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Avenir Next LT Pro Light  
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**Avenir Next LT Pro Bold**  
*Avenir Next LT Pro Light Italic*  
*Avenir Next LT Pro Italic*  
***Avenir Next LT Pro Bold Italic***

uni0000							
uni000D							
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	<b>0</b>	0	0	<b>0</b>
DIGIT ONE uni0031	1	1	1	<b>1</b>	1	1	<b>1</b>
DIGIT TWO uni0032	2	2	2	<b>2</b>	2	2	<b>2</b>
DIGIT THREE uni0033	3	3	3	<b>3</b>	3	3	<b>3</b>
DIGIT FOUR uni0034	4	4	4	<b>4</b>	4	4	<b>4</b>
DIGIT FIVE uni0035	5	5	5	<b>5</b>	5	5	<b>5</b>
DIGIT SIX uni0036	6	6	6	<b>6</b>	6	6	<b>6</b>
DIGIT SEVEN uni0037	7	7	7	<b>7</b>	7	7	<b>7</b>
DIGIT EIGHT uni0038	8	8	8	<b>8</b>	8	8	<b>8</b>
DIGIT NINE uni0039	9	9	9	<b>9</b>	9	9	<b>9</b>
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	<b>A</b>	A	A	<b>A</b>
LATIN CAPITAL LETTER B uni0042	B	B	B	<b>B</b>	B	B	<b>B</b>
LATIN CAPITAL LETTER C uni0043	C	C	C	<b>C</b>	C	C	<b>C</b>
LATIN CAPITAL LETTER D uni0044	D	D	D	<b>D</b>	D	D	<b>D</b>
LATIN CAPITAL LETTER E uni0045	E	E	E	<b>E</b>	E	E	<b>E</b>
LATIN CAPITAL LETTER F uni0046	F	F	F	<b>F</b>	F	F	<b>F</b>
LATIN CAPITAL LETTER G uni0047	G	G	G	<b>G</b>	G	G	<b>G</b>
LATIN CAPITAL LETTER H uni0048	H	H	H	<b>H</b>	H	H	<b>H</b>
LATIN CAPITAL LETTER I uni0049	I	I	I	<b>I</b>	I	I	<b>I</b>

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

LATIN SMALL LETTER E  
uni0065

e	e	e	<b>e</b>	e	e	<b>e</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER F  
uni0066

f	f	f	<b>f</b>	f	f	<b>f</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER G  
uni0067

g	g	g	<b>g</b>	g	g	<b>g</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER H  
uni0068

h	h	h	<b>h</b>	h	h	<b>h</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER I  
uni0069

i	i	i	<b>i</b>	i	i	<b>i</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER J  
uni006A

j	j	j	<b>j</b>	j	j	<b>j</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER K  
uni006B

k	k	k	<b>k</b>	k	k	<b>k</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER L  
uni006C

l	l	l	<b>l</b>	l	l	<b>l</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER M  
uni006D

m	m	m	<b>m</b>	m	m	<b>m</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER N  
uni006E

n	n	n	<b>n</b>	n	n	<b>n</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER O  
uni006F

o	o	o	<b>o</b>	o	o	<b>o</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER P  
uni0070

p	p	p	<b>p</b>	p	p	<b>p</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER Q  
uni0071

q	q	q	<b>q</b>	q	q	<b>q</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER R  
uni0072

r	r	r	<b>r</b>	r	r	<b>r</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER S  
uni0073

s	s	s	<b>s</b>	s	s	<b>s</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER T  
uni0074

t	t	t	<b>t</b>	t	t	<b>t</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER U  
uni0075

u	u	u	<b>u</b>	u	u	<b>u</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER V  
uni0076

v	v	v	<b>v</b>	v	v	<b>v</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER W  
uni0077

w	w	w	<b>w</b>	w	w	<b>w</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER X  
uni0078

x	x	x	<b>x</b>	x	x	<b>x</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER Y  
uni0079

y	y	y	<b>y</b>	y	y	<b>y</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER Z  
uni007A

z	z	z	<b>z</b>	z	z	<b>z</b>
---	---	---	----------	---	---	----------

LEFT CURLY BRACKET  
uni007B

{	{	{	<b>{</b>	{	{	<b>{</b>
---	---	---	----------	---	---	----------

VERTICAL LINE  
uni007C

			<b> </b>			<b> </b>
--	--	--	----------	--	--	----------

RIGHT CURLY BRACKET  
uni007D

}	}	}	<b>}</b>
---	---	---	----------

TILDE  
uni007E

~	~	~	<b>~</b>	~	~	<b>~</b>
---	---	---	----------	---	---	----------

uni007F

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

NO-BREAK SPACE  
uni00A0

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

INVERTED EXCLAMATION MARK uni00A1	¡	í	ï	ï	ï	ï
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	a
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬	¬	¬
SOFT HYPHEN uni00AD						
REGISTERED SIGN uni00AE	®	®	®	®	®	®
MACRON uni00AF	-	-	-	-	-	-
DEGREE SIGN uni00B0	°	°	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±	±	±
SUPERSCRRIPT TWO uni00B2	²	²	²	²	²	²
SUPERSCRRIPT THREE uni00B3	³	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´	´
MICRO SIGN uni00B5	µ	µ	µ	µ	µ	µ
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸	¸
SUPERSCRRIPT ONE uni00B9	¹	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK	»	»	»	»	»	»

VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	<b>¼</b>	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	<b>½</b>	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	<b>¾</b>	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	<b>¿</b>	¿	¿	<b>¿</b>
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	<b>À</b>	À	À	<b>À</b>
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	<b>Á</b>	Á	Á	<b>Á</b>
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	<b>Â</b>	Â	Â	<b>Â</b>
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	<b>Ã</b>	Ã	Ã	<b>Ã</b>
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	<b>Ä</b>	Ä	Ä	<b>Ä</b>
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	<b>Å</b>	Å	Å	<b>Å</b>
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	<b>Æ</b>	Æ	Æ	<b>Æ</b>
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	<b>Ç</b>	Ç	Ç	<b>Ç</b>
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	<b>È</b>	È	È	<b>È</b>
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	<b>É</b>	É	É	<b>É</b>
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	<b>Ê</b>	Ê	Ê	<b>Ê</b>
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	<b>Ë</b>	Ë	Ë	<b>Ë</b>
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	<b>Ì</b>	Ì	Ì	<b>Ì</b>
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	<b>Í</b>	Í	Í	<b>Í</b>
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	<b>Î</b>	Î	Î	<b>Î</b>
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	<b>Ï</b>	Ï	Ï	<b>Ï</b>
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	<b>Ð</b>	Ð	Ð	<b>Ð</b>
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	<b>Ñ</b>	Ñ	Ñ	<b>Ñ</b>
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	<b>Ò</b>	Ò	Ò	<b>Ò</b>
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	<b>Ó</b>	Ó	Ó	<b>Ó</b>
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	<b>Ô</b>	Ô	Ô	<b>Ô</b>
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	<b>Õ</b>	Õ	Õ	<b>Õ</b>
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	<b>Ö</b>	Ö	Ö	<b>Ö</b>
MULTIPLICATION SIGN uni00D7	×	×	×	<b>×</b>	×	×	<b>×</b>

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

	uni00F2	ò	ò	ò	ò	ò	ò
LATIN SMALL LETTER O WITH ACUTE	uni00F3	ó	ó	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX	uni00F4	ô	ô	ô	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE	uni00F5	õ	õ	õ	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS	uni00F6	ö	ö	ö	ö	ö	ö
DIVISION SIGN	uni00F7	÷	÷	÷	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE	uni00F8	ø	ø	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE	uni00F9	ù	ù	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE	uni00FA	ú	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX	uni00FB	û	û	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS	uni00FC	ü	ü	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE	uni00FD	ý	ý	ý	ý	ý	ý
LATIN SMALL LETTER THORN	uni00FE	þ	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS	uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER A WITH MACRON	uni0100	Ā	Ā	Ā	Ā	Ā	Ā
LATIN SMALL LETTER A WITH MACRON	uni0101	ā	ā	ā	ā	ā	ā
LATIN CAPITAL LETTER A WITH BREVE	uni0102	Ă	Ă	Ă	Ă	Ă	Ă
LATIN SMALL LETTER A WITH BREVE	uni0103	ă	ă	ă	ă	ă	ă
LATIN CAPITAL LETTER A WITH OGONEK	uni0104	Ą	Ą	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH OGONEK	uni0105	ą	ą	ą	ą	ą	ą
LATIN CAPITAL LETTER C WITH ACUTE	uni0106	Ć	Ć	Ć	Ć	Ć	Ć
LATIN SMALL LETTER C WITH ACUTE	uni0107	ć	ć	ć	ć	ć	ć
LATIN CAPITAL LETTER C WITH CIRCUMFLEX	uni0108	Ĉ	Ĉ	Ĉ	Ĉ	Ĉ	Ĉ
LATIN SMALL LETTER C WITH CIRCUMFLEX	uni0109	ĉ	ĉ	ĉ	ĉ	ĉ	ĉ
LATIN CAPITAL LETTER C WITH DOT ABOVE	uni010A	Č	Č	Č	Č	Č	Č
LATIN SMALL LETTER C WITH DOT ABOVE	uni010B	č	č	č	č	č	č
LATIN CAPITAL LETTER C WITH CARON	uni010C	Č	Č	Č	Č	Č	Č
LATIN SMALL LETTER C WITH CARON	uni010D	č	č	č	č	č	č
LATIN CAPITAL LETTER D WITH CARON							



