISPOMENI uni1F3E	Ϳ͑	Ϳ͑	Ϳ͑	Ϳ͑	Ϳ͑	Ϳ͑
GREEK CAPITAL LETTER IOTA WITH DASIA AND PERISPOMENI uni1F3F	Ϳ͒	Ϳ͒	Ϳ͒	Ϳ͒	Ϳ͒	Ϳ͒
GREEK SMALL LETTER OMICRON WITH PSILI uni1F40	Ϳ͓	Ϳ͓	Ϳ͓	Ϳ͓	Ϳ͓	Ϳ͓

	uni1F40	Ͱ	ͱ	Ͳ	ͳ	ʹ
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	ͷ͇	͸͇	͹͇	ͺ͇	ͻ͇
GREEK SMALL LETTER OMEGA WITH PSILI		ͷ͂	͸͂	͹͂	ͺ͂	ͻ͂

uni11-60

GREEK SMALL LETTER OMEGA WITH DASIA
uni1F61

GREEK SMALL LETTER OMEGA WITH PSILI AND VARIA
uni1F62

GREEK SMALL LETTER OMEGA WITH DASIA AND VARIA
uni1F63

GREEK SMALL LETTER OMEGA WITH PSILI AND OXIA
uni1F64

GREEK SMALL LETTER OMEGA WITH DASIA AND OXIA
uni1F65

GREEK SMALL LETTER OMEGA WITH PSILI AND
PERISPOMENI
uni1F66

GREEK SMALL LETTER OMEGA WITH DASIA AND
PERISPOMENI
uni1F67

GREEK CAPITAL LETTER OMEGA WITH PSILI
uni1F68

GREEK CAPITAL LETTER OMEGA WITH DASIA
uni1F69

GREEK CAPITAL LETTER OMEGA WITH PSILI AND VARIA
uni1F6A

GREEK CAPITAL LETTER OMEGA WITH DASIA AND
VARIA
uni1F6B

GREEK CAPITAL LETTER OMEGA WITH PSILI AND OXIA
uni1F6C

GREEK CAPITAL LETTER OMEGA WITH DASIA AND OXIA
uni1F6D

GREEK CAPITAL LETTER OMEGA WITH PSILI AND
PERISPOMENI
uni1F6E

GREEK CAPITAL LETTER OMEGA WITH DASIA AND
PERISPOMENI
uni1F6F

GREEK SMALL LETTER ALPHA WITH VARIA
uni1F70

GREEK SMALL LETTER ALPHA WITH OXIA
uni1F71

GREEK SMALL LETTER EPSILON WITH VARIA
uni1F72

GREEK SMALL LETTER EPSILON WITH OXIA
uni1F73

GREEK SMALL LETTER ETA WITH VARIATION SELECTOR
uni1F74

GREEK SMALL LETTER ETA WITH OXIA
uni1F75

GREEK SMALL LETTER IOTA WITH VARIA
uni1F76

GREEK SMALL LETTER IOTA WITH OXIA
uni1F77

GREEK SMALL LETTER OMICRON WITH VARIA
uni1F78

GREEK SMALL LETTER OMICRON WITH OXIA
uni1F79

[illegible]

GREEK SMALL LETTER UPSILON WITH VARIA
uni1F7A

ᵠ ᵡ ᵢ ᵣ ᵤ

GREEK SMALL LETTER UPSILON WITH OXIA
uni1F7B

ᵠ̇ ᵡ̇ ᵢ̇ ᵣ̇ ᵤ̇

GREEK SMALL LETTER OMEGA WITH VARIA
uni1F7C

ᵠ̣ ᵡ̣ ᵢ̣ ᵣ̣ ᵤ̣

GREEK SMALL LETTER OMEGA WITH OXIA
uni1F7D

ᵠ̣̇ ᵡ̣̇ ᵢ̣̇ ᵣ̣̇ ᵤ̣̇

GREEK SMALL LETTER ALPHA WITH PSILI AND
YPOGEGRAMMENI
uni1F80

ᵠ̣̣ ᵡ̣̣ ᵢ̣̣ ᵣ̣̣ ᵤ̣̣

GREEK SMALL LETTER ALPHA WITH DASIA AND
YPOGEGRAMMENI
uni1F81

ᵠ̣̣̣ ᵡ̣̣̣ ᵢ̣̣̣ ᵣ̣̣̣ ᵤ̣̣̣

GREEK SMALL LETTER ALPHA WITH PSILI AND VARIA
AND YPOGEGRAMMENI
uni1F82

ᵠ̣̣̇ ᵡ̣̣̇ ᵢ̣̣̇ ᵣ̣̣̇ ᵤ̣̣̇

GREEK SMALL LETTER ALPHA WITH DASIA AND VARIA
AND YPOGEGRAMMENI
uni1F83

ᵠ̣̣̣̇ ᵡ̣̣̣̇ ᵢ̣̣̣̇ ᵣ̣̣̣̇ ᵤ̣̣̣̇

GREEK SMALL LETTER ALPHA WITH PSILI AND OXIA
AND YPOGEGRAMMENI
uni1F84

ᵠ̣̣̣̇̇ ᵡ̣̣̣̇̇ ᵢ̣̣̣̇̇ ᵣ̣̣̣̇̇ ᵤ̣̣̣̇̇

GREEK SMALL LETTER ALPHA WITH DASIA AND OXIA
AND YPOGEGRAMMENI
uni1F85

ᵠ̣̣̣̣̇̇ ᵡ̣̣̣̣̇̇ ᵢ̣̣̣̣̇̇ ᵣ̣̣̣̣̇̇ ᵤ̣̣̣̣̇̇

GREEK SMALL LETTER ALPHA WITH PSILI AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F86

ᵠ̣̣̣̇ ᵡ̣̣̣̇ ᵢ̣̣̣̇ ᵣ̣̣̣̇ ᵤ̣̣̣̇

GREEK SMALL LETTER ALPHA WITH DASIA AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F87

ᵠ̣̣̣̣̇ ᵡ̣̣̣̣̇ ᵢ̣̣̣̣̇ ᵣ̣̣̣̣̇ ᵤ̣̣̣̣̇

GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PROSGEGRAMMENI
uni1F88

ᵠ̣̣̣ ᵡ̣̣̣ ᵢ̣̣̣ ᵣ̣̣̣ ᵤ̣̣̣

GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PROSGEGRAMMENI
uni1F89

ᵠ̣̣̣̣ ᵡ̣̣̣̣ ᵢ̣̣̣̣ ᵣ̣̣̣̣ ᵤ̣̣̣̣

GREEK CAPITAL LETTER ALPHA WITH PSILI AND VARIA
AND PROSGEGRAMMENI
uni1F8A

ᵠ̣̣̣̇ ᵡ̣̣̣̇ ᵢ̣̣̣̇ ᵣ̣̣̣̇ ᵤ̣̣̣̇

GREEK CAPITAL LETTER ALPHA WITH DASIA AND VARIA
AND PROSGEGRAMMENI
uni1F8B

ᵠ̣̣̣̣̇ ᵡ̣̣̣̣̇ ᵢ̣̣̣̣̇ ᵣ̣̣̣̣̇ ᵤ̣̣̣̣̇

GREEK CAPITAL LETTER ALPHA WITH PSILI AND OXIA
AND PROSGEGRAMMENI
uni1F8C

ᵠ̣̣̣̣̇̇ ᵡ̣̣̣̣̇̇ ᵢ̣̣̣̣̇̇ ᵣ̣̣̣̣̇̇ ᵤ̣̣̣̣̇̇

GREEK CAPITAL LETTER ALPHA WITH DASIA AND OXIA
AND PROSGEGRAMMENI
uni1F8D

ᵠ̣̣̣̣̣̇̇ ᵡ̣̣̣̣̣̇̇ ᵢ̣̣̣̣̣̇̇ ᵣ̣̣̣̣̣̇̇ ᵤ̣̣̣̣̣̇̇

GREEK CAPITAL LETTER ALPHA WITH PSILI AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F8E

ᵠ̣̣̣̣̇ ᵡ̣̣̣̣̇ ᵢ̣̣̣̣̇ ᵣ̣̣̣̣̇ ᵤ̣̣̣̣̇

GREEK CAPITAL LETTER ALPHA WITH DASIA AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F8F