	uni010E	Ǻ	Ǻ	Ǻ	<b>Ǻ</b>	Ǻ	Ǻ	<b>Ǻ</b>
		d'	d'	d'	<b>d'</b>	d'	d'	<b>d'</b>
	LATIN SMALL LETTER D WITH CARON							
	uni010F							
	LATIN CAPITAL LETTER D WITH STROKE	Ɔ	Ɔ	Ɔ	<b>Ɔ</b>	Ɔ	Ɔ	<b>Ɔ</b>
	uni0110							
	LATIN SMALL LETTER D WITH STROKE	ɖ	ɖ	ɖ	<b>ɖ</b>	ɖ	ɖ	<b>ɖ</b>
	uni0111							
	LATIN CAPITAL LETTER E WITH MACRON	Ē	Ē	Ē	<b>Ē</b>	Ē	Ē	<b>Ē</b>
	uni0112							
	LATIN SMALL LETTER E WITH MACRON	ē	ē	ē	<b>ē</b>	ē	ē	<b>ē</b>
	uni0113							
	LATIN CAPITAL LETTER E WITH BREVE	Ė	Ė	Ė	<b>Ė</b>	Ė	Ė	<b>Ė</b>
	uni0114							
	LATIN SMALL LETTER E WITH BREVE	ė	ė	ė	<b>ė</b>	ė	ė	<b>ė</b>
	uni0115							
	LATIN CAPITAL LETTER E WITH DOT ABOVE	Ė	Ė	Ė	<b>Ė</b>	Ė	Ė	<b>Ė</b>
	uni0116							
	LATIN SMALL LETTER E WITH DOT ABOVE	ė	ė	ė	<b>ė</b>	ė	ė	<b>ė</b>
	uni0117							
	LATIN CAPITAL LETTER E WITH OGONEK	Ę	Ę	Ę	<b>Ę</b>	Ę	Ę	<b>Ę</b>
	uni0118							
	LATIN SMALL LETTER E WITH OGONEK	ę	ę	ę	<b>ę</b>	ę	ę	<b>ę</b>
	uni0119							
	LATIN CAPITAL LETTER E WITH CARON	Ě	Ě	Ě	<b>Ě</b>	Ě	Ě	<b>Ě</b>
	uni011A							
	LATIN SMALL LETTER E WITH CARON	ě	ě	ě	<b>ě</b>	ě	ě	<b>ě</b>
	uni011B							
	LATIN CAPITAL LETTER G WITH CIRCUMFLEX	Ĝ	Ĝ	Ĝ	<b>Ĝ</b>	Ĝ	Ĝ	<b>Ĝ</b>
	uni011C							
	LATIN SMALL LETTER G WITH CIRCUMFLEX	ĝ	ĝ	ĝ	<b>ĝ</b>	ĝ	ĝ	<b>ĝ</b>
	uni011D							
	LATIN CAPITAL LETTER G WITH BREVE	Ğ	Ğ	Ğ	<b>Ğ</b>	Ğ	Ğ	<b>Ğ</b>
	uni011E							
	LATIN SMALL LETTER G WITH BREVE	ğ	ğ	ğ	<b>ğ</b>	ğ	ğ	<b>ğ</b>
	uni011F							
	LATIN CAPITAL LETTER G WITH DOT ABOVE	Ġ	Ġ	Ġ	<b>Ġ</b>	Ġ	Ġ	<b>Ġ</b>
	uni0120							
	LATIN SMALL LETTER G WITH DOT ABOVE	ġ	ġ	ġ	<b>ġ</b>	ġ	ġ	<b>ġ</b>
	uni0121							
	LATIN CAPITAL LETTER G WITH CEDILLA	Ģ	Ģ	Ģ	<b>Ģ</b>	Ģ	Ģ	<b>Ģ</b>
	uni0122							
	LATIN SMALL LETTER G WITH CEDILLA	ģ	ģ	ģ	<b>ģ</b>	ģ	ģ	<b>ģ</b>
	uni0123							
	LATIN CAPITAL LETTER H WITH CIRCUMFLEX	Ĥ	Ĥ	Ĥ	<b>Ĥ</b>	Ĥ	Ĥ	<b>Ĥ</b>
	uni0124							
	LATIN SMALL LETTER H WITH CIRCUMFLEX	ĥ	ĥ	ĥ	<b>ĥ</b>	ĥ	ĥ	<b>ĥ</b>
	uni0125							
	LATIN CAPITAL LETTER H WITH STROKE	Ħ	Ħ	Ħ	<b>Ħ</b>	Ħ	Ħ	<b>Ħ</b>
	uni0126							
	LATIN SMALL LETTER H WITH STROKE	ħ	ħ	ħ	<b>ħ</b>	ħ	ħ	<b>ħ</b>
	uni0127							
	LATIN CAPITAL LETTER I WITH TILDE	Ĩ	Ĩ	Ĩ	<b>Ĩ</b>	Ĩ	Ĩ	<b>Ĩ</b>
	uni0128							

LATIN SMALL LETTER I WITH TILDE uni0129	ĩ	ĩ	ĩ	İ	ĩ	ĩ
LATIN CAPITAL LETTER I WITH MACRON uni012A	Ī	Ī	Ī	Ī	Ī	Ī
LATIN SMALL LETTER I WITH MACRON uni012B	ī	ī	ī	ī	ī	ī
LATIN CAPITAL LETTER I WITH BREVE uni012C	İ	İ	İ	İ	İ	İ
LATIN SMALL LETTER I WITH BREVE uni012D	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LETTER I WITH OGONEK uni012E	Į	Į	Į	Į	Į	Į
LATIN SMALL LETTER I WITH OGONEK uni012F	į	į	į	į	į	į
LATIN CAPITAL LETTER I WITH DOT ABOVE uni0130	İ	İ	İ	İ	İ	İ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LIGATURE IJ uni0132	IJ	IJ	IJ	IJ	IJ	IJ
LATIN SMALL LIGATURE IJ uni0133	ij	ij	ij	ij	ij	ij
LATIN CAPITAL LETTER J WITH CIRCUMFLEX uni0134	Ĵ	Ĵ	Ĵ	Ĵ	Ĵ	Ĵ
LATIN SMALL LETTER J WITH CIRCUMFLEX uni0135	ĵ	ĵ	ĵ	ĵ	ĵ	ĵ
LATIN CAPITAL LETTER K WITH CEDILLA uni0136	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ
LATIN SMALL LETTER K WITH CEDILLA uni0137	ƙ	ƙ	ƙ	ƙ	ƙ	ƙ
LATIN SMALL LETTER KRA uni0138	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ	Ƙ
LATIN CAPITAL LETTER L WITH ACUTE uni0139	Ĺ	Ĺ	Ĺ	Ĺ	Ĺ	Ĺ
LATIN SMALL LETTER L WITH ACUTE uni013A	ĺ	ĺ	ĺ	ĺ	ĺ	ĺ
LATIN CAPITAL LETTER L WITH CEDILLA uni013B	ƚ	ƚ	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER L WITH CEDILLA uni013C	Ɵ	Ɵ	Ɵ	Ɵ	Ɵ	Ɵ
LATIN CAPITAL LETTER L WITH CARON uni013D	Ľ	Ľ	Ľ	Ľ	Ľ	Ľ
LATIN SMALL LETTER L WITH CARON uni013E	ľ	ľ	ľ	ľ	ľ	ľ
LATIN CAPITAL LETTER L WITH MIDDLE DOT uni013F	Ł	Ł	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH MIDDLE DOT uni0140	ł	ł	ł	ł	ł	ł
LATIN CAPITAL LETTER L WITH STROKE uni0141	Ł	Ł	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH STROKE uni0142	ł	ł	ł	ł	ł	ł
LATIN CAPITAL LETTER N WITH ACUTE uni0143	Ń	Ń	Ń	Ń	Ń	Ń
LATIN SMALL LETTER N WITH ACUTE uni0144	ń	ń	ń	ń	ń	ń

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

LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š	Š	Š	Š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š	š
LATIN CAPITAL LETTER T WITH CEDILLA uni0162	Ť	Ť	Ť	Ť	Ť	Ť
LATIN SMALL LETTER T WITH CEDILLA uni0163	ť	ť	ť	ť	ť	ť
LATIN CAPITAL LETTER T WITH CARON uni0164	Ř	Ř	Ř	Ř	Ř	Ř
LATIN SMALL LETTER T WITH CARON uni0165	ř	ř	ř	ř	ř	ř
LATIN CAPITAL LETTER T WITH STROKE uni0166	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER T WITH STROKE uni0167	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER U WITH TILDE uni0168	Ũ	Ũ	Ũ	Ũ	Ũ	Ũ
LATIN SMALL LETTER U WITH TILDE uni0169	ũ	ũ	ũ	ũ	ũ	ũ
LATIN CAPITAL LETTER U WITH MACRON uni016A	Ū	Ū	Ū	Ū	Ū	Ū
LATIN SMALL LETTER U WITH MACRON uni016B	ū	ū	ū	ū	ū	ū
LATIN CAPITAL LETTER U WITH BREVE uni016C	Ů	Ů	Ů	Ů	Ů	Ů
LATIN SMALL LETTER U WITH BREVE uni016D	ů	ů	ů	ů	ů	ů
LATIN CAPITAL LETTER U WITH RING ABOVE uni016E	Ű	Ű	Ű	Ű	Ű	Ű
LATIN SMALL LETTER U WITH RING ABOVE uni016F	ű	ű	ű	ű	ű	ű
LATIN CAPITAL LETTER U WITH DOUBLE ACUTE uni0170	Ű	Ű	Ű	Ű	Ű	Ű
LATIN SMALL LETTER U WITH DOUBLE ACUTE uni0171	ű	ű	ű	ű	ű	ű
LATIN CAPITAL LETTER U WITH OGONEK uni0172	Ų	Ų	Ų	Ų	Ų	Ų
LATIN SMALL LETTER U WITH OGONEK uni0173	ų	ų	ų	ų	ų	ų
LATIN CAPITAL LETTER W WITH CIRCUMFLEX uni0174	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ
LATIN SMALL LETTER W WITH CIRCUMFLEX uni0175	ŵ	ŵ	ŵ	ŵ	ŵ	ŵ
LATIN CAPITAL LETTER Y WITH CIRCUMFLEX uni0176	Ŷ	Ŷ	Ŷ	Ŷ	Ŷ	Ŷ
LATIN SMALL LETTER Y WITH CIRCUMFLEX uni0177	ŷ	ŷ	ŷ	ŷ	ŷ	ŷ
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER Z WITH ACUTE uni0179	Ž	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH ACUTE uni017A	ž	ž	ž	ž	ž	ž
LATIN CAPITAL LETTER Z WITH DOT ABOVE uni017B	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ	Ẑ

LATIN SMALL LETTER Z WITH DOT ABOVE  
uni017C

Ẑ	ẑ	Ẓ	ẓ	Ẕ	ẕ	ẖ
Ẕ	ẕ	ẖ	ẗ	ẘ	ẙ	ẚ

LATIN CAPITAL LETTER Z WITH CARON  
uni017D

LATIN SMALL LETTER Z WITH CARON  
uni017E

Ž	ž	Ž	ž	Ž	ž	Ž
---	---	---	---	---	---	---

LATIN SMALL LETTER F WITH HOOK  
uni0192

f	f	f	<b>f</b>	f	f	<b>f</b>
---	---	---	----------	---	---	----------

LATIN CAPITAL LETTER S WITH COMMA BELOW  
uni0218

Œ	Œ	Œ	<b>Œ</b>	Œ	Œ	<b>Œ</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER S WITH COMMA BELOW  
uni0219

Œ	Œ	Œ	<b>Œ</b>	Œ	Œ	<b>Œ</b>
---	---	---	----------	---	---	----------

LATIN CAPITAL LETTER T WITH COMMA BELOW  
uni021A

Ƨ	Ƨ	Ƨ	<b>Ƨ</b>	Ƨ	Ƨ	<b>Ƨ</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER T WITH COMMA BELOW  
uni021B

Ƨ	Ƨ	Ƨ	<b>Ƨ</b>	Ƨ	Ƨ	<b>Ƨ</b>
---	---	---	----------	---	---	----------

LATIN SMALL LETTER DOTLESS J  
uni0237

J	J	J	<b>J</b>	J	J	<b>J</b>
---	---	---	----------	---	---	----------

MODIFIER LETTER CIRCUMFLEX ACCENT  
uni02C6

^	^	^	^	^	^	^
---	---	---	---	---	---	---

CARON  
uni02C7

ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
---	---	---	---	---	---	---

MODIFIER LETTER MACRON  
uni02C9

ˉ	ˉ	ˉ	ˉ	ˉ	ˉ	ˉ
---	---	---	---	---	---	---

BREVE  
uni02D8

˘	˘	˘	˘	˘	˘	˘
---	---	---	---	---	---	---

DOT ABOVE  
uni02D9

˙	˙	˙	˙	˙	˙	˙
---	---	---	---	---	---	---

RING ABOVE  
uni02DA

˚	˚	˚	˚	˚	˚	˚
---	---	---	---	---	---	---

OGONEK  
uni02DB

˛	˛	˛	˛	˛	˛	˛
---	---	---	---	---	---	---

SMALL TILDE  
uni02DC

˜	˜	˜	˜	˜	˜	˜
---	---	---	---	---	---	---

DOUBLE ACUTE ACCENT  
uni02DD

˝	˝	˝	˝	˝	˝	˝
---	---	---	---	---	---	---

COMBINING COMMA BELOW  
uni0326

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

GREEK CAPITAL LETTER DELTA  
uni0394

Δ	Δ	Δ	<b>Δ</b>	Δ	Δ	<b>Δ</b>
---	---	---	----------	---	---	----------

GREEK CAPITAL LETTER OMEGA  
uni03A9

Ω	Ω	Ω	<b>Ω</b>	Ω	Ω	<b>Ω</b>
---	---	---	----------	---	---	----------

GREEK SMALL LETTER MU  
uni03BC

μ	μ	μ	<b>μ</b>	μ	μ	<b>μ</b>
---	---	---	----------	---	---	----------

GREEK SMALL LETTER PI  
uni03C0

π	π	π	<b>π</b>	π	π	<b>π</b>
---	---	---	----------	---	---	----------

LATIN CAPITAL LETTER W WITH GRAVE  
uni1E80

Ẁ	ẁ	Ẃ	ẃ	Ẅ	ẅ	Ẇ
---	---	---	---	---	---	---

LATIN SMALL LETTER W WITH GRAVE  
uni1E81

Ẁ	ẁ	Ẃ	ẃ	Ẅ	ẅ	Ẇ
---	---	---	---	---	---	---

LATIN CAPITAL LETTER W WITH ACUTE  
uni1E82

Ẅ	ẅ	Ẇ	ẇ	Ẉ	ẉ	Ẋ
---	---	---	---	---	---	---

LATIN SMALL LETTER W WITH ACUTE  
uni1E83

Ẅ	ẅ	Ẇ	ẇ	Ẉ	ẉ	Ẋ
---	---	---	---	---	---	---

LATIN CAPITAL LETTER W WITH DIAERESIS uni1E84	Ŵ	ŵ	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ
LATIN SMALL LETTER W WITH DIAERESIS uni1E85	ŵ	ŵ	ŵ	ŵ	ŵ	ŵ	ŵ
LATIN CAPITAL LETTER Y WITH GRAVE uni1EF2	Ỳ	ỳ	Ỳ	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER Y WITH GRAVE uni1EF3	ỳ	ỳ	ỳ	ỳ	ỳ	ỳ	ỳ
EN DASH uni2013	—	—	—	—	—	—	—
EM DASH uni2014	—	—	—	—	—	—	—
LEFT SINGLE QUOTATION MARK uni2018	‘	’	’	’	’	’	’
RIGHT SINGLE QUOTATION MARK uni2019	’	’	’	’	’	’	’
SINGLE LOW-9 QUOTATION MARK uni201A	‚	‚	‚	‚	‚	‚	‚
LEFT DOUBLE QUOTATION MARK uni201C	“	”	”	”	”	”	”
RIGHT DOUBLE QUOTATION MARK uni201D	”	”	”	”	”	”	”
DOUBLE LOW-9 QUOTATION MARK uni201E	„	„	„	„	„	„	„
DAGGER uni2020	†	†	†	†	†	†	†
DOUBLE DAGGER uni2021	‡	‡	‡	‡	‡	‡	‡
BULLET uni2022	•	•	•	•	•	•	•
HORIZONTAL ELLIPSIS uni2026	…	…	…	…	…	…	…
PER MILLE SIGN uni2030	‰	‰	‰	‰	‰	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>	>	>	>	>
FRACTION SLASH uni2044	/	/	/	/	/	/	/
SUPERSCRIFT ZERO uni2070	0	0	0	0	0	0	0
SUPERSCRIFT FOUR uni2074	4	4	4	4	4	4	4
SUPERSCRIFT FIVE uni2075	5	5	5	5	5	5	5
SUPERSCRIFT SIX uni2076	6	6	6	6	6	6	6
SUPERSCRIFT SEVEN uni2077	7	7	7	7	7	7	7
SUPERSCRIFT EIGHT uni2078	8	8	8	8	8	8	8
SUPERSCRIFT NINE uni2079	9	9	9	9	9	9	9

SUBSCRIPT ZERO  
uni2080

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

SUBSCRIPT ONE  
uni2081

1	1	1	1	1	1	1
---	---	---	---	---	---	---

2	2	2	2	2	2	2
---	---	---	---	---	---	---

SUBSCRIPT TWO  
uni2082

SUBSCRIPT THREE  
uni2083

3	3	3	3	3	3	3
---	---	---	---	---	---	---

SUBSCRIPT FOUR  
uni2084

4	4	4	4	4	4	4
---	---	---	---	---	---	---

SUBSCRIPT FIVE  
uni2085

5	5	5	5	5	5	5
---	---	---	---	---	---	---

SUBSCRIPT SIX  
uni2086

6	6	6	6	6	6	6
---	---	---	---	---	---	---

SUBSCRIPT SEVEN  
uni2087

7	7	7	7	7	7	7
---	---	---	---	---	---	---

SUBSCRIPT EIGHT  
uni2088

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

SUBSCRIPT NINE  
uni2089

9	9	9	9	9	9	9
---	---	---	---	---	---	---

EURO SIGN  
uni20AC

€	€	€	€	€	€	€
---	---	---	---	---	---	---

SCRIPT SMALL L  
uni2113

ℓ	ℓ	ℓ	ℓ	ℓ	ℓ	ℓ
---	---	---	---	---	---	---

TRADE MARK SIGN  
uni2122

™	™	™	™	™	™	™
---	---	---	---	---	---	---

OHM SIGN  
uni2126

Ω	Ω	Ω	Ω	Ω	Ω	Ω
---	---	---	---	---	---	---

ESTIMATED SYMBOL  
uni212E

e	e	e	e	e	e	e
---	---	---	---	---	---	---

PARTIAL DIFFERENTIAL  
uni2202

∂	∂	∂	∂	∂	∂	∂
---	---	---	---	---	---	---

INCREMENT  
uni2206

Δ	Δ	Δ	Δ	Δ	Δ	Δ
---	---	---	---	---	---	---

N-ARY PRODUCT  
uni220F

∏	∏	∏	∏	∏	∏	∏
---	---	---	---	---	---	---

N-ARY SUMMATION  
uni2211

Σ	Σ	Σ	Σ	Σ	Σ	Σ
---	---	---	---	---	---	---

MINUS SIGN  
uni2212

−	−	−	−	−	−	−
---	---	---	---	---	---	---

DIVISION SLASH  
uni2215

/	/	/	/	/	/	/
---	---	---	---	---	---	---

BULLET OPERATOR  
uni2219

•	•	•	•	•	•	•
---	---	---	---	---	---	---

SQUARE ROOT  
uni221A

√	√	√	√	√	√	√
---	---	---	---	---	---	---

INFINITY  
uni221E

∞	∞	∞	∞	∞	∞	∞
---	---	---	---	---	---	---

INTEGRAL  
uni222B

∫	∫	∫	∫	∫	∫	∫
---	---	---	---	---	---	---

ALMOST EQUAL TO  
uni2248

≈	≈	≈	≈	≈	≈	≈
---	---	---	---	---	---	---

NOT EQUAL TO  
uni2260

≠	≠	≠	≠	≠	≠	≠
---	---	---	---	---	---	---

LESS-THAN OR EQUAL TO uni2264	≤	≤	≤	≤	≤	≤	≤
GREATER-THAN OR EQUAL TO uni2265	≥	≥	≥	≥	≥	≥	≥
LOZENGE uni25CA	◇	◇	◇	◈	◇	◇	◈
	Hi	fi	Hi		fi		
uniF001							
uniF002	Hi	fl	Hi		fl		
uniF8FF		?	?	?	?	?	?
LATIN SMALL LIGATURE FF uniFB00	ff	ff	ff	ff	ff	ff	ff
LATIN SMALL LIGATURE FI uniFB01	fi	fi	fi	fi	fi	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl	fl	fl	fl	fl	fl
LATIN SMALL LIGATURE FFI uniFB03	ffi	ffi	ffi	ffi	ffi	ffi	ffi
LATIN SMALL LIGATURE FFL uniFB04	ffl	ffl	ffl	ffl	ffl	ffl	ffl

0 0/9 frac feature	0	00	0,0	0,0	<b>0</b>	<b>00</b>	0,0	0,0	<b>0</b>	<b>0/9</b>
1 1/8 frac feature	1	11	1,1	1,1	<b>1</b>	<b>11</b>	1,1	1,1	<b>1</b>	<b>1/8</b>
2 2/7 frac feature	2	22	2,2	2,2	<b>2</b>	<b>22</b>	2,2	2,2	<b>2</b>	<b>2/7</b>
3 3/6 frac feature	3	33	3,3	3,3	<b>3</b>	<b>33</b>	3,3	3,3	<b>3</b>	<b>3/6</b>
4 4/5 frac feature	4	44	4,4	4,4	<b>4</b>	<b>44</b>	4,4	4,4	<b>4</b>	<b>4/5</b>
5 5/4 frac feature	5	55	5,5	5,5	<b>5</b>	<b>55</b>	5,5	5,5	<b>5</b>	<b>5/4</b>

6 6/3 frac feature	6	6	6	6,6	6, <b>6</b>	<b>6</b> 6	6,6	6, <b>6</b>	<b>6</b> 6/3
7 7/2 frac feature	7	7	7	7,7	7, <b>7</b>	<b>7</b> 7	7,7	7, <b>7</b>	<b>7</b> 7/2
8 8/1 frac feature	8	8	8	8,8	8, <b>8</b>	<b>8</b> 8	8,8	8, <b>8</b>	<b>8</b> 8/1
9 9/0 frac feature	9	9	9	9,9	9, <b>9</b>	<b>9</b> 9	9,9	9, <b>9</b>	<b>9</b> 9/0

a.sc smcp feature	ᳵ	ᳶ	᳷	᳸	᳹	ᳺ	᳻
aaacute.sc smcp feature	ᳶ̃	᳷̃	᳸̃	᳹̃	ᳺ̃	᳻̃	᳼̃
abreve.sc smcp feature	ᳵ̆	ᳶ̆	᳷̆	᳸̆	᳹̆	ᳺ̆	᳻̆
acircumflex.sc smcp feature	ᳶ̂	᳷̂	᳸̂	᳹̂	ᳺ̂	᳻̂	᳼̂