ᵠ̣̣̣̣̣̇ ᵡ̣̣̣̣̣̇ ᵢ̣̣̣̣̣̇ ᵣ̣̣̣̣̣̇ ᵤ̣̣̣̣̣̇

GREEK SMALL LETTER ETA WITH PSILI AND
YPOGEGRAMMENI
uni1F90

ᵠ̣̣̣̣̣ ᵡ̣̣̣̣̣ ᵢ̣̣̣̣̣ ᵣ̣̣̣̣̣ ᵤ̣̣̣̣̣

GREEK SMALL LETTER ETA WITH DASIA AND
YPOGEGRAMMENI
uni1F91

ᵠ̣̣̣̣̣̣ ᵡ̣̣̣̣̣̣ ᵢ̣̣̣̣̣̣ ᵣ̣̣̣̣̣̣ ᵤ̣̣̣̣̣̣

GREEK SMALL LETTER ETA WITH PSILI AND VARIA AND
YPOGEGRAMMENI
uni1F92

ἥ ἥ ἥ ἥ ἥ

GREEK SMALL LETTER ETA WITH DASIA AND VARIA AND
YPOGEGRAMMENI
uni1F93

ἧ ἧ ἧ ἧ ἧ

GREEK SMALL LETTER ETA WITH PSILI AND OXIA AND
YPOGEGRAMMENI
uni1F94

ῆ ῆ ῆ ῆ ῆ

GREEK SMALL LETTER ETA WITH DASIA AND OXIA AND
YPOGEGRAMMENI
uni1F95

ῇ ῇ ῇ ῇ ῇ

GREEK SMALL LETTER ETA WITH PSILI AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F96

ῆ̃ ῆ̃ ῆ̃ ῆ̃ ῆ̃

GREEK SMALL LETTER ETA WITH DASIA AND
PERISPOMENI AND YPOGEGRAMMENI
uni1F97

ῇ̃ ῇ̃ ῇ̃ ῇ̃ ῇ̃

GREEK CAPITAL LETTER ETA WITH PSILI AND
PROSGEGRAMMENI
uni1F98

Ἠ Ἠ Ἠ Ἠ Ἠ

GREEK CAPITAL LETTER ETA WITH DASIA AND
PROSGEGRAMMENI
uni1F99

Ἡ Ἡ Ἡ Ἡ Ἡ

GREEK CAPITAL LETTER ETA WITH PSILI AND VARIA
AND PROSGEGRAMMENI
uni1F9A

Ἠ̃ Ἠ̃ Ἠ̃ Ἠ̃ Ἠ̃

GREEK CAPITAL LETTER ETA WITH DASIA AND VARIA
AND PROSGEGRAMMENI
uni1F9B

Ἡ̃ Ἡ̃ Ἡ̃ Ἡ̃ Ἡ̃

GREEK CAPITAL LETTER ETA WITH PSILI AND OXIA AND
PROSGEGRAMMENI
uni1F9C

Ἠ̂ Ἠ̂ Ἠ̂ Ἠ̂ Ἠ̂

GREEK CAPITAL LETTER ETA WITH DASIA AND OXIA
AND PROSGEGRAMMENI
uni1F9D

Ἡ̂ Ἡ̂ Ἡ̂ Ἡ̂ Ἡ̂

GREEK CAPITAL LETTER ETA WITH PSILI AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F9E

Ἠ̃̂ Ἠ̃̂ Ἠ̃̂ Ἠ̃̂ Ἠ̃̂

GREEK CAPITAL LETTER ETA WITH DASIA AND
PERISPOMENI AND PROSGEGRAMMENI
uni1F9F

Ἡ̃̂ Ἡ̃̂ Ἡ̃̂ Ἡ̃̂ Ἡ̃̂

GREEK SMALL LETTER OMEGA WITH PSILI AND
YPOGEGRAMMENI
uni1FA0

ὦ̃ ὦ̃ ὦ̃ ὦ̃ ὦ̃

GREEK SMALL LETTER OMEGA WITH DASIA AND
YPOGEGRAMMENI
uni1FA1

ὧ̃ Ὗ̃ Ὗ̃ Ὗ̃ Ὗ̃

GREEK SMALL LETTER OMEGA WITH PSILI AND VARIA
AND YPOGEGRAMMENI
uni1FA2

ὦ̂ Ὗ̂ Ὗ̂ Ὗ̂ Ὗ̂

GREEK SMALL LETTER OMEGA WITH DASIA AND VARIA
AND YPOGEGRAMMENI
uni1FA3

ὧ̂ Ὗ̂ Ὗ̂ Ὗ̂ Ὗ̂

GREEK SMALL LETTER OMEGA WITH PSILI AND OXIA
AND YPOGEGRAMMENI
uni1FA4

ὦ̃̂ Ὗ̃̂ Ὗ̃̂ Ὗ̃̂ Ὗ̃̂

GREEK SMALL LETTER OMEGA WITH DASIA AND OXIA
AND YPOGEGRAMMENI
uni1FA5

ὧ̃̂ Ὗ̃̂ Ὗ̃̂ Ὗ̃̂ Ὗ̃̂

GREEK SMALL LETTER OMEGA WITH PSILI AND

ὦ̃̂̂ Ὗ̃̂̂ Ὗ̃̂̂ Ὗ̃̂̂ Ὗ̃̂̂

GREEK SMALL LETTER ALPHA WITH PSILI AND PERISPOMENI AND YPOGEGRAMMENI	uni1FA6	Α̇̈́	Α̇̈́	Α̇̈́	Α̇̈́	Α̇̈́
GREEK SMALL LETTER OMEGA WITH DASIA AND PERISPOMENI AND YPOGEGRAMMENI	uni1FA7	Ω̂̈́	Ω̂̈́	Ω̂̈́	Ω̂̈́	Ω̂̈́
GREEK CAPITAL LETTER OMEGA WITH PSILI AND PROSGEGRAMMENI	uni1FA8	Ω̇̈́	Ω̇̈́	Ω̇̈́	Ω̇̈́	Ω̇̈́
GREEK CAPITAL LETTER OMEGA WITH DASIA AND PROSGEGRAMMENI	uni1FA9	Ω̂̈́	Ω̂̈́	Ω̂̈́	Ω̂̈́	Ω̂̈́
GREEK CAPITAL LETTER OMEGA WITH PSILI AND VARIA AND PROSGEGRAMMENI	uni1FAA	Ω̇̈́̂	Ω̇̈́̂	Ω̇̈́̂	Ω̇̈́̂	Ω̇̈́̂
GREEK CAPITAL LETTER OMEGA WITH DASIA AND VARIA AND PROSGEGRAMMENI	uni1FAB	Ω̂̈́̂	Ω̂̈́̂	Ω̂̈́̂	Ω̂̈́̂	Ω̂̈́̂
GREEK CAPITAL LETTER OMEGA WITH PSILI AND OXIA AND PROSGEGRAMMENI	uni1FAC	Ω̇̈́̃	Ω̇̈́̃	Ω̇̈́̃	Ω̇̈́̃	Ω̇̈́̃
GREEK CAPITAL LETTER OMEGA WITH DASIA AND OXIA AND PROSGEGRAMMENI	uni1FAD	Ω̂̈́̃	Ω̂̈́̃	Ω̂̈́̃	Ω̂̈́̃	Ω̂̈́̃
GREEK CAPITAL LETTER OMEGA WITH PSILI AND PERISPOMENI AND PROSGEGRAMMENI	uni1FAE	Ω̇̈́̈́	Ω̇̈́̈́	Ω̇̈́̈́	Ω̇̈́̈́	Ω̇̈́̈́
GREEK CAPITAL LETTER OMEGA WITH DASIA AND PERISPOMENI AND PROSGEGRAMMENI	uni1FAF	Ω̂̈́̈́	Ω̂̈́̈́	Ω̂̈́̈́	Ω̂̈́̈́	Ω̂̈́̈́
GREEK SMALL LETTER ALPHA WITH VRACHY	uni1FB0	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣
GREEK SMALL LETTER ALPHA WITH MACRON	uni1FB1	Ἀ̄	Ἀ̄	Ἀ̄	Ἀ̄	Ἀ̄
GREEK SMALL LETTER ALPHA WITH VARIA AND YPOGEGRAMMENI	uni1FB2	Ἀ̣̇	Ἀ̣̇	Ἀ̣̇	Ἀ̣̇	Ἀ̣̇
GREEK SMALL LETTER ALPHA WITH YPOGEGRAMMENI	uni1FB3	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣
GREEK SMALL LETTER ALPHA WITH OXIA AND YPOGEGRAMMENI	uni1FB4	Ἀ̣̃	Ἀ̣̃	Ἀ̣̃	Ἀ̣̃	Ἀ̣̃
GREEK SMALL LETTER ALPHA WITH PERISPOMENI	uni1FB6	Ἀ̈́	Ἀ̈́	Ἀ̈́	Ἀ̈́	Ἀ̈́
GREEK SMALL LETTER ALPHA WITH PERISPOMENI AND YPOGEGRAMMENI	uni1FB7	Ἀ̣̈́	Ἀ̣̈́	Ἀ̣̈́	Ἀ̣̈́	Ἀ̣̈́
GREEK CAPITAL LETTER ALPHA WITH VRACHY	uni1FB8	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣
GREEK CAPITAL LETTER ALPHA WITH MACRON	uni1FB9	Ἀ̄	Ἀ̄	Ἀ̄	Ἀ̄	Ἀ̄
GREEK CAPITAL LETTER ALPHA WITH VARIA	uni1FBA	Ἀ̣̇	Ἀ̣̇	Ἀ̣̇	Ἀ̣̇	Ἀ̣̇
GREEK CAPITAL LETTER ALPHA WITH OXIA	uni1FBB	Ἀ̣̃	Ἀ̣̃	Ἀ̣̃	Ἀ̣̃	Ἀ̣̃
GREEK CAPITAL LETTER ALPHA WITH PROSGEGRAMMENI	uni1FBC	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣	Ἀ̣
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	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER ETA WITH VARIA AND YPOGEGRAMMENI uni1FC2	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER ETA WITH YPOGEGRAMMENI uni1FC3	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER ETA WITH OXIA AND YPOGEGRAMMENI uni1FC4	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER ETA WITH PERISPOMENI uni1FC6	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER ETA WITH PERISPOMENI AND YPOGEGRAMMENI uni1FC7	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER EPSILON WITH VARIA uni1FC8	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER EPSILON WITH OXIA uni1FC9	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER ETA WITH VARIA uni1FCA	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER ETA WITH OXIA uni1FCB	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER ETA WITH PROSGEGRAMMENI uni1FCC	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK PSILI AND VARIA uni1FCD	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK PSILI AND OXIA uni1FCE	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK PSILI AND PERISPOMENI uni1FCF	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER IOTA WITH VRACHY uni1FD0	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER IOTA WITH MACRON uni1FD1	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND VARIA uni1FD2	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND OXIA uni1FD3	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER IOTA WITH PERISPOMENI uni1FD6	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK SMALL LETTER IOTA WITH DIALYTIKA AND PERISPOMENI uni1FD7	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER IOTA WITH VRACHY uni1FD8	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER IOTA WITH MACRON uni1FD9	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ
GREEK CAPITAL LETTER IOTA WITH VARIA uni1FDA	Ϳ	Ϳ	Ϳ	Ϳ	Ϳ