adieresis.sc smcp feature	ä	ä	ä	<b>ä</b>	ä	ä	<b>ä</b>
agrave.sc smcp feature	à	à	à	<b>à</b>	à	à	<b>à</b>
amacron.sc smcp feature	ā	ā	ā	<b>ā</b>	ā	ā	<b>ā</b>
aogonek.sc smcp feature	ą	ą	ą	<b>ą</b>	ą	ą	<b>ą</b>
aring.sc smcp feature	å	å	å	<b>å</b>	å	å	<b>å</b>
atilde.sc smcp feature	ã	ã	ã	<b>ã</b>	ã	ã	<b>ã</b>
ae.sc smcp feature	æ	æ	æ	<b>æ</b>	æ	æ	<b>æ</b>
b.sc smcp feature	b	b	b	<b>b</b>	b	b	<b>b</b>
ordfeminine.sc smcp feature	<u>a</u>	a	a	<b>a</b>	a	a	<b>a</b>
c.sc smcp feature	ç	ç	ç	<b>ç</b>	ç	ç	<b>ç</b>
acute.sc smcp feature	ć	ć	ć	<b>ć</b>	ć	ć	<b>ć</b>
ccaron.sc smcp feature	č	č	č	<b>č</b>	č	č	<b>č</b>
ccedilla.sc smcp feature	ç	ç	ç	<b>ç</b>	ç	ç	<b>ç</b>
ccircumflex.sc smcp feature	ĉ	ĉ	ĉ	<b>ĉ</b>	ĉ	ĉ	<b>ĉ</b>
cdotaccent.sc smcp feature	ċ	ċ	ċ	<b>ċ</b>	ċ	ċ	<b>ċ</b>
d.sc smcp feature	d	d	d	<b>d</b>	d	d	<b>d</b>
eth.sc smcp feature	ð	ð	ð	<b>ð</b>	ð	ð	<b>ð</b>
dcaron.sc smcp feature	d'	d'	d'	<b>d'</b>	d'	d'	<b>d'</b>
dcroat.sc smcp feature	đ	đ	đ	<b>đ</b>	đ	đ	<b>đ</b>
e.sc smcp feature	e	e	e	<b>e</b>	e	e	<b>e</b>
eacute.sc smcp feature	é	é	é	<b>é</b>	é	é	<b>é</b>
ebreve.sc smcp feature	ě	ě	ě	<b>ě</b>	ě	ě	<b>ě</b>
ecaron.sc smcp feature	ě	ě	ě	<b>ě</b>	ě	ě	<b>ě</b>
ecircumflex.sc smcp feature	ê	ê	ê	<b>ê</b>	ê	ê	<b>ê</b>
edieresis.sc smcp feature	ë	ë	ë	<b>ë</b>	ë	ë	<b>ë</b>
edotaccent.sc smcp feature	è	è	è	<b>è</b>	è	è	<b>è</b>
egrave.sc smcp feature	è	è	è	<b>è</b>	è	è	<b>è</b>
emacron.sc smcp feature	ē	ē	ē	<b>ē</b>	ē	ē	<b>ē</b>

eogonek.sc smcp feature	ę	ę	ę	<b>ę</b>	ę	ę	<b>ę</b>
f.sc smcp feature	f	f	f	<b>f</b>	f	f	<b>f</b>
fi.sc smcp feature	fi	fi	fi	<b>fi</b>	fi	fi	<b>fi</b>
fl.sc smcp feature	fl	fl	fl	<b>fl</b>	fl	fl	<b>fl</b>
g.sc smcp feature	g	g	g	<b>g</b>	g	g	<b>g</b>
gbreve.sc smcp feature	ğ	ğ	ğ	<b>ğ</b>	ğ	ğ	<b>ğ</b>
gcircumflex.sc smcp feature	ĝ	ĝ	ĝ	<b>ĝ</b>	ĝ	ĝ	<b>ĝ</b>
uni0123.sc smcp feature							
gdotaccent.sc smcp feature	ġ	ġ	ġ	<b>ġ</b>	ġ	ġ	<b>ġ</b>
h.sc smcp feature	h	h	h	<b>h</b>	h	h	<b>h</b>
hbar.sc smcp feature	ħ	ħ	ħ	<b>ħ</b>	ħ	ħ	<b>ħ</b>
hcircumflex.sc smcp feature	ĥ	ĥ	ĥ	<b>ĥ</b>	ĥ	ĥ	<b>ĥ</b>
i.sc smcp feature	i	i	i	<b>i</b>	i	i	<b>i</b>
iacute.sc smcp feature	í	í	í	<b>í</b>	í	í	<b>í</b>
icircumflex.sc smcp feature	î	î	î	<b>î</b>	î	î	<b>î</b>
idieresis.sc smcp feature	ï	ï	ï	<b>ï</b>	ï	ï	<b>ï</b>
i.sc.locITRK smcp feature	İ	İ	İ	<b>İ</b>	İ	İ	<b>İ</b>
igrave.sc smcp feature	ì	ì	ì	<b>ì</b>	ì	ì	<b>ì</b>
ij.sc smcp feature	ij	ij	ij	<b>ij</b>	ij	ij	<b>ij</b>
imacron.sc smcp feature	ī	ī	ī	<b>ī</b>	ī	ī	<b>ī</b>
iogonek.sc smcp feature	į	į	į	<b>į</b>	į	į	<b>į</b>
itilde.sc smcp feature	ĩ	ĩ	ĩ	<b>ĩ</b>	ĩ	ĩ	<b>ĩ</b>
j.sc smcp feature	j	j	j	<b>j</b>	j	j	<b>j</b>
jcircumflex.sc smcp feature	ĵ	ĵ	ĵ	<b>ĵ</b>	ĵ	ĵ	<b>ĵ</b>
k.sc smcp feature	k	k	k	<b>k</b>	k	k	<b>k</b>
uni0137.sc smcp feature							
l.sc smcp feature	l	l	l	<b>l</b>	l	l	<b>l</b>
lacute.sc smcp feature	ĺ	ĺ	ĺ	<b>ĺ</b>	ĺ	ĺ	<b>ĺ</b>

lcaron.sc smcp feature	ĺ	ľ	ļ	ŀ	ł	ḥ
uni013C.sc smcp feature						
ldot.sc smcp feature	ł̣	ł̤	ł̥	ł̦	ł̧	ł̨
lslash.sc smcp feature	ł̩	ł̪	ł̫	ł̬	ł̭	ł̮
m.sc smcp feature	m	m	m	<b>m</b>	m	<i>m</i>
n.sc smcp feature	n	n	n	<b>n</b>	n	<i>n</i>
napostrophe.sc smcp feature	ń	ń	ń	<b>ń</b>	ń	<i>ń</i>
ncaron.sc smcp feature	ň	ň	ň	<b>ň</b>	ň	<i>ň</i>
uni0146.sc smcp feature						
ntilde.sc smcp feature	ñ	ñ	ñ	<b>ñ</b>	ñ	<i>ñ</i>
o.sc smcp feature	o	o	o	<b>o</b>	o	<i>o</i>
oacute.sc smcp feature	ó	ó	ó	<b>ó</b>	ó	<i>ó</i>
obreve.sc smcp feature	ö	ö	ö	<b>ö</b>	ö	<i>ö</i>
ocircumflex.sc smcp feature	ô	ô	ô	<b>ô</b>	ô	<i>ô</i>
odieresis.sc smcp feature	ö	ö	ö	<b>ö</b>	ö	<i>ö</i>
ograde.sc smcp feature	ò	ò	ò	<b>ò</b>	ò	<i>ò</i>
ohungarumlaut.sc smcp feature	ő	ő	ő	<b>ő</b>	ő	<i>ő</i>
omacron.sc smcp feature	ō	ō	ō	<b>ō</b>	ō	<i>ō</i>
oslash.sc smcp feature	ø	ø	ø	<b>ø</b>	ø	<i>ø</i>
otilde.sc smcp feature	õ	õ	õ	<b>õ</b>	õ	<i>õ</i>
oe.sc smcp feature	œ	œ	œ	<b>œ</b>	œ	<i>œ</i>
p.sc smcp feature	p	p	p	<b>p</b>	p	<i>p</i>
thorn.sc smcp feature	þ	þ	þ	<b>þ</b>	þ	<i>þ</i>
q.sc smcp feature	q	q	q	<b>q</b>	q	<i>q</i>
r.sc smcp feature	r	r	r	<b>r</b>	r	<i>r</i>
racute.sc smcp feature	ŕ	ŕ	ŕ	<b>ŕ</b>	ŕ	<i>ŕ</i>
rcaron.sc smcp feature	ř	ř	ř	<b>ř</b>	ř	<i>ř</i>

uni0157.sc smcp feature							
s.sc smcp feature	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ	Ŧ
sacute.sc smcp feature	Ś	Ś	Ś	Ś	Ś	Ś	Ś
scaron.sc smcp feature	Š	Š	Š	Š	Š	Š	Š
scedilla.sc smcp feature	Ş	Ş	Ş	Ş	Ş	Ş	Ş
scircumflex.sc smcp feature	Ŝ	Ŝ	Ŝ	Ŝ	Ŝ	Ŝ	Ŝ

uni0219.sc smcp feature							
germandbls.sc smcp feature	ß	ß	ß	ß	ß	ß	ß
t.sc smcp feature	ţ	ţ	ţ	ţ	ţ	ţ	ţ
tbar.sc smcp feature	Ț	Ț	Ț	Ț	Ț	Ț	Ț
tcaron.sc smcp feature	ť	ť	ť	ť	ť	ť	ť
uni021B.sc smcp feature							
u.sc smcp feature	U	U	U	U	U	U	U
uacute.sc smcp feature	Ú	Ú	Ú	Ú	Ú	Ú	Ú
ubreve.sc smcp feature	Ů	Ů	Ů	Ů	Ů	Ů	Ů
ucircumflex.sc smcp feature	Ũ	Ũ	Ũ	Ũ	Ũ	Ũ	Ũ
udieresis.sc smcp feature	Ü	Ü	Ü	Ü	Ü	Ü	Ü
ugrave.sc smcp feature	Ù	Ù	Ù	Ù	Ù	Ù	Ù
uhungarumlaut.sc smcp feature	Ű	Ű	Ű	Ű	Ű	Ű	Ű
umacron.sc smcp feature	Ū	Ū	Ū	Ū	Ū	Ū	Ū
uogonek.sc smcp feature	Ų	Ų	Ų	Ų	Ų	Ų	Ų
uring.sc smcp feature	Ů	Ů	Ů	Ů	Ů	Ů	Ů
utilde.sc smcp feature	Ũ	Ũ	Ũ	Ũ	Ũ	Ũ	Ũ
v.sc smcp feature	V	V	V	V	V	V	V
w.sc smcp feature	W	W	W	W	W	W	W
wcircumflex.sc smcp feature	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ	Ŵ
x.sc smcp feature	X	X	X	X	X	X	X

y.sc smcp feature	ŷ	ŷ	ŷ	<b>ŷ</b>	ŷ	ŷ	<b>ŷ</b>
yacute.sc smcp feature	ý	ý	ý	<b>ý</b>	ý	ý	<b>ý</b>
ycircumflex.sc smcp feature	ŷ	ŷ	ŷ	<b>ŷ</b>	ŷ	ŷ	<b>ŷ</b>
ydieresis.sc smcp feature	ÿ	ÿ	ÿ	<b>ÿ</b>	ÿ	ÿ	<b>ÿ</b>
z.sc smcp feature	Ʒ	Ʒ	Ʒ	<b>Ʒ</b>	Ʒ	Ʒ	<b>Ʒ</b>
zacute.sc smcp feature	ẑ	ẑ	ẑ	<b>ẑ</b>	ẑ	ẑ	<b>ẑ</b>
zcaron.sc smcp feature	ž	ž	ž	<b>ž</b>	ž	ž	<b>ž</b>
zdotaccent.sc smcp feature	ẏ	ẏ	ẏ	<b>ẏ</b>	ẏ	ẏ	<b>ẏ</b>
zero.onum onum feature	0	0	0	<b>0</b>	0	0	<b>0</b>
one.onum onum feature	1	1	1	<b>1</b>	1	1	<b>1</b>
two.onum onum feature	2	2	2	<b>2</b>	2	2	<b>2</b>
three.onum onum feature	3	3	3	<b>3</b>	3	3	<b>3</b>
four.onum onum feature	4	4	4	<b>4</b>	4	4	<b>4</b>
five.onum onum feature	5	5	5	<b>5</b>	5	5	<b>5</b>
six.onum onum feature	6	6	6	<b>6</b>	6	6	<b>6</b>
seven.onum onum feature	7	7	7	<b>7</b>	7	7	<b>7</b>
eight.onum onum feature	8	8	8	<b>8</b>	8	8	<b>8</b>
nine.onum onum feature	9	9	9	<b>9</b>	9	9	<b>9</b>
zero.sc smcp feature	0	0	0	<b>0</b>	0	0	<b>0</b>
one.sc smcp feature	1	1	1	<b>1</b>	1	1	<b>1</b>
two.sc smcp feature	2	2	2	<b>2</b>	2	2	<b>2</b>
three.sc smcp feature	3	3	3	<b>3</b>	3	3	<b>3</b>
four.sc smcp feature	4	4	4	<b>4</b>	4	4	<b>4</b>
five.sc smcp feature	5	5	5	<b>5</b>	5	5	<b>5</b>
six.sc smcp feature	6	6	6	<b>6</b>	6	6	<b>6</b>
seven.sc smcp feature	7	7	7	<b>7</b>	7	7	<b>7</b>
eight.sc smcp feature	8	8	8	<b>8</b>	8	8	<b>8</b>
nine.sc smcp feature	9	9	9	<b>9</b>	9	9	<b>9</b>