GREEK CAPITAL LETTER IOTA WITH OXIA uni1FDB	Ἰ	Ἰ	Ἰ	Ἰ	Ἰ
GREEK DASIA AND VARIA uni1FDD	Ἱ	Ἱ	Ἱ	Ἱ	Ἱ
GREEK DASIA AND OXIA uni1FDE	Ἲ	Ἲ	Ἲ	Ἲ	Ἲ
GREEK DASIA AND PERISPOMENI uni1FDF	Ἳ	Ἳ	Ἳ	Ἳ	Ἳ
GREEK SMALL LETTER UPSILON WITH VRACHY uni1FE0	Ῐ	Ῐ	Ῐ	Ῐ	Ῐ
GREEK SMALL LETTER UPSILON WITH MACRON uni1FE1	Ῑ	Ῑ	Ῑ	Ῑ	Ῑ
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND VARIA uni1FE2	Ὶ	Ὶ	Ὶ	Ὶ	Ὶ
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND OXIA uni1FE3	Ί	Ί	Ί	Ί	Ί
GREEK SMALL LETTER RHO WITH PSILI uni1FE4	ῤ	ῤ	ῤ	ῤ	ῤ
GREEK SMALL LETTER RHO WITH DASIA uni1FE5	ῥ	ῥ	ῥ	ῥ	ῥ
GREEK SMALL LETTER UPSILON WITH PERISPOMENI uni1FE6	῜	῜	῜	῜	῜
GREEK SMALL LETTER UPSILON WITH DIALYTIKA AND PERISPOMENI uni1FE7	῝	῝	῝	῝	῝
GREEK CAPITAL LETTER UPSILON WITH VRACHY uni1FE8	Υ̣	Υ̣	Υ̣	Υ̣	Υ̣
GREEK CAPITAL LETTER UPSILON WITH MACRON uni1FE9	Ῡ	Ῡ	Ῡ	Ῡ	Ῡ
GREEK CAPITAL LETTER UPSILON WITH VARIA uni1FEA	Υ̂	Υ̂	Υ̂	Υ̂	Υ̂
GREEK CAPITAL LETTER UPSILON WITH OXIA uni1FEB	Υ̇	Υ̇	Υ̇	Υ̇	Υ̇
GREEK CAPITAL LETTER RHO WITH DASIA uni1FEC	Ρ̣	Ρ̣	Ρ̣	Ρ̣	Ρ̣
GREEK DIALYTIKA AND VARIA uni1FED	ῲ	ῲ	ῲ	ῲ	ῲ
GREEK DIALYTIKA AND OXIA uni1FEE	ῳ	ῳ	ῳ	ῳ	ῳ
GREEK VARIA uni1FEF	ῴ	ῴ	ῴ	ῴ	ῴ
GREEK SMALL LETTER OMEGA WITH VARIA AND YPOGEGRAMMENI uni1FF2	ω̣	ω̣	ω̣	ω̣	ω̣
GREEK SMALL LETTER OMEGA WITH YPOGEGRAMMENI uni1FF3	ω̵	ω̵	ω̵	ω̵	ω̵
GREEK SMALL LETTER OMEGA WITH OXIA AND YPOGEGRAMMENI uni1FF4	ω̇	ω̇	ω̇	ω̇	ω̇
GREEK SMALL LETTER OMEGA WITH PERISPOMENI uni1FF6	ω̣̣	ω̣̣	ω̣̣	ω̣̣	ω̣̣
GREEK SMALL LETTER OMEGA WITH PERISPOMENI AND YPOGEGRAMMENI uni1FF7	ω̵̣	ω̵̣	ω̵̣	ω̵̣	ω̵̣

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	€	€	€	€
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

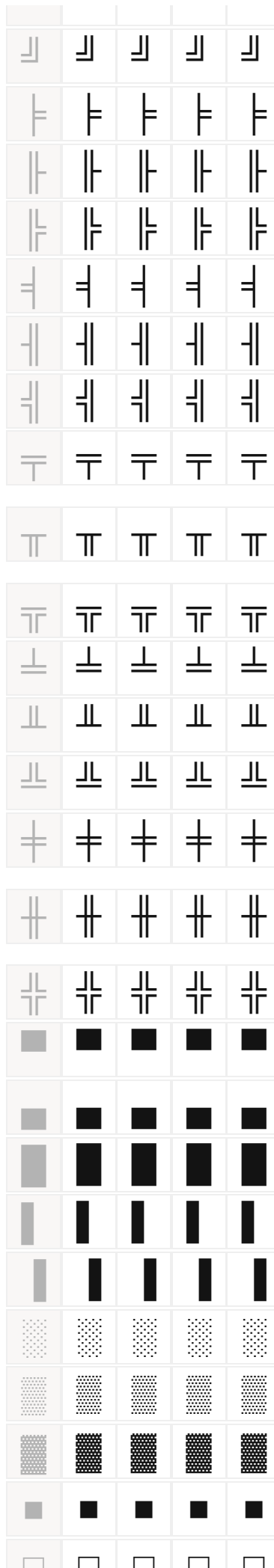
LIGHT SHADE
uni2591

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	Ł	Ł	Ł	Ł	Ł
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	I	I	I	I	I
uniF00C	↑	↑	↑	↑	↑
uniF00D	1	1	1	1	1
uniF00E	l	l	l	l	l
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	וּ	וּ	וּ	וּ	וּ
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)



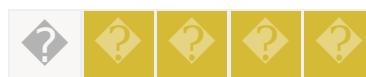
Ending "alt9" ≠ OT Feature (cannot display this character)
feature



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)



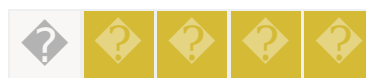
Ending "alt11" ≠ OT Feature (cannot display this character)
feature (cannot find base glyph)



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



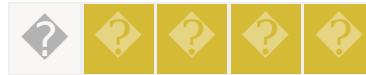
tilde.alt13
Ending "alt13" ≠ OT Feature (cannot display this character)
feature



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



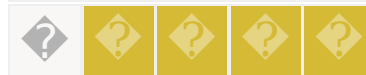
uni02E502E502E6
"Uni" in name but missing unicode: uni02E502E502E6



uni02E502E502E7
"Uni" in name but missing unicode: uni02E502E502E7



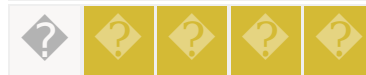
uni02E502E502E8
"Uni" in name but missing unicode: uni02E502E502E8



uni02E502E502E9
"Uni" in name but missing unicode: uni02E502E502E9



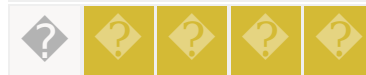
uni02E502E602E5
"Uni" in name but missing unicode: uni02E502E602E5



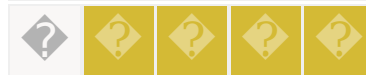
uni02E502E602E6
"Uni" in name but missing unicode: uni02E502E602E6



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



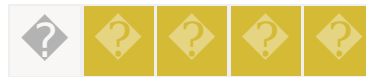
uni02E502E702E9
"Uni" in name but missing unicode: uni02E502E702E9



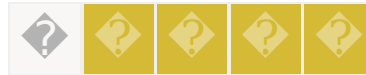
uni02E502E7
It might be two unicodes: 02E5 + 02E7 (most Arabic ccmp feature)



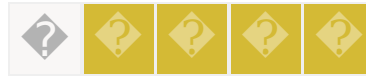
uni02E502E802E5
"Uni" in name but missing unicode: uni02E502E802E5



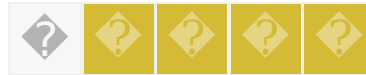
uni02E502E802E6
"Uni" in name but missing unicode: uni02E502E802E6



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)

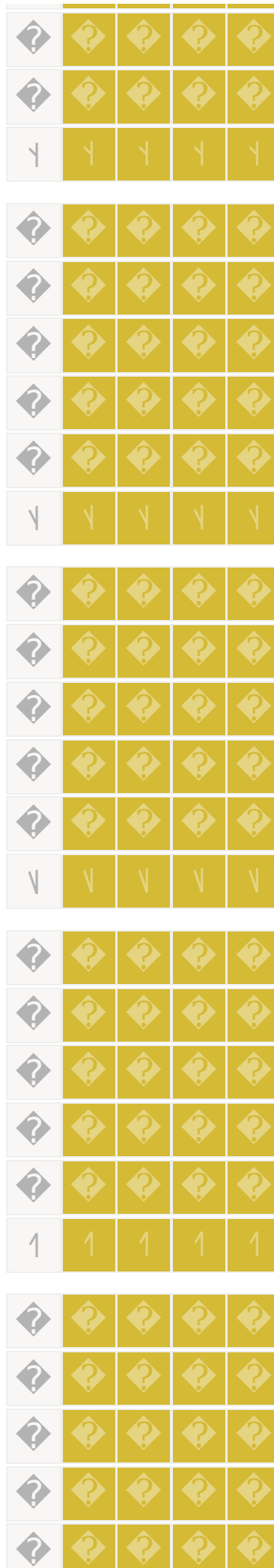
uni02E702E602E5
"Uni" in name but missing unicode: uni02E702E602E5

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
```

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
```

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

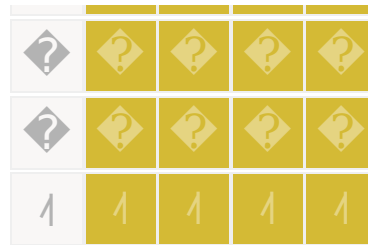
```
uni02E802E602E5
"Uni" in name but missing unicode: uni02E802E602E5
```

```
uni02E802E602E6
"Uni" in name but missing unicode: uni02E802E602E6
```

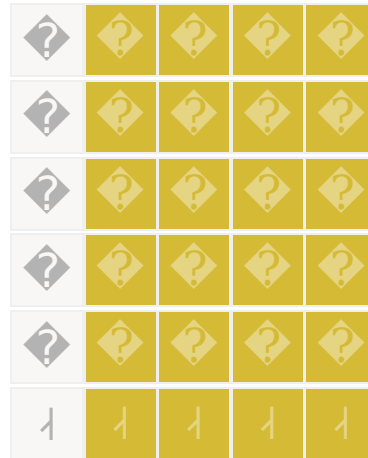
```
uni02E802E602E7
"I Ini" in name but missing unicode: uni02F802F602F7
```

[illegible]

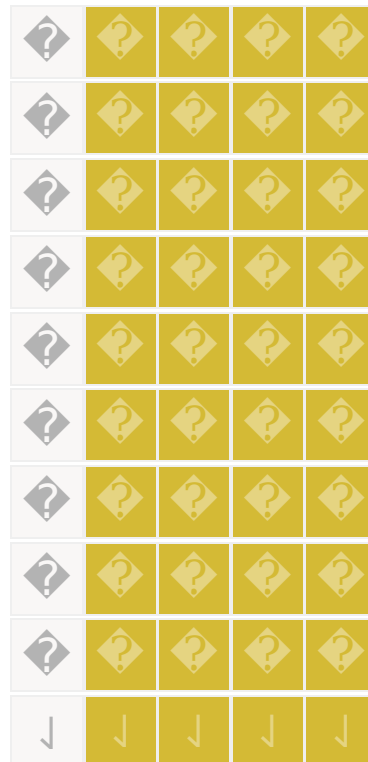
Uni in name but missing unicode: uni02E802E02E7
uni02E802E602E8
"Uni" in name but missing unicode: uni02E802E602E8
uni02E802E602E9
"Uni" in name but missing unicode: uni02E802E602E9
uni02E802E6
It might be two unicodes: 02E8 + 02E6 (most Arabic ccmp
feature)



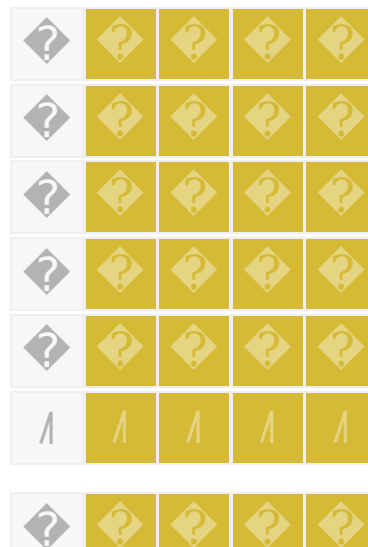
uni02E802E702E5
"Uni" in name but missing unicode: uni02E802E702E5
uni02E802E702E6
"Uni" in name but missing unicode: uni02E802E702E6
uni02E802E702E7
"Uni" in name but missing unicode: uni02E802E702E7
uni02E802E702E8
"Uni" in name but missing unicode: uni02E802E702E8
uni02E802E702E9
"Uni" in name but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



uni03B1030603130301
"Uni" in name but missing unicode: uni03B1030603130301



uni03B1030603140300
"Uni" in name but missing unicode: uni03B1030603140300



uni03B1030603140301
"Uni" in name but missing unicode: uni03B1030603140301



uni03B9030403130300
"Uni" in name but missing unicode: uni03B9030403130300



uni03B9030403130301
"Uni" in name but missing unicode: uni03B9030403130301



uni03B9030403140300
"Uni" in name but missing unicode: uni03B9030403140300



uni03B9030403140301
"Uni" in name but missing unicode: uni03B9030403140301



uni03B9030603130300
"Uni" in name but missing unicode: uni03B9030603130300



uni03B9030603130301
"Uni" in name but missing unicode: uni03B9030603130301



uni03B9030603140300
"Uni" in name but missing unicode: uni03B9030603140300



uni03B9030603140301
"Uni" in name but missing unicode: uni03B9030603140301



uni03C5030403130300
"Uni" in name but missing unicode: uni03C5030403130300



uni03C5030403130301
"Uni" in name but missing unicode: uni03C5030403130301



uni03C5030403140300
"Uni" in name but missing unicode: uni03C5030403140300



uni03C5030403140301



U1110505050405140501

U1110505050405140501

uni03C5030603130300

uni03C5030603130300

uni03C5030603130301

uni03C5030603130301

uni03C5030603140300

uni03C5030603140300

uni03C5030603140301

uni03C5030603140301

uni03B9030803040300

uni03B9030803040300

uni03B9030803040301

uni03B9030803040301

uni03B9030803060300

uni03B9030803060300

uni03B9030803060301

uni03B9030803060301

uni03C5030803040300

uni03C5030803040300

uni03C5030803040301

uni03C5030803040301

uni03C5030803060300

uni03C5030803060300

uni03C5030803060301

uni03C5030803060301

dottediacute

dottediacute

Eng alt1

Eng alt1

Eng.alt2

Eng.alt2

Eng alt3

Eng alt3

zero alt

zero alt

one alt

one alt

two alt

two alt

three alt

three alt

four alt

four alt

five alt

five alt

six alt

six alt

seven alt




8	8	8	8	8
---	---	---	---	---

9 9 9 9 9

?	?	?	?	?
---	---	---	---	---

				
---	---	---	---	---

				
---	---	---	---	---

	1990	2000	2010	2015	2020
1990					
2000					
2010					
2015					
2020					

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research also identifies areas for further investigation and provides a framework for future studies. The paper concludes by emphasizing the importance of continued research in this area and the need for a collaborative effort to advance the understanding of the subject matter.

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 social, cultural, economic and political contexts in which these activities take place. (p. 1)

The 'communication' field is defined as:

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

The 'information science' field is defined as:

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

The 'information studies' field is defined as:

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

The 'information technology' field is defined as:

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

The 'information systems' field is defined as:

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

The 'information management' field is defined as:

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

The 'information policy' field is defined as:

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

The 'information law' field is defined as:

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

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.

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.

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.

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.

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.

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.