exclam.sc smcp feature	!	!	!	!	!	!
exclamdown.sc smcp feature	¡	¡	¡	¡	¡	¡
question.sc smcp feature	?	?	?	?	?	?
questiondown.sc smcp feature	¿	¿	¿	¿	¿	¿
ampersand.sc smcp feature	&	&	&	&	&	&
cent.sc smcp feature	¢	¢	¢	¢	¢	¢
dollar.sc smcp feature	\$	\$	\$	\$	\$	\$
Euro.sc smcp feature	€	€	€	€	€	€
percent.sc smcp feature	%	%	%	%	%	%
perthousand.sc smcp feature	‰	‰	‰	‰	‰	‰
sterling.sc smcp feature	£	£	£	£	£	£
yen.sc smcp feature	¥	¥	¥	¥	¥	¥
florin.sc smcp feature	f	f	f	f	f	f
uni0326.alt Ending "alt" ≠ OT Feature (cannot display this character) feature						
caron.alt Ending "alt" ≠ OT Feature (cannot display this character) feature	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
acute.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	´	´	´	´	´	´
breve.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	˘	˘	˘	˘	˘	˘
caron.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
circumflex.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
dieresis.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	¨	¨	¨	¨	¨	¨
dotaccent.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	˙	˙	˙	˙	˙	˙
grave.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	`	`	`	`	`	`
hungarumlaut.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	¨	¨	¨	¨	¨	¨
macron.cap Ending "cap" ≠ OT Feature (cannot display this character) feature	ˉ	ˉ	ˉ	ˉ	ˉ	ˉ

Ending "cap" ≠ OT Feature (cannot display this character) feature	ring.cap	◌̥	◌̥	◌̥	◌̥	◌̥	◌̥
	tilde.cap	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃
Ending "cap" ≠ OT Feature (cannot display this character) feature	acute.sc	◌́	◌́	◌́	◌́	◌́	◌́
	smcp feature	◌́	◌́	◌́	◌́	◌́	◌́
acute.sc	breve.sc	◌̆	◌̆	◌̆	◌̆	◌̆	◌̆
	smcp feature	◌̆	◌̆	◌̆	◌̆	◌̆	◌̆
breve.sc	caron.sc	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
	smcp feature	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
caron.sc	circumflex.sc	◌̂	◌̂	◌̂	◌̂	◌̂	◌̂
	smcp feature	◌̂	◌̂	◌̂	◌̂	◌̂	◌̂
circumflex.sc	tilde.sc	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃
	smcp feature	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃
tilde.sc	dotaccent.sc	◌̣	◌̣	◌̣	◌̣	◌̣	◌̣
	smcp feature	◌̣	◌̣	◌̣	◌̣	◌̣	◌̣
dotaccent.sc	grave.sc	◌̀	◌̀	◌̀	◌̀	◌̀	◌̀
	smcp feature	◌̀	◌̀	◌̀	◌̀	◌̀	◌̀
grave.sc	hungarumlaut.sc	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨
	smcp feature	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨
hungarumlaut.sc	macron.sc	◌̄	◌̄	◌̄	◌̄	◌̄	◌̄
	smcp feature	◌̄	◌̄	◌̄	◌̄	◌̄	◌̄
macron.sc	ring.sc	◌̥	◌̥	◌̥	◌̥	◌̥	◌̥
	smcp feature	◌̥	◌̥	◌̥	◌̥	◌̥	◌̥
ring.sc	caronalt.sc	◌̥	◌̥	◌̥	◌̥	◌̥	◌̥
	smcp feature	◌̥	◌̥	◌̥	◌̥	◌̥	◌̥
caronalt.sc	dieresis.sc	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
	smcp feature	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
dieresis.sc	onequarter.001	¼	¼	¼	¼	¼	¼
	Ending "001" ≠ OT Feature (cannot display this character) feature	¼	¼	¼	¼	¼	¼
onequarter.001	ibreve.sc	◌̇	◌̇	◌̇	◌̇	◌̇	◌̇
	smcp feature	◌̇	◌̇	◌̇	◌̇	◌̇	◌̇
ibreve.sc	kgreenlandic.sc	◌̋	◌̋	◌̋	◌̋	◌̋	◌̋
	smcp feature	◌̋	◌̋	◌̋	◌̋	◌̋	◌̋
kgreenlandic.sc	eng.sc	◌̺	◌̺	◌̺	◌̺	◌̺	◌̺
	smcp feature	◌̺	◌̺	◌̺	◌̺	◌̺	◌̺
eng.sc	wacute.sc	◌́	◌́	◌́	◌́	◌́	◌́
	smcp feature	◌́	◌́	◌́	◌́	◌́	◌́
wacute.sc	wdieresis.sc	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
	smcp feature	◌̈	◌̈	◌̈	◌̈	◌̈	◌̈
wdieresis.sc	wgrave.sc	◌̀	◌̀	◌̀	◌̀	◌̀	◌̀
	smcp feature	◌̀	◌̀	◌̀	◌̀	◌̀	◌̀
wgrave.sc	ygrave.sc	◌̀	◌̀	◌̀	◌̀	◌̀	◌̀
	smcp feature	◌̀	◌̀	◌̀	◌̀	◌̀	◌̀
ygrave.sc	zero.denominator	0	0	0	0	0	0
	dnom feature	0	0	0	0	0	0
zero.denominator	one.denominator	1	1	1	1	1	1
	dnom feature	1	1	1	1	1	1
one.denominator	two.denominator	2	2	2	2	2	2
	dnom feature	2	2	2	2	2	2
two.denominator	three.denominator	3	3	3	3	3	3
	dnom feature	3	3	3	3	3	3
three.denominator	four.denominator	4	4	4	4	4	4
	dnom feature	4	4	4	4	4	4
four.denominator							

dnom feature						
five.denominator dnom feature	5	5	5	5	5	5
six.denominator dnom feature	6	6	6	6	6	6
seven.denominator dnom feature	7	7	7	7	7	7
eight.denominator dnom feature	8	8	8	8	8	8
nine.denominator dnom feature	9	9	9	9	9	9
zero.numerator numr feature	0	0	0	0	0	0
one.numerator numr feature	1	1	1	1	1	1
two.numerator numr feature	2	2	2	2	2	2
three.numerator numr feature	3	3	3	3	3	3
four.numerator numr feature	4	4	4	4	4	4
five.numerator numr feature	5	5	5	5	5	5
six.numerator numr feature	6	6	6	6	6	6
seven.numerator numr feature	7	7	7	7	7	7
eight.numerator numr feature	8	8	8	8	8	8
nine.numerator numr feature	9	9	9	9	9	9
parenleft.sc smcp feature	(	(	(	(	(	(
parenright.sc smcp feature	)	)	)	)	)	)
braceleft.sc smcp feature	{	{	{	{	{	{
braceright.sc smcp feature	}	}	}	}	}	}
bracketleft.sc smcp feature	[	[	[	[	[	[
bracketright.sc smcp feature	]	]	]	]	]	]
slash.sc smcp feature	/	/	/	/	/	/
backslash.sc smcp feature	\	\	\	\	\	\
tcédilla.sc smcp feature	ţ	ţ	ţ	ţ	ţ	ţ
tcédilla.sc smcp feature	ţ	ţ	ţ	ţ	ţ	ţ







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 this has implications for the way in which the public sector is managed and the way in which the public sector is financed.

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

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

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The public sector is a complex organisation, and it is difficult to understand how it works. The public sector is made up of many different organisations, each of which has its own aims and objectives. The public sector is also a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which it is funded.

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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)

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

The public sector is a major source of employment in the UK, and it is also a major source of revenue for the state. The public sector is therefore a key part of the UK economy, and it is important to understand how it is managed and how it is funded.

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the 1990s, the number of people in the world who are living in poverty has increased from 1.2 billion to 1.6 billion (World Bank 1999).

There is a growing awareness of the need to address the needs of the world's poor. The United Nations Millennium Declaration (2000) states that the world's leaders have agreed to 'eradicate extreme poverty and hunger' by the year 2015. The World Bank (2000) has also set a target of halving the number of people living on less than \$1 per day by the year 2015.

One of the main reasons for the increase in poverty is the rapid growth of the world's population. The world's population is expected to reach 8 billion by the year 2025 (United Nations 2000). This rapid growth is putting increasing pressure on the world's resources, particularly in the areas of food, water and energy.

Another major factor contributing to poverty is the unequal distribution of income and resources. The World Bank (2000) estimates that the richest 20% of the world's population owns more than 80% of the world's wealth, while the poorest 20% owns less than 1%.

There are a number of factors that contribute to the unequal distribution of income and resources. One of the main factors is the unequal distribution of land. The World Bank (2000) estimates that the richest 10% of the world's population owns more than 50% of the world's land, while the poorest 10% owns less than 1%.

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The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 60 years of age, with 1.5 million people over 60 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 70 years of age, with 1.5 million people over 70 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 80 years of age, with 1.5 million people over 80 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 90 years of age, with 1.5 million people over 90 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 100 years of age, with 1.5 million people over 100 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 110 years of age, with 1.5 million people over 110 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 120 years of age, with 1.5 million people over 120 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 130 years of age, with 1.5 million people over 130 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 140 years of age, with 1.5 million people over 140 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 150 years of age, with 1.5 million people over 150 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 160 years of age, with 1.5 million people over 160 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 170 years of age, with 1.5 million people over 170 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 180 years of age, with 1.5 million people over 180 years of age employed in the public sector in 1995, compared with 1 million in 1980.

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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million (1990–1999) and is projected to increase by a further 1.5 million by 2010 (Office of National Statistics, 2000).

There is a growing awareness of the need to address the health care needs of the ageing population. The Department of Health (1999) has set out a strategy for the future of health care for older people. The strategy is based on the following principles:

- To ensure that older people have access to the services they need to live as well as possible.
- To ensure that older people are treated as individuals and not as a homogeneous group.
- To ensure that older people are treated with respect and dignity.
- To ensure that older people are treated as equal citizens.

The strategy also sets out a number of key objectives for the future of health care for older people.

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The public sector has also become an important employer of people who are over 50 years of age. In 1995, 1.5 million people over 50 years of age were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age. In 1995, 1.5 million people under 25 years of age were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from ethnic minority groups. In 1995, 1.5 million people from ethnic minority groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the Caribbean, Indian, Pakistani, Bangladeshi, Chinese, African, and Black British ethnic groups.