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.

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.

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

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

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

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

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

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

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

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

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

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

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

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being well-supported by the evidence.

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

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are well-supported by the evidence and have important implications for the field of study and for the broader community. The research also highlights the need for further investigation in this area and suggests directions for future research.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings.

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

In conclusion, the study has provided a detailed and thorough examination of the subject matter. The findings are presented in a clear and concise manner, making them accessible to a wide range of readers. The research has contributed to the existing knowledge in the field and offers valuable insights into the complex issues at hand.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being well-supported by the evidence.

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

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The methodology used was sound and the results are reliable. The conclusions drawn from the findings are well-supported and offer valuable insights into the issues at hand. The research has important implications for the field and for the broader community, and it suggests specific directions for future work.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings.

The results of the study indicate that there is a significant relationship between the variables under investigation. This finding is consistent with the theoretical framework and provides support for the hypotheses. The conclusions drawn from the data suggest that the research has important implications for the field and offers valuable insights into the subject matter.

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive understanding of the subject matter. The findings of the research are presented in a clear and concise manner, making it accessible to a wide range of readers. The study also offers suggestions for future research, which will help to further explore the subject matter and build on the existing knowledge.

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

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

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

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

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

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

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

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

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

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research and discussion.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being well-supported by the evidence.

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

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are well-supported by the evidence and have important implications for the field of study and for the broader community. The research also highlights the need for further investigation in this area and suggests directions for future research.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, ensuring the representativeness of the findings. The analysis was conducted using advanced statistical techniques, allowing for a detailed examination of the data. The results of the study indicate that there is a significant relationship between the variables being studied, and this relationship is consistent across different groups and conditions.

The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and offer valuable insights into the underlying mechanisms. The results also have practical applications, as they can be used to inform policy decisions and guide future research. The study is a contribution to the knowledge of the field and provides a solid foundation for further exploration.

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive understanding of the subject matter. The findings are robust and reliable, and they offer a new perspective on the field. The study is a testament to the power of scientific research and the importance of a systematic and rigorous approach. The results of the study are a valuable addition to the body of knowledge in the field and provide a solid foundation for future research.

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

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

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

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

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

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

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

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

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

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research and discussion.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical applications, which can be used to inform policy and practice. The paper concludes by emphasizing the need for further research in this area, as there are still many questions that need to be answered.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical applications, which can be used to inform policy and practice. The paper concludes by emphasizing the need for further research in this area, as there are still many questions that need to be answered.

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

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

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

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research and discussion.

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

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

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

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

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

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

The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also suggest that there are several factors that influence the outcome of the study, and these factors should be taken into account in future research.

In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings suggest that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The research also suggests that there are several factors that influence the outcome of the study, and these factors should be taken into account in future research.

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

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

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

In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings suggest that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The research also has important implications for [specific areas], which should be taken into account in future research and practice.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by highlighting the strengths and limitations of the study and offering suggestions for future research to build on the current findings.

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.

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

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

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

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

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research and discussion.

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

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

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

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research and discussion.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, ensuring the representativeness of the findings. The analysis was conducted using advanced statistical techniques, allowing for a detailed examination of the data. The results of the study are presented in a clear and concise manner, highlighting the key findings and their implications.

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

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

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a large sample of participants, ensuring the representativeness of the findings. The analysis was performed using advanced statistical techniques, allowing for a detailed examination of the data. The results of the study indicate that there is a significant relationship between the variables under investigation, supporting the hypotheses of the study.

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

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

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

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

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

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

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

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

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

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

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

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

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

In conclusion, the research has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The research is a valuable contribution to the field and offers a solid foundation for future studies. The findings are presented in a clear and accessible manner, making them easy to understand and interpret. The research is a testament to the power of scientific inquiry and the importance of rigorous research in understanding the world around us.

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

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

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

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

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 researcher hopes that this study will serve as a foundation for future work in this area.

The first part of the paper discusses the importance of 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 researcher hopes that this study will serve as a foundation for future work in this area.

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

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

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

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

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

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

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

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

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

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

In conclusion, the study has successfully achieved its objectives and has provided a comprehensive and detailed account of the research process and findings. The results are presented in a clear and concise manner, making them accessible to a wide range of readers. The study is a valuable contribution to the field and is expected to have a lasting impact on the research community.

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

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

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

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

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

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

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

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

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 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 researcher hopes that this study will serve as a foundation for future work in this area.

The first part of the paper discusses the importance of 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 researcher hopes that this study will serve as a foundation for future work in this area.

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

The findings of the study have important implications for the field of research, and they provide a valuable contribution to the existing knowledge. The study also highlights the need for further research in this area, and it offers suggestions for how this can be achieved.

In conclusion, the study has shown that the research objectives have been achieved, and the findings are significant. The study is a valuable contribution to the field of research, and it provides a solid foundation for future work.

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

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

The study has several strengths, including a large sample size, a well-defined research design, and the use of appropriate statistical methods. However, there are also some limitations, such as the potential for bias in the sample and the fact that the study is a cross-sectional design, which means that it cannot establish causality.

Overall, the study provides valuable insights into the topic and contributes to the existing knowledge in the field. The findings have important implications for practice and policy, and the study is a valuable addition to the literature.

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

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

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

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The research is a valuable contribution to the field and offers a solid foundation for further study. The findings are presented in a clear and accessible manner, making them easy to understand and interpret. The study is a testament to the power of research and the importance of a thorough and systematic approach to the study of any subject.

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

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

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

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

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

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

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

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

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

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

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

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

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

The conclusions drawn from the findings are based on a thorough analysis of the data and a consideration of the existing literature. The research suggests that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The findings also suggest that there are several factors that influence the outcome of the study, and these factors need to be carefully considered in future research.

In conclusion, the research has provided a valuable contribution to the understanding of the subject matter. The findings suggest that there is a need for further investigation into the subject matter, particularly in the areas of [specific areas]. The research also suggests that there are several factors that influence the outcome of the study, and these factors need to be carefully considered in future research.

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:

...the study of the processes of communication 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 '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:

...the study of the processes of communication 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 '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:

...the study of the processes of communication 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 '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:

...the study of the processes of communication 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 '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 '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. 10)

The 'communication' field is defined as:

...the study of the processes of communication production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' 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. 10)

The 'information studies' 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. 10)

The 'information technology' 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. 10)

The 'information systems' 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. 10)

The 'information management' 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. 10)

The 'information policy' 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. 10)

The 'information law' 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. 10)

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research also identifies areas for further investigation and provides a framework for future research. The paper concludes by emphasizing the importance of continued research in this area and the need for a collaborative effort to advance the understanding of the subject matter.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being supported by the evidence.

The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and highlight the need for further research in this area. The study also identifies some of the limitations of the research and offers suggestions for how these can be addressed in future work.

In conclusion, the study has provided a valuable contribution to the field of research. It has highlighted the importance of the research and the need for a comprehensive understanding of the subject matter. The methodology used in the study was rigorous and systematic, and the results of the study are presented in a clear and concise manner. The conclusions drawn from the findings are supported by the evidence, and the study identifies some of the limitations of the research and offers suggestions for how these can be addressed in future work.

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

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and legal aspects of these processes. (p. 10)

The 'communication' field is defined as:

Communication science is the study of the processes of communication, the social, cultural, economic and legal aspects of these processes, and the development of communication systems. (p. 10)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and legal aspects of these processes. (p. 10)

The 'communication' field is further defined as:

Communication science is the study of the processes of communication, the social, cultural, economic and legal aspects of these processes, and the development of communication systems. (p. 10)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and legal aspects of these processes. (p. 10)

The 'communication' field is further defined as:

Communication science is the study of the processes of communication, the social, cultural, economic and legal aspects of these processes, and the development of communication systems. (p. 10)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and legal aspects of these processes. (p. 10)

The 'communication' field is further defined as:

Communication science is the study of the processes of communication, the social, cultural, economic and legal aspects of these processes, and the development of communication systems. (p. 10)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and legal aspects of these processes. (p. 10)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In conclusion, the research has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The research is a valuable contribution to the field and offers a solid foundation for future studies. The findings are presented in a clear and accessible manner, making them easy to understand and interpret. The research is a testament to the power of scientific inquiry and the importance of rigorous research in understanding the world around us.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by emphasizing the need for further research to explore the topic in greater depth and to address the limitations of the current study.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by emphasizing the need for further research to explore the topic in greater depth and to address the limitations of the current study.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical applications, which can be used to inform policy and practice. The paper concludes by emphasizing the need for further research in this area and providing suggestions for future studies.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by emphasizing the need for further research to explore the topic in greater depth and to address the limitations of the current study.

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a combination of qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being well-supported by the evidence.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 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.

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:

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

The 'information technology' field is defined as:

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

The 'information systems' field is defined as:

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

The 'information management' field is defined as:

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

The 'information policy' field is defined as:

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

The 'information law' field is defined as:

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

The 'information ethics' field is defined as:

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

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

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the development of the tools and techniques that support these processes. (p. 1)

The 'communication' field is defined as:

Communication science is the study of the processes of communication, the development of the tools and techniques that support these processes, and the social, cultural and economic contexts in which communication takes place. (p. 1)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the development of the tools and techniques that support these processes. (p. 1)

The 'communication' field is further defined as:

Communication science is the study of the processes of communication, the development of the tools and techniques that support these processes, and the social, cultural and economic contexts in which communication takes place. (p. 1)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the development of the tools and techniques that support these processes. (p. 1)

The 'communication' field is further defined as:

Communication science is the study of the processes of communication, the development of the tools and techniques that support these processes, and the social, cultural and economic contexts in which communication takes place. (p. 1)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the development of the tools and techniques that support these processes. (p. 1)

The 'communication' field is further defined as:

Communication science is the study of the processes of communication, the development of the tools and techniques that support these processes, and the social, cultural and economic contexts in which communication takes place. (p. 1)

The 'information' field is further defined as:

Information science is the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the development of the tools and techniques that support these processes. (p. 1)

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

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

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

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

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

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

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

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research in this area.

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

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

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

In conclusion, the research has provided a detailed and thorough examination of the subject matter, contributing to the existing body of knowledge. The findings are robust and well-supported, and they offer a clear and concise summary of the key points. The study is a valuable contribution to the field and it is hoped that it will inspire further research and discussion.

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

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

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

100%

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

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

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

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

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a combination of qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being well-supported by the evidence.

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

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are well-supported by the evidence and have important implications for the field of study and for the broader community. The research also highlights the need for further investigation in this area and suggests specific directions for future research.

100

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

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

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

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

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

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

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

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

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical applications, which can be used to inform policy and practice. The paper concludes by emphasizing the need for further research in this area, as there are still many questions that need to be answered.

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

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

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by highlighting the strengths and limitations of the study and offering suggestions for future research to further explore the topic.

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

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

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

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

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

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

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

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

However, the UNCRC is not a magic wand. It is a framework, and it needs to be implemented. This is the challenge that faces us in the 1990s. We need to ensure that the rights of children are protected and promoted in every country, and that every child has the opportunity to reach their full potential.

The United Nations Children's Fund (UNICEF) is the leading organization in the world working to protect and promote the rights of children. UNICEF works in over 120 countries, and it has a long history of success. In the 1990s, UNICEF will continue to work hard to ensure that every child has the opportunity to reach their full potential.

The United Nations Children's Fund (UNICEF) is the leading organization in the world working to protect and promote the rights of children. UNICEF works in over 120 countries, and it has a long history of success. In the 1990s, UNICEF will continue to work hard to ensure that every child has the opportunity to reach their full potential.

The United Nations Children's Fund (UNICEF) is the leading organization in the world working to protect and promote the rights of children. UNICEF works in over 120 countries, and it has a long history of success. In the 1990s, UNICEF will continue to work hard to ensure that every child has the opportunity to reach their full potential.

The United Nations Children's Fund (UNICEF) is the leading organization in the world working to protect and promote the rights of children. UNICEF works in over 120 countries, and it has a long history of success. In the 1990s, UNICEF will continue to work hard to ensure that every child has the opportunity to reach their full potential.

The United Nations Children's Fund (UNICEF) is the leading organization in the world working to protect and promote the rights of children. UNICEF works in over 120 countries, and it has a long history of success. In the 1990s, UNICEF will continue to work hard to ensure that every child has the opportunity to reach their full potential.

The United Nations Children's Fund (UNICEF) is the leading organization in the world working to protect and promote the rights of children. UNICEF works in over 120 countries, and it has a long history of success. In the 1990s, UNICEF will continue to work hard to ensure that every child has the opportunity to reach their full potential.

The United Nations Children's Fund (UNICEF) is the leading organization in the world working to protect and promote the rights of children. UNICEF works in over 120 countries, and it has a long history of success. In the 1990s, UNICEF will continue to work hard to ensure that every child has the opportunity to reach their full potential.

100%

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work.

The UNCRC is based on the principle of the best interests of the child. This principle is central to child protection work, and is reflected in the UNCRC's provisions on the right to life, the right to health, the right to education, and the right to a family. The UNCRC also sets out a range of other rights, including the right to be heard, the right to privacy, and the right to a fair trial.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

The UNCRC is a key reference point for child protection work, and is a key source of guidance for child protection workers. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work. The UNCRC is a key source of guidance for child protection workers.

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been specifically designed for children. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and health, to the right to education, to the right to participate in decisions that affect them. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been signed by more than 100 countries. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life, to the right to education, to the right to participate in decisions that affect them. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

The UNCRC is a document that is of great importance to the world's children. It is a document that sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights. It is a document that is based on the principle of the best interests of the child, and is designed to be a guide for all those who are involved in the lives of children.

100

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

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

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

The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

The UNCRC is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children. The UNCRC is a comprehensive document, covering a wide range of issues. It is a landmark document in the history of children's rights, and it is hoped that it will lead to a new era of respect for the rights of children.

100

100%

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

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

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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 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 conclusions of the study suggest that the findings have important implications for practice and policy. Further research is needed to explore the underlying mechanisms of the observed relationships and to test the generalizability of the findings.

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

There is a growing awareness of the need to provide a better quality of life for children in the world. The United Nations has developed the Convention on the Rights of the Child (1989) and the United Nations Development Programme (1990) has developed the Human Development Index (HDI) to measure the quality of life of children in the world.

The purpose of this paper is to review the current state of knowledge about the quality of life of children in the world.

The paper is organized as follows. First, a brief overview of the quality of life of children in the world is presented.

Second, the current state of knowledge about the quality of life of children in the world is reviewed.

Third, the current state of knowledge about the quality of life of children in the world is reviewed.

Fourth, the current state of knowledge about the quality of life of children in the world is reviewed.

Fifth, the current state of knowledge about the quality of life of children in the world is reviewed.

Sixth, the current state of knowledge about the quality of life of children in the world is reviewed.

Seventh, the current state of knowledge about the quality of life of children in the world is reviewed.

Eighth, the current state of knowledge about the quality of life of children in the world is reviewed.

Ninth, the current state of knowledge about the quality of life of children in the world is reviewed.

Tenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Eleventh, the current state of knowledge about the quality of life of children in the world is reviewed.

Twelfth, the current state of knowledge about the quality of life of children in the world is reviewed.

Thirteenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Fourteenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Fifteenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Sixteenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Seventeenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Eighteenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Nineteenth, the current state of knowledge about the quality of life of children in the world is reviewed.

Twentieth, the current state of knowledge about the quality of life of children in the world is reviewed.

Twenty-first, the current state of knowledge about the quality of life of children in the world is reviewed.

Twenty-second, the current state of knowledge about the quality of life of children in the world is reviewed.

Twenty-third, the current state of knowledge about the quality of life of children in the world is reviewed.

Twenty-fourth, the current state of knowledge about the quality of life of children in the world is reviewed.

Twenty-fifth, the current state of knowledge about the quality of life of children in the world is reviewed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to children's rights, one that recognizes the need for a range of measures to be taken to protect children's rights in all areas of life.

One of the key areas of concern is the need to protect children's rights in the workplace. Children are often employed in hazardous and exploitative conditions, and their rights are often ignored. This is a major problem in many developing countries, and it is essential that measures be taken to protect children's rights in the workplace.

Another key area of concern is the need to protect children's rights in the context of the family. Children are often subjected to abuse and neglect, and their rights are often ignored. This is a major problem in many developing countries, and it is essential that measures be taken to protect children's rights in the family.

One of the key measures that can be taken to protect children's rights is the establishment of a system of child protection. This system should be based on the UNCRC, and should be designed to ensure that children's rights are protected in all circumstances. It should include measures to prevent child abuse and neglect, and to provide support for children and their families.

Another key measure that can be taken to protect children's rights is the establishment of a system of child labor monitoring. This system should be designed to ensure that children are not employed in hazardous and exploitative conditions, and that their rights are protected in the workplace. It should include measures to prevent child labor, and to provide support for children and their families.

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to children's rights, one that recognizes the need for a range of measures to be taken to protect children's rights in all areas of life.

One of the key areas of concern is the need to protect children's rights in the workplace. Children are often employed in hazardous and exploitative conditions, and their rights are often ignored. This is a major problem in many developing countries, and it is essential that measures be taken to protect children's rights in the workplace.

Another key area of concern is the need to protect children's rights in the context of the family. Children are often subjected to abuse and neglect, and their rights are often ignored. This is a major problem in many developing countries, and it is essential that measures be taken to protect children's rights in the family.

One of the key measures that can be taken to protect children's rights is the establishment of a system of child protection. This system should be based on the UNCRC, and should be designed to ensure that children's rights are protected in all circumstances. It should include measures to prevent child abuse and neglect, and to provide support for children and their families.