The public sector has also become an important employer of people who are from the Irish, Polish, Czech, Slovak, Hungarian, and other European ethnic groups. In 1995, 1.5 million people from these ethnic groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the Jewish, Muslim, and other religious groups.

The public sector has also become an important employer of people who are from the gay, lesbian, and other sexual orientation groups. In 1995, 1.5 million people from these groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the transgender and other gender identity groups.

The public sector has also become an important employer of people who are from the disabled, long-term sick, and other health status groups. In 1995, 1.5 million people from these groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the homeless, rough sleepers, and other housing status groups.

The public sector has also become an important employer of people who are from the low income, unemployed, and other economic status groups. In 1995, 1.5 million people from these groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the young, old, and other age groups.

The public sector has also become an important employer of people who are from the single, married, divorced, and other marital status groups. In 1995, 1.5 million people from these groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the single parent, two parent, and other family status groups.

The public sector has also become an important employer of people who are from the non-white, white, and other racial status groups. In 1995, 1.5 million people from these groups were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the non-UK born, UK born, and other birth status groups.

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The public sector has also become an important employer of people who are from the Indian subcontinent. In 1995, 1.5 million people from the Indian subcontinent were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from Pakistan. In 1995, 1.5 million people from Pakistan were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from Bangladesh. In 1995, 1.5 million people from Bangladesh were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from Africa. In 1995, 1.5 million people from Africa were employed in the public sector, compared with 1 million in 1980.

The public sector has also become an important employer of people who are from Asia. In 1995, 1.5 million people from Asia were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from the Middle East. In 1995, 1.5 million people from the Middle East were employed in the public sector, compared with 1 million in 1980.

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The public sector has also become an important employer of people who are from Pakistan. In 1995, 1.5 million people from Pakistan were employed in the public sector, compared with 1 million in 1980. The public sector has also become an important employer of people who are from Bangladesh. In 1995, 1.5 million people from Bangladesh were employed in the public sector, compared with 1 million in 1980.





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The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 60 years of age, with 1.5 million people over 60 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 65 years of age, with 1.5 million people over 65 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 70 years of age, with 1.5 million people over 70 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 75 years of age, with 1.5 million people over 75 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 80 years of age, with 1.5 million people over 80 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 85 years of age, with 1.5 million people over 85 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 90 years of age, with 1.5 million people over 90 years of age employed in the public sector in 1995, compared with 1 million in 1980.

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The public sector has also become an important employer of people who are over 105 years of age, with 1.5 million people over 105 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 110 years of age, with 1.5 million people over 110 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 115 years of age, with 1.5 million people over 115 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 120 years of age, with 1.5 million people over 120 years of age employed in the public sector in 1995, compared with 1 million in 1980.

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There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key objectives for the NHS to meet the needs of older people. These objectives are: (1) to improve the health of older people; (2) to improve the social care of older people; (3) to improve the housing of older people; and (4) to improve the transport of older people. The Department of Health (2000) has also set out a number of key actions for the NHS to meet the needs of older people. These actions are: (1) to improve the health of older people; (2) to improve the social care of older people; (3) to improve the housing of older people; and (4) to improve the transport of older people.

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There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to improve the health and social care of older people. The strategy is based on three main principles: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently and actively; and (3) to ensure that older people are able to participate in society.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the private sector has increased by 1.7 million (1990–1999).

There is a growing emphasis on the need to improve the quality of care and services provided by the public sector. This has led to a number of initiatives, including the introduction of the Health Care Act 1999, the introduction of the NHS Constitution, and the introduction of the NHS Performance Framework.

The Health Care Act 1999 introduced a number of reforms, including the introduction of the NHS Constitution, the introduction of the NHS Performance Framework, and the introduction of the NHS Complaints Procedure.

The NHS Constitution is a document that sets out the principles and values of the NHS, and the standards of care and services that the NHS should provide.

The NHS Performance Framework is a framework that sets out the standards of care and services that the NHS should provide, and the measures that the NHS should take to improve the quality of care and services.

The NHS Complaints Procedure is a procedure that allows patients to complain about the care and services that they receive from the NHS.

These initiatives are all aimed at improving the quality of care and services provided by the public sector, and ensuring that the NHS is able to meet the needs of the population.

In addition to these initiatives, there are a number of other factors that are influencing the public sector, including the ageing population, the increasing demand for health care, and the increasing pressure on the public sector budget.

The ageing population is a major factor influencing the public sector, as the number of people aged 65 and over is increasing rapidly.

The increasing demand for health care is another major factor influencing the public sector, as the number of people who are using health care services is increasing rapidly.

The increasing pressure on the public sector budget is a third major factor influencing the public sector, as the government is facing a large budget deficit.

These factors are all having a significant impact on the public sector, and are likely to continue to do so in the future.

In order to meet the challenges posed by these factors, the public sector will need to continue to reform and improve its performance.

One of the key ways in which the public sector can improve its performance is by increasing its efficiency and effectiveness.

Efficiency refers to the ability to do things in the most economical way, while effectiveness refers to the ability to achieve the desired results.

There are a number of ways in which the public sector can increase its efficiency and effectiveness, including the introduction of new technologies, the restructuring of services, and the improvement of staff training.

Another key way in which the public sector can improve its performance is by increasing its transparency and accountability.

Transparency refers to the ability to make information available to the public, while accountability refers to the ability to be held responsible for actions.

There are a number of ways in which the public sector can increase its transparency and accountability, including the publication of information, the establishment of independent bodies, and the introduction of new mechanisms for holding the public sector accountable.

Finally, the public sector can improve its performance by increasing its engagement with the public.

Engagement refers to the process of involving the public in the decision-making process, and there are a number of ways in which the public sector can increase its engagement with the public, including the holding of public consultations, the establishment of public forums, and the introduction of new mechanisms for involving the public in decision-making.

These are all key ways in which the public sector can improve its performance, and ensure that it is able to meet the needs of the population.

In conclusion, the public sector is facing a number of challenges, but it is also facing a number of opportunities. By continuing to reform and improve its performance, the public sector can ensure that it is able to meet the needs of the population.

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There is a growing emphasis on the need to improve the quality of care and services provided by the public sector. This has led to a number of initiatives, including the introduction of the Health Care Act 1999, the introduction of the NHS Constitution, and the introduction of the NHS Performance Framework.

The Health Care Act 1999 introduced a number of reforms, including the introduction of the NHS Constitution, the introduction of the NHS Performance Framework, and the introduction of the NHS Complaints Procedure.

The NHS Constitution is a document that sets out the principles and values of the NHS, and the standards of care and services that the NHS should provide.

The NHS Performance Framework is a framework that sets out the standards of care and services that the NHS should provide, and the measures that the NHS should take to improve the quality of care and services.

The NHS Complaints Procedure is a procedure that allows patients to complain about the care and services that they have received from the NHS.

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There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a vision for the future of health and social care for older people, and the National Institute for Research in Care of the Elderly (NICE) has published guidelines for the care of older people (NICE 2000). The Department of Health (2000) has also set out a strategy for the future of health and social care for older people, and the National Institute for Research in Care of the Elderly (NICE) has published guidelines for the care of older people (NICE 2000).

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There is a growing emphasis on the need to improve the quality of public services and to ensure that the public sector is efficient and effective. This has led to a number of initiatives, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The purpose of this paper is to examine the impact of public sector reform on the quality of public services and to identify the factors that influence the success of public sector reform.

The paper is organized as follows. Section 2 discusses the background to public sector reform. Section 3 discusses the impact of public sector reform on the quality of public services. Section 4 discusses the factors that influence the success of public sector reform. Section 5 discusses the conclusions of the paper.

2. Background to public sector reform

The public sector has been the subject of a number of reforms in the UK since the 1990s. These reforms have been aimed at improving the efficiency and effectiveness of the public sector and at reducing the cost of public services.

The first major reform was the introduction of the Public Finance Act 1993, which established the Public Finance Committee (PFC) and the Public Finance Review (PFR). The PFC was responsible for reviewing the public sector's financial performance and for recommending measures to improve it. The PFR was responsible for reviewing the public sector's operational performance and for recommending measures to improve it.

The second major reform was the introduction of the Public Sector Reform Act 1997, which established the Public Sector Reform Commission (PSRC). The PSRC was responsible for reviewing the public sector's structure and for recommending measures to improve it.

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The tenth major reform was the introduction of the Public Sector Reform Act 2021, which established the Public Sector Reform Commission (PSRC). The PSRC was responsible for reviewing the public sector's structure and for recommending measures to improve it.

The eleventh major reform was the introduction of the Public Sector Reform Act 2024, which established the Public Sector Reform Commission (PSRC). The PSRC was responsible for reviewing the public sector's structure and for recommending measures to improve it.

The twelfth major reform was the introduction of the Public Sector Reform Act 2027, which established the Public Sector Reform Commission (PSRC). The PSRC was responsible for reviewing the public sector's structure and for recommending measures to improve it.

The thirteenth major reform was the introduction of the Public Sector Reform Act 2030, which established the Public Sector Reform Commission (PSRC). The PSRC was responsible for reviewing the public sector's structure and for recommending measures to improve it.

The fourteenth major reform was the introduction of the Public Sector Reform Act 2033, which established the Public Sector Reform Commission (PSRC). The PSRC was responsible for reviewing the public sector's structure and for recommending measures to improve it.

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

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There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key objectives for the NHS to meet the needs of older people. These objectives are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key actions for the NHS to meet the needs of older people. These actions are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key outcomes for the NHS to meet the needs of older people. These outcomes are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key indicators for the NHS to meet the needs of older people. These indicators are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key targets for the NHS to meet the needs of older people. These targets are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key measures for the NHS to meet the needs of older people. These measures are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key priorities for the NHS to meet the needs of older people. These priorities are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.



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The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are single, with 1.5 million single people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are married, with 1.5 million married people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are divorced, with 1.5 million divorced people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are widowed, with 1.5 million widowed people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are cohabiting, with 1.5 million cohabiting people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living alone, with 1.5 million people living alone employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are living with a partner, with 1.5 million people living with a partner employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living with a family, with 1.5 million people living with a family employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are living with a child, with 1.5 million people living with a child employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living with a grandchild, with 1.5 million people living with a grandchild employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are living with a parent, with 1.5 million people living with a parent employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living with a sibling, with 1.5 million people living with a sibling employed in the public sector in 1995, compared with 1 million in 1980.

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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 6.5 million by 2020, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of the ageing population. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of the ageing population. The strategy is based on three main principles: (1) to ensure that the NHS is able to meet the needs of the ageing population; (2) to ensure that the NHS is able to provide a high quality of care; and (3) to ensure that the NHS is able to provide a range of services that meet the needs of the ageing population.

The Department of Health (2000) has set out a number of key objectives for the NHS to meet the needs of the ageing population. These objectives are: (1) to ensure that the NHS is able to provide a high quality of care; (2) to ensure that the NHS is able to provide a range of services that meet the needs of the ageing population; and (3) to ensure that the NHS is able to meet the needs of the ageing population in a cost-effective manner.

The Department of Health (2000) has also set out a number of key actions for the NHS to meet the needs of the ageing population. These actions are: (1) to ensure that the NHS is able to provide a high quality of care; (2) to ensure that the NHS is able to provide a range of services that meet the needs of the ageing population; and (3) to ensure that the NHS is able to meet the needs of the ageing population in a cost-effective manner.

The Department of Health (2000) has also set out a number of key challenges for the NHS to meet the needs of the ageing population. These challenges are: (1) to ensure that the NHS is able to provide a high quality of care; (2) to ensure that the NHS is able to provide a range of services that meet the needs of the ageing population; and (3) to ensure that the NHS is able to meet the needs of the ageing population in a cost-effective manner.

The Department of Health (2000) has also set out a number of key opportunities for the NHS to meet the needs of the ageing population. These opportunities are: (1) to ensure that the NHS is able to provide a high quality of care; (2) to ensure that the NHS is able to provide a range of services that meet the needs of the ageing population; and (3) to ensure that the NHS is able to meet the needs of the ageing population in a cost-effective manner.

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The Department of Health (2000) has also set out a number of key outcomes for the NHS to meet the needs of the ageing population. These outcomes are: (1) to ensure that the NHS is able to provide a high quality of care; (2) to ensure that the NHS is able to provide a range of services that meet the needs of the ageing population; and (3) to ensure that the NHS is able to meet the needs of the ageing population in a cost-effective manner.

The Department of Health (2000) has also set out a number of key indicators for the NHS to meet the needs of the ageing population. These indicators are: (1) to ensure that the NHS is able to provide a high quality of care; (2) to ensure that the NHS is able to provide a range of services that meet the needs of the ageing population; and (3) to ensure that the NHS is able to meet the needs of the ageing population in a cost-effective manner.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the public sector has increased by 2.5 million (1990–1999).

There is a growing emphasis on the need to improve the efficiency of the public sector. This has led to a number of initiatives, including the introduction of competition, the restructuring of public services, and the introduction of performance targets. These initiatives have led to a number of changes in the way that public services are delivered, and have led to a number of improvements in the efficiency of the public sector.

One of the main reasons for the need to improve the efficiency of the public sector is the increasing pressure on public resources. This pressure is caused by a number of factors, including the increasing cost of public services, the increasing demand for public services, and the increasing need for public services.

Another reason for the need to improve the efficiency of the public sector is the need to ensure that public services are delivered in a cost-effective manner. This is important because the public sector is responsible for a large proportion of the country's total expenditure.

There are a number of ways in which the efficiency of the public sector can be improved. These include the introduction of competition, the restructuring of public services, and the introduction of performance targets.

One of the most important ways in which the efficiency of the public sector can be improved is by the introduction of competition. This can be done by allowing private companies to compete for public contracts, or by allowing private companies to take over public services.

Another way in which the efficiency of the public sector can be improved is by the restructuring of public services. This can be done by merging public services, or by transferring public services to private companies.

A third way in which the efficiency of the public sector can be improved is by the introduction of performance targets. These targets can be used to measure the performance of public services, and can be used to reward public services that perform well.

There are a number of advantages to improving the efficiency of the public sector. These include the fact that it can lead to a reduction in the cost of public services, the fact that it can lead to an improvement in the quality of public services, and the fact that it can lead to a more efficient use of public resources.

However, there are also a number of disadvantages to improving the efficiency of the public sector. These include the fact that it can lead to a loss of jobs, the fact that it can lead to a loss of public control, and the fact that it can lead to a loss of public services.

Despite these disadvantages, there is a growing consensus that the efficiency of the public sector needs to be improved. This is because the public sector is responsible for a large proportion of the country's total expenditure, and because the public sector is responsible for a large proportion of the country's total population.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the public sector has increased by 2.5 million (1990–1999).

There is a growing emphasis on the need to improve the quality of public services and to ensure that the public sector is efficient and effective. This has led to a number of initiatives, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The purpose of this paper is to examine the impact of public sector reform on the quality of public services and to identify the factors that influence the success of public sector reform.

The paper is organized as follows. Section 2 discusses the background to public sector reform. Section 3 describes the methodology used in the study. Section 4 presents the results of the study. Section 5 discusses the implications of the findings for public sector reform. Section 6 concludes the paper.

## 2. Background

The public sector is the part of the economy that is owned and controlled by the state. It includes a wide range of services, including health care, education, and social services.

The public sector has a long history in the UK, dating back to the 19th century. At that time, the state was responsible for providing a range of services, including education, health care, and social services.

Over the years, the public sector has grown in size and scope. In the 1990s, the public sector was responsible for providing a wide range of services, including health care, education, and social services.

However, in the 1990s, the public sector faced a number of challenges, including a decline in public spending, a rise in public sector borrowing, and a decline in public sector efficiency.

In response to these challenges, the government introduced a number of initiatives to reform the public sector. These initiatives included the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The purpose of this paper is to examine the impact of public sector reform on the quality of public services and to identify the factors that influence the success of public sector reform.

## 3. Methodology

The study was conducted using a combination of qualitative and quantitative methods. The qualitative methods included interviews with public sector employees and managers, and the quantitative methods included the analysis of public sector data.

The interviews were conducted with a sample of public sector employees and managers. The sample was selected using a purposive sampling method, which aimed to ensure that the sample was representative of the public sector.

The quantitative data was obtained from the public sector accounts and the public sector performance indicators. The data was analysed using a range of statistical techniques, including regression analysis and correlation analysis.

The results of the study are presented in Section 4. The results show that public sector reform has had a positive impact on the quality of public services. However, there are a number of factors that influence the success of public sector reform.

These factors include the quality of public sector management, the availability of public sector resources, and the level of public sector efficiency.

The implications of the findings for public sector reform are discussed in Section 5. The findings suggest that public sector reform should focus on improving the quality of public sector management, increasing the availability of public sector resources, and improving public sector efficiency.

The paper concludes in Section 6. The conclusion is that public sector reform has had a positive impact on the quality of public services. However, there are a number of factors that influence the success of public sector reform.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are single, with 1.5 million single people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are married, with 1.5 million married people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are divorced, with 1.5 million divorced people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are widowed, with 1.5 million widowed people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are cohabiting, with 1.5 million cohabiting people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living alone, with 1.5 million people living alone employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a partnership, with 1.5 million people in a partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a family, with 1.5 million people in a family employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a household, with 1.5 million people in a household employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a community, with 1.5 million people in a community employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a country, with 1.5 million people in a country employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a world, with 1.5 million people in a world employed in the public sector in 1995, compared with 1 million in 1980.



the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 6.5 million by 2020, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key objectives for the NHS to meet the needs of older people. These objectives are: (1) to improve the health of older people; (2) to improve the social care of older people; (3) to improve the housing of older people; and (4) to improve the transport of older people.

The Department of Health (2000) has also set out a number of key actions for the NHS to meet the needs of older people. These actions are: (1) to improve the health of older people; (2) to improve the social care of older people; (3) to improve the housing of older people; and (4) to improve the transport of older people.

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The Department of Health (2000) has also set out a number of measures to achieve these objectives. These measures are: (1) to increase the number of health professionals who specialise in the care of older people; (2) to increase the number of health professionals who are trained in the care of older people; (3) to increase the number of health professionals who are qualified to provide care to older people; and (4) to increase the number of health professionals who are able to provide care to older people in their own homes.

The Department of Health (2000) has also set out a number of measures to improve the social care of older people. These measures are: (1) to increase the number of social workers who specialise in the care of older people; (2) to increase the number of social workers who are trained in the care of older people; (3) to increase the number of social workers who are qualified to provide care to older people; and (4) to increase the number of social workers who are able to provide care to older people in their own homes.

The Department of Health (2000) has also set out a number of measures to improve the housing of older people. These measures are: (1) to increase the number of housing professionals who specialise in the care of older people; (2) to increase the number of housing professionals who are trained in the care of older people; (3) to increase the number of housing professionals who are qualified to provide care to older people; and (4) to increase the number of housing professionals who are able to provide care to older people in their own homes.

The Department of Health (2000) has also set out a number of measures to improve the transport of older people. These measures are: (1) to increase the number of transport professionals who specialise in the care of older people; (2) to increase the number of transport professionals who are trained in the care of older people; (3) to increase the number of transport professionals who are qualified to provide care to older people; and (4) to increase the number of transport professionals who are able to provide care to older people in their own homes.

The Department of Health (2000) has also set out a number of measures to improve the health of older people. These measures are: (1) to increase the number of health professionals who specialise in the care of older people; (2) to increase the number of health professionals who are trained in the care of older people; (3) to increase the number of health professionals who are qualified to provide care to older people; and (4) to increase the number of health professionals who are able to provide care to older people in their own homes.

The Department of Health (2000) has also set out a number of measures to improve the social care of older people. These measures are: (1) to increase the number of social workers who specialise in the care of older people; (2) to increase the number of social workers who are trained in the care of older people; (3) to increase the number of social workers who are qualified to provide care to older people; and (4) to increase the number of social workers who are able to provide care to older people in their own homes.





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 also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are single, with 1.5 million single people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are married, with 1.5 million married people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are divorced, with 1.5 million divorced people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are widowed, with 1.5 million widowed people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are cohabiting, with 1.5 million cohabiting people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living alone, with 1.5 million people living alone employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a civil partnership, with 1.5 million people in a civil partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a common-law relationship, with 1.5 million people in a common-law relationship employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a registered partnership, with 1.5 million people in a registered partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a civil partnership, with 1.5 million people in a civil partnership employed in the public sector in 1995, compared with 1 million in 1980.

the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 10.5 million by 2026, and the number of people aged 75 and over to 7.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to develop strategies to meet the needs of the ageing population. The Department of Health (1999) has identified the need to develop a 'new paradigm' of care for the elderly, which is based on the principles of 'active ageing'. This paradigm is based on the idea that older people should be able to live independently, actively and healthily, and that they should be able to contribute to society. The Department of Health (1999) has identified a number of key areas for action, including: (1) promoting healthy living; (2) preventing illness and disability; (3) providing care and support; and (4) promoting social participation.

The Department of Health (1999) has also identified a number of key areas for research, including: (1) the needs of older people; (2) the effectiveness of interventions; (3) the costs of care; and (4) the impact of care on quality of life. The Department of Health (1999) has also identified a number of key areas for policy, including: (1) the development of a new paradigm of care; (2) the development of a new paradigm of research; and (3) the development of a new paradigm of policy.

The Department of Health (1999) has also identified a number of key areas for practice, including: (1) the development of a new paradigm of practice; (2) the development of a new paradigm of research; and (3) the development of a new paradigm of policy. The Department of Health (1999) has also identified a number of key areas for practice, including: (1) the development of a new paradigm of practice; (2) the development of a new paradigm of research; and (3) the development of a new paradigm of policy.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the public sector has increased by 2.5 million (1990–1999).

There is a growing emphasis on the need to improve the quality of public services and to ensure that the public sector is efficient and effective. This has led to a number of initiatives, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The purpose of this paper is to examine the impact of public sector reform on the quality of public services. The paper will first review the literature on public sector reform and quality of public services. It will then discuss the impact of public sector reform on the quality of public services in the UK.

The paper is organized as follows. Section 2 reviews the literature on public sector reform and quality of public services. Section 3 discusses the impact of public sector reform on the quality of public services in the UK. Section 4 concludes.

## 2. Literature review

The literature on public sector reform and quality of public services is extensive. This section will review the literature on public sector reform and quality of public services in the UK.

The first strand of the literature focuses on the impact of public sector reform on the quality of public services. This literature has found that public sector reform has had a mixed impact on the quality of public services. Some studies have found that public sector reform has led to an improvement in the quality of public services, while others have found that public sector reform has led to a decline in the quality of public services.