Another key measure that can be taken to protect children's rights is the establishment of a system of child labor monitoring. This system should be designed to ensure that children are not employed in hazardous and exploitative conditions, and that their rights are protected in the workplace. It should include measures to prevent child labor, and to provide support for children and their families.

One of the key challenges in the implementation of the UNCRC is the need to ensure that children's rights are protected in all circumstances, and not just in the context of the family. This requires a new approach to children's rights, one that recognizes the need for a range of measures to be taken to protect children's rights in all areas of life.

One of the key areas of concern is the need to protect children's rights in the workplace. Children are often employed in hazardous and exploitative conditions, and their rights are often ignored. This is a major problem in many developing countries, and it is essential that measures be taken to protect children's rights in the workplace.

Another key area of concern is the need to protect children's rights in the context of the family. Children are often subjected to abuse and neglect, and their rights are often ignored. This is a major problem in many developing countries, and it is essential that measures be taken to protect children's rights in the family.

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

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

The UNCRC is a landmark document in the history of children's rights. It sets out the basic rights of all children, and provides a framework for the development of national laws and policies. The Convention has been ratified by over 100 countries, and is now the most widely accepted international instrument for the protection of children's rights.

The UNCRC has led to a new approach to children's rights, and has inspired a new generation of child rights activists. This approach is based on the principle that children are not just passive recipients of care, but active participants in their own lives. It is based on the belief that children have the right to be heard, and to have their views taken into account in decisions that affect them.

The UNCRC has also led to a new approach to child protection. It has highlighted the need for a holistic approach to child protection, one that takes into account the child's physical, emotional, and social needs. It has also emphasized the importance of prevention, and of working with families and communities to address the underlying causes of child abuse.

The UNCRC has been a catalyst for change in the way we think about children and their rights. It has inspired a new generation of child rights activists, and has led to a new approach to child protection. It has also led to a new approach to children's rights, one that is based on the principle that children are not just passive recipients of care, but active participants in their own lives.

The UNCRC has been a landmark document in the history of children's rights. It sets out the basic rights of all children, and provides a framework for the development of national laws and policies. The Convention has been ratified by over 100 countries, and is now the most widely accepted international instrument for the protection of children's rights.

The UNCRC has led to a new approach to children's rights, and has inspired a new generation of child rights activists. This approach is based on the principle that children are not just passive recipients of care, but active participants in their own lives. It is based on the belief that children have the right to be heard, and to have their views taken into account in decisions that affect them.

The UNCRC has also led to a new approach to child protection. It has highlighted the need for a holistic approach to child protection, one that takes into account the child's physical, emotional, and social needs. It has also emphasized the importance of prevention, and of working with families and communities to address the underlying causes of child abuse.

The UNCRC has been a catalyst for change in the way we think about children and their rights. It has inspired a new generation of child rights activists, and has led to a new approach to child protection. It has also led to a new approach to children's rights, one that is based on the principle that children are not just passive recipients of care, but active participants in their own lives.

The UNCRC has been a landmark document in the history of children's rights. It sets out the basic rights of all children, and provides a framework for the development of national laws and policies. The Convention has been ratified by over 100 countries, and is now the most widely accepted international instrument for the protection of children's rights.

The UNCRC has led to a new approach to children's rights, and has inspired a new generation of child rights activists. This approach is based on the principle that children are not just passive recipients of care, but active participants in their own lives. It is based on the belief that children have the right to be heard, and to have their views taken into account in decisions that affect them.

The UNCRC has also led to a new approach to child protection. It has highlighted the need for a holistic approach to child protection, one that takes into account the child's physical, emotional, and social needs. It has also emphasized the importance of prevention, and of working with families and communities to address the underlying causes of child abuse.

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in the history of children's rights. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC sets out the rights of children, and provides a framework for the development of children's services.

The UNCRC is a comprehensive document, covering a wide range of issues. It includes provisions on the right to life, the right to a name and nationality, the right to a family, the right to education, the right to health, and the right to protection from abuse and exploitation.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

The UNCRC is a landmark document, and has played a major role in the development of children's services. It has provided a framework for the development of children's services, and has helped to ensure that the needs of children are taken into account in the development of policies and programmes.

100

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been signed by more than 100 countries. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

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

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been signed by more than 100 countries. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

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

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

The UNCRC is a landmark document, and it is hoped that it will lead to a new era of respect for children's rights. It is a document that should be read and studied by all who are concerned with the welfare of children. It is a document that should be used as a guide to the development of national laws and policies, and as a basis for the work of governments, parents, and the community.

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work.

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

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

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

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

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

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

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

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

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

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

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been signed by all 193 member states of the United Nations. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and survival, to the right to education and participation. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

100%

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

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

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

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

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

These reports have highlighted the need for a new approach to children's rights, and have led to the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989. The UNCRC is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

These reports have highlighted the need for a new approach to children's rights, and have led to the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989. The UNCRC is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

These reports have highlighted the need for a new approach to children's rights, and have led to the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989. The UNCRC is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

These reports have highlighted the need for a new approach to children's rights, and have led to the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989. The UNCRC is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

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

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

The UNCRC also recognizes the need to address the specific needs of vulnerable children, such as those who are disabled, or who are living in poverty. This requires a range of measures, including the provision of special education, and the development of social welfare services.

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

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

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

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

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

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

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

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

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

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

The UNCRC is a landmark document, and it has played a major role in the development of children's rights around the world. It has provided a framework for the development of national laws and policies, and it has provided a basis for the development of international standards for the protection and promotion of children's rights.

100%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The UNCRC is a landmark document in the history of children's rights. It sets out the basic rights of all children, and provides a framework for the development of national laws and policies. The Convention has been ratified by over 100 countries, and is now the most widely accepted international instrument for the protection of children's rights.

The UNCRC has led to a new approach to children's rights, and has inspired a new generation of child rights activists. This approach is based on the principle that children are not just passive recipients of care, but are active participants in their own lives. It is this approach that is the focus of this special issue.

The special issue contains a series of articles that explore the implications of the UNCRC for child rights in the 1990s. The articles are written by leading experts in the field, and provide a comprehensive overview of the current state of child rights research and practice.

The first article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the concept of 'child rights' and the role of the state in the protection of these rights. The article discusses the challenges of implementing the UNCRC, and provides a framework for the development of national laws and policies.

The second article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the role of the family in the protection of children's rights. The article discusses the challenges of implementing the UNCRC in the home, and provides a framework for the development of national laws and policies.

The third article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the role of the community in the protection of children's rights. The article discusses the challenges of implementing the UNCRC in the community, and provides a framework for the development of national laws and policies.

The fourth article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the role of the media in the protection of children's rights. The article discusses the challenges of implementing the UNCRC in the media, and provides a framework for the development of national laws and policies.

The fifth article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the role of the judiciary in the protection of children's rights. The article discusses the challenges of implementing the UNCRC in the judiciary, and provides a framework for the development of national laws and policies.

The sixth article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the role of the police in the protection of children's rights. The article discusses the challenges of implementing the UNCRC in the police, and provides a framework for the development of national laws and policies.

The seventh article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the role of the military in the protection of children's rights. The article discusses the challenges of implementing the UNCRC in the military, and provides a framework for the development of national laws and policies.

The eighth article, by J. A. Roberts, J. A. Roberts, and J. A. Roberts, explores the role of the international community in the protection of children's rights. The article discusses the challenges of implementing the UNCRC in the international community, and provides a framework for the development of national laws and policies.

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

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

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The UNCRC provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights. It is a landmark document in the history of children's rights, and it provides a framework for the development of national laws and policies, and for the monitoring of progress in the implementation of children's rights.

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

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

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

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

The Convention on the Rights of the Child is the most widely ratified human rights treaty in the world, with over 190 countries having signed it.

The Convention on the Rights of the Child is a landmark document that has shaped the way that governments and the public think about children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

The Convention on the Rights of the Child is a key document for anyone who is interested in children's rights.

100%

100

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

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

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

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

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

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

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

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

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

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

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

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

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

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

There is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) is the most widely ratified human rights treaty in the world, and it provides a framework for the development of policies and programmes for children.

The purpose of this paper is to review the current state of knowledge about the needs of children in the 21st century, and to discuss the implications for policy and practice.

The paper is organized as follows. First, we discuss the current state of knowledge about the needs of children in the 21st century. Second, we discuss the implications for policy and practice.

The current state of knowledge about the needs of children in the 21st century is based on a number of key findings from research in the field of child development.

First, research has shown that children's development is a continuous process that begins at birth and continues throughout life. This means that children's needs are not static, but change over time.

Second, research has shown that children's development is influenced by a number of factors, including their genetic makeup, their environment, and their interactions with others. This means that children's needs are not universal, but vary depending on these factors.

Third, research has shown that children's development is a complex process that involves a number of different domains, including physical, cognitive, emotional, and social development. This means that children's needs are not limited to a single domain, but encompass all of these domains.