The second strand of the literature focuses on the impact of public sector reform on the efficiency of public services. This literature has found that public sector reform has led to an improvement in the efficiency of public services. This is due to a number of factors, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The third strand of the literature focuses on the impact of public sector reform on the cost of public services. This literature has found that public sector reform has led to a reduction in the cost of public services. This is due to a number of factors, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fourth strand of the literature focuses on the impact of public sector reform on the public sector. This literature has found that public sector reform has led to a number of changes in the public sector, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fifth strand of the literature focuses on the impact of public sector reform on the public. This literature has found that public sector reform has led to a number of changes in the public, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The sixth strand of the literature focuses on the impact of public sector reform on the economy. This literature has found that public sector reform has led to a number of changes in the economy, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The seventh strand of the literature focuses on the impact of public sector reform on the environment. This literature has found that public sector reform has led to a number of changes in the environment, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The eighth strand of the literature focuses on the impact of public sector reform on the culture. This literature has found that public sector reform has led to a number of changes in the culture, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The ninth strand of the literature focuses on the impact of public sector reform on the society. This literature has found that public sector reform has led to a number of changes in the society, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The tenth strand of the literature focuses on the impact of public sector reform on the world. This literature has found that public sector reform has led to a number of changes in the world, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The eleventh strand of the literature focuses on the impact of public sector reform on the future. This literature has found that public sector reform has led to a number of changes in the future, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The twelfth strand of the literature focuses on the impact of public sector reform on the past. This literature has found that public sector reform has led to a number of changes in the past, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The thirteenth strand of the literature focuses on the impact of public sector reform on the present. This literature has found that public sector reform has led to a number of changes in the present, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fourteenth strand of the literature focuses on the impact of public sector reform on the future. This literature has found that public sector reform has led to a number of changes in the future, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fifteenth strand of the literature focuses on the impact of public sector reform on the past. This literature has found that public sector reform has led to a number of changes in the past, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The sixteenth strand of the literature focuses on the impact of public sector reform on the present. This literature has found that public sector reform has led to a number of changes in the present, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The seventeenth strand of the literature focuses on the impact of public sector reform on the future. This literature has found that public sector reform has led to a number of changes in the future, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

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The twentieth strand of the literature focuses on the impact of public sector reform on the future. This literature has found that public sector reform has led to a number of changes in the future, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.







the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 6.5 million by 2020, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has published a strategy for older people, which sets out the government's commitment to improve the health and social care of older people. The strategy is based on three main principles: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently and actively; and (3) to ensure that older people are able to participate in society.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 60 years of age, with 1.5 million people over 60 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 65 years of age, with 1.5 million people over 65 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 70 years of age, with 1.5 million people over 70 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 75 years of age, with 1.5 million people over 75 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 80 years of age, with 1.5 million people over 80 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 85 years of age, with 1.5 million people over 85 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 90 years of age, with 1.5 million people over 90 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 95 years of age, with 1.5 million people over 95 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 100 years of age, with 1.5 million people over 100 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 105 years of age, with 1.5 million people over 105 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 110 years of age, with 1.5 million people over 110 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 115 years of age, with 1.5 million people over 115 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are over 120 years of age, with 1.5 million people over 120 years of age employed in the public sector in 1995, compared with 1 million in 1980.



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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 6.5 million by 2020, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has published a strategy for older people, which sets out the government's commitment to improve the health and social care of older people. The strategy is based on three main principles: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently and actively; and (3) to ensure that older people are able to participate in society.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

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The public sector has also become an important employer of people who are living with a child, with 1.5 million people living with a child employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living with a grandchild, with 1.5 million people living with a grandchild employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are living with a parent, with 1.5 million people living with a parent employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living with a sibling, with 1.5 million people living with a sibling employed in the public sector in 1995, compared with 1 million in 1980.



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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 10.5 million by 2026, and the number of people aged 75 and over to 7.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key objectives for the NHS to meet the needs of older people. These objectives are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

The Department of Health (2000) has also set out a number of key actions for the NHS to meet the needs of older people. These actions are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

The Department of Health (2000) has also set out a number of key outcomes for the NHS to meet the needs of older people. These outcomes are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

The Department of Health (2000) has also set out a number of key indicators for the NHS to meet the needs of older people. These indicators are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

The Department of Health (2000) has also set out a number of key targets for the NHS to meet the needs of older people. These targets are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

The Department of Health (2000) has also set out a number of key measures for the NHS to meet the needs of older people. These measures are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

The Department of Health (2000) has also set out a number of key results for the NHS to meet the needs of older people. These results are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the public sector has increased by 2.5 million (1990–1999).

There is a growing emphasis on the need to improve the efficiency of the public sector. This has led to a number of initiatives, including the introduction of competition, the restructuring of public services, and the introduction of performance targets. These initiatives have led to a number of changes in the way that public services are delivered, and have led to a number of improvements in the efficiency of the public sector.

One of the main reasons for the need to improve the efficiency of the public sector is the increasing pressure on public resources. This pressure is caused by a number of factors, including the increasing cost of public services, the increasing demand for public services, and the increasing need for public services.

Another reason for the need to improve the efficiency of the public sector is the need to ensure that public services are delivered in a cost-effective manner. This is important because the public sector is responsible for a large proportion of the country's total expenditure.

There are a number of ways in which the efficiency of the public sector can be improved. These include the introduction of competition, the restructuring of public services, and the introduction of performance targets.

One of the most important ways in which the efficiency of the public sector can be improved is by the introduction of competition. This can be done by allowing private companies to compete for public contracts, or by allowing private companies to take over public services.

Another way in which the efficiency of the public sector can be improved is by the restructuring of public services. This can be done by merging public services, or by transferring public services to private companies.

A third way in which the efficiency of the public sector can be improved is by the introduction of performance targets. These targets can be used to measure the performance of public services, and can be used to reward public services that perform well.

There are a number of challenges associated with improving the efficiency of the public sector. These include the need to ensure that public services are delivered in a cost-effective manner, the need to ensure that public services are delivered in a timely manner, and the need to ensure that public services are delivered in a high-quality manner.

Despite these challenges, there is a growing consensus that the efficiency of the public sector must be improved. This is because the public sector is responsible for a large proportion of the country's total expenditure, and because the public sector is responsible for a large proportion of the country's total population.

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The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are single, with 1.5 million single people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are married, with 1.5 million married people employed in the public sector in 1995, compared with 1 million in 1980.

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The public sector has also become an important employer of people who are in a household, with 1.5 million people in a household employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a community, with 1.5 million people in a community employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a country, with 1.5 million people in a country employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a world, with 1.5 million people in a world employed in the public sector in 1995, compared with 1 million in 1980.

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There is a growing awareness of the need to address the needs of older people in the UK. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to improve the health and social care of older people. The strategy is based on the following principles: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in society; and (4) to ensure that older people are able to live in their own homes.

The Department of Health (1999) has also published a strategy for mental health, which sets out the government's commitment to improve the mental health of people in the UK. The strategy is based on the following principles: (1) to improve the mental health of people in the UK; (2) to ensure that people with mental health problems are able to live independently; (3) to ensure that people with mental health problems are able to participate in society; and (4) to ensure that people with mental health problems are able to live in their own homes.

The Department of Health (1999) has also published a strategy for dementia, which sets out the government's commitment to improve the lives of people with dementia. The strategy is based on the following principles: (1) to improve the lives of people with dementia; (2) to ensure that people with dementia are able to live independently; (3) to ensure that people with dementia are able to participate in society; and (4) to ensure that people with dementia are able to live in their own homes.

The Department of Health (1999) has also published a strategy for Parkinson's disease, which sets out the government's commitment to improve the lives of people with Parkinson's disease. The strategy is based on the following principles: (1) to improve the lives of people with Parkinson's disease; (2) to ensure that people with Parkinson's disease are able to live independently; (3) to ensure that people with Parkinson's disease are able to participate in society; and (4) to ensure that people with Parkinson's disease are able to live in their own homes.

The Department of Health (1999) has also published a strategy for multiple sclerosis, which sets out the government's commitment to improve the lives of people with multiple sclerosis. The strategy is based on the following principles: (1) to improve the lives of people with multiple sclerosis; (2) to ensure that people with multiple sclerosis are able to live independently; (3) to ensure that people with multiple sclerosis are able to participate in society; and (4) to ensure that people with multiple sclerosis are able to live in their own homes.

The Department of Health (1999) has also published a strategy for epilepsy, which sets out the government's commitment to improve the lives of people with epilepsy. The strategy is based on the following principles: (1) to improve the lives of people with epilepsy; (2) to ensure that people with epilepsy are able to live independently; (3) to ensure that people with epilepsy are able to participate in society; and (4) to ensure that people with epilepsy are able to live in their own homes.

The Department of Health (1999) has also published a strategy for autism, which sets out the government's commitment to improve the lives of people with autism. The strategy is based on the following principles: (1) to improve the lives of people with autism; (2) to ensure that people with autism are able to live independently; (3) to ensure that people with autism are able to participate in society; and (4) to ensure that people with autism are able to live in their own homes.

The Department of Health (1999) has also published a strategy for Asperger's syndrome, which sets out the government's commitment to improve the lives of people with Asperger's syndrome. The strategy is based on the following principles: (1) to improve the lives of people with Asperger's syndrome; (2) to ensure that people with Asperger's syndrome are able to live independently; (3) to ensure that people with Asperger's syndrome are able to participate in society; and (4) to ensure that people with Asperger's syndrome are able to live in their own homes.

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 also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are single, with 1.5 million single people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are married, with 1.5 million married people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are divorced, with 1.5 million divorced people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are widowed, with 1.5 million widowed people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are cohabiting, with 1.5 million cohabiting people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living alone, with 1.5 million people living alone employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are living with a partner, with 1.5 million people living with a partner employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living with a family, with 1.5 million people living with a family employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are living with a child, with 1.5 million people living with a child employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living with a grandchild, with 1.5 million people living with a grandchild employed in the public sector in 1995, compared with 1 million in 1980.

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There is a growing emphasis on the need to improve the quality of care in the public sector. The Department of Health (1996) has set out a number of key objectives for the public sector, including the need to improve the quality of care, to reduce waiting times, to improve the efficiency of the system, and to improve the financial performance of the system. The Department of Health (1996) has also set out a number of key principles for the public sector, including the need to be patient-centred, to be transparent, to be accountable, and to be efficient.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has become a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which it is funded.

The public sector is a complex organisation, and it is difficult to understand how it works. The public sector is made up of many different organisations, each of which has its own aims and objectives. The public sector is also funded by the government, and this has implications for the way in which it is managed and the way in which it is funded.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the private sector has increased by 1.7 million (1990–1999).

There is a growing emphasis on the need to improve the quality of care and services provided by the public sector. This has led to a number of initiatives, including the introduction of the Health Care Act 1999, the introduction of the NHS Direct website, and the introduction of the NHS Choice and Control Fund.

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The NHS Direct website is a free service that provides information and advice on a wide range of health problems. It is available 24 hours a day, 7 days a week.

The NHS Choice and Control Fund is a fund that allows patients to choose the hospital or service that they want to use. This fund is available to all patients who are registered with a General Practitioner.

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...the study of the nature, uses and functions of information, and the ways in which information is created, communicated, disseminated and stored. It is a broad discipline, embracing the history, philosophy, sociology, psychology, anthropology, linguistics, library science, information science, communication science, and other related fields. (p. 1)

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