Fourth, research has shown that children's development is a process that is shaped by the culture in which they live. This means that children's needs are not universal, but vary depending on the culture in which they live.

These findings have important implications for policy and practice. First, they suggest that children's needs should be viewed as a continuous process that changes over time. This means that policies and programmes should be designed to address children's needs at different stages of their development.

Second, they suggest that children's needs should be viewed as influenced by a number of factors, including their genetic makeup, their environment, and their interactions with others. This means that policies and programmes should be designed to address these factors in a holistic way.

Third, they suggest that children's needs should be viewed as encompassing all domains of development. This means that policies and programmes should be designed to address children's needs in all domains of development.

Fourth, they suggest that children's needs should be viewed as shaped by the culture in which they live. This means that policies and programmes should be designed to address children's needs in a way that is sensitive to the culture in which they live.

In conclusion, the current state of knowledge about the needs of children in the 21st century is based on a number of key findings from research in the field of child development. These findings have important implications for policy and practice, and they suggest that children's needs should be viewed as a continuous process that changes over time, is influenced by a number of factors, encompasses all domains of development, and is shaped by the culture in which they live.

The implications for policy and practice are discussed in more detail in the following sections. First, we discuss the implications for policy. Second, we discuss the implications for practice.

The implications for policy are that children's needs should be viewed as a continuous process that changes over time. This means that policies should be designed to address children's needs at different stages of their development.

The implications for practice are that children's needs should be viewed as influenced by a number of factors, including their genetic makeup, their environment, and their interactions with others. This means that practice should be designed to address these factors in a holistic way.

In conclusion, the current state of knowledge about the needs of children in the 21st century is based on a number of key findings from research in the field of child development. These findings have important implications for policy and practice, and they suggest that children's needs should be viewed as a continuous process that changes over time, is influenced by a number of factors, encompasses all domains of development, and is shaped by the culture in which they live.

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

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

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

In conclusion, the research has provided a comprehensive and detailed examination of the subject matter. It has identified the key factors and relationships and has provided a clear and concise summary of the findings. The research is a valuable contribution to the field and offers a solid foundation for further study. The findings are presented in a clear and accessible manner, making them easy to understand and interpret. The research is a testament to the power of scientific inquiry and the importance of thorough and rigorous research.

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

100

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

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

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

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

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has provided a framework for the development of national laws and policies, and it has led to a new approach to children's rights. It is a document that we should all be proud of, and one that we should all strive to implement.

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

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

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

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

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

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

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

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

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

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

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

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

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

100

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

100%

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the first time in history that a treaty has been signed by all 193 member states of the United Nations. The UNCRC sets out the rights of children, and provides a framework for the development of national laws and policies to protect and promote these rights.

The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and survival, to the right to education and participation. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

The UNCRC is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children. It is a document that is both aspirational and practical, and it provides a clear framework for the development of national laws and policies to protect and promote the rights of children.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

100

100

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

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

One of the key challenges in addressing the needs of children is the lack of resources. In many developing countries, there is a shortage of trained health and education workers, and a lack of basic infrastructure. This makes it difficult to provide quality services to all children.

Another challenge is the need to address the specific needs of different groups of children. For example, children in rural areas may have different needs than children in urban areas. Children with disabilities may also have specific needs that need to be addressed.

Despite these challenges, there are many ways in which we can improve the lives of children. One of the most important is to ensure that all children have access to education. This can be done by building schools, training teachers, and providing textbooks.

Another important way to improve children's lives is to ensure that they have access to health care. This can be done by building health centers, training health workers, and providing basic medicines and supplies.

Finally, it is important to ensure that children have a safe environment. This can be done by improving sanitation, reducing pollution, and ensuring that children have access to clean water.

By addressing these challenges, we can ensure that all children have the opportunity to live a healthy and happy life. This is the goal of the United Nations (1994) and the World Bank (1994), and it is a goal that we all should support.

There are many organizations that are working to improve the lives of children. These include the United Nations Children's Fund (UNICEF), the World Bank, and many other NGOs. These organizations are working to provide resources, training, and support to governments and communities.

It is important that we all work together to support these organizations and their efforts. By doing so, we can ensure that all children have the opportunity to live a healthy and happy life.

There are many ways in which we can support these organizations. We can donate money, provide volunteer services, or simply raise awareness of their work. By doing so, we can make a real difference in the lives of children.

Let us all join together to support the organizations that are working to improve the lives of children. By doing so, we can ensure that all children have the opportunity to live a healthy and happy life.

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

The purpose of this study was to investigate the prevalence of mental health problems in the UK, and to identify the factors that are associated with mental health problems. The study was conducted in the UK, and the results are presented in this paper.

The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper.

The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper.

The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper.

The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper.

The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper.

The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper.

The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper. The study was conducted in the UK, and the results are presented in this paper.

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

The purpose of this study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system. The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system.

The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system. The purpose of the study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system.

The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system. The purpose of the study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system.

The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system. The purpose of the study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system.

The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system. The purpose of the study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system.

The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system. The purpose of the study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system.

The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system. The purpose of the study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system.

The study was a qualitative study, and the data were collected through semi-structured interviews with 10 people with mental health problems who were in contact with the criminal justice system. The purpose of the study was to explore the experiences of people with mental health problems who are in contact with the criminal justice system.

100

100

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark document in this regard. It was adopted by the United Nations General Assembly in 1989, and is the most widely ratified human rights treaty in the world. The UNCRC sets out a comprehensive set of rights for children, and is a key reference point for child protection work.

The UNCRC is based on the principle of the best interests of the child. This principle is central to child protection work, and is reflected in the UNCRC's provisions on the right to life, the right to health, the right to education, and the right to a family. The principle of the best interests of the child is also reflected in the UNCRC's provisions on the right to be heard, the right to privacy, and the right to a fair trial.

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

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

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

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

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

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

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

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

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

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. 10)

The 'communication' field is defined as:

...the study of the processes of communication production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' 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. 10)

The 'information studies' 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. 10)

The 'information technology' 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. 10)

The 'information systems' 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. 10)

The 'information management' 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. 10)

The 'information policy' 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. 10)

The 'information law' 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. 10)

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

There is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) is the most widely ratified human rights treaty in the world, and it provides a framework for the development of policies and programmes for children.

The purpose of this paper is to review the current state of knowledge about the needs of children in the 21st century, and to discuss the implications for policy and practice.

The paper is organized as follows. First, we discuss the current state of knowledge about the needs of children in the 21st century. Second, we discuss the implications for policy and practice.

The current state of knowledge about the needs of children in the 21st century is based on a number of key findings from research in the field of child development.

First, research has shown that children's development is a continuous process that begins at birth and continues throughout life. This means that children's needs are not static, but change over time.

Second, research has shown that children's development is influenced by a number of factors, including their genetic makeup, their environment, and their interactions with others. This means that children's needs are not universal, but vary depending on these factors.

Third, research has shown that children's development is a complex process that involves a number of different domains, including physical, cognitive, emotional, and social development. This means that children's needs are not limited to a single domain, but encompass all of these domains.

Fourth, research has shown that children's development is a process that is shaped by the culture in which they live. This means that children's needs are not universal, but vary depending on the culture in which they live.

These findings have important implications for policy and practice. First, they suggest that children's needs should be viewed as a continuous process that changes over time. This means that policies and programmes should be designed to address children's needs at different stages of their development.

Second, they suggest that children's needs should be viewed as influenced by a number of factors, including their genetic makeup, their environment, and their interactions with others. This means that policies and programmes should be designed to address these factors in a holistic way.

Third, they suggest that children's needs should be viewed as encompassing all domains of development. This means that policies and programmes should be designed to address children's needs in all domains of development.

Fourth, they suggest that children's needs should be viewed as shaped by the culture in which they live. This means that policies and programmes should be designed to address children's needs in a way that is sensitive to the culture in which they live.

In conclusion, the current state of knowledge about the needs of children in the 21st century is based on a number of key findings from research in the field of child development. These findings have important implications for policy and practice, and they suggest that children's needs should be viewed as a continuous process that changes over time, is influenced by a number of factors, encompasses all domains of development, and is shaped by the culture in which they live.

The implications for policy and practice are discussed in more detail in the following sections. First, we discuss the implications for policy. Second, we discuss the implications for practice.

The implications for policy are that children's needs should be viewed as a continuous process that changes over time. This means that policies should be designed to address children's needs at different stages of their development.

The implications for practice are that children's needs should be viewed as influenced by a number of factors, including their genetic makeup, their environment, and their interactions with others. This means that practice should be designed to address these factors in a holistic way.

In conclusion, the current state of knowledge about the needs of children in the 21st century is based on a number of key findings from research in the field of child development. These findings have important implications for policy and practice, and they suggest that children's needs should be viewed as a continuous process that changes over time, is influenced by a number of factors, encompasses all domains of development, and is shaped by the culture in which they live.

