





2020-09-24 - 06:37.54
06:37.56

Print this page

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

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

LATIN SMALL LETTER F uni0066	f	f	f	<i>f</i>
LATIN SMALL LETTER G uni0067	g	g	g	<i>g</i>
LATIN SMALL LETTER H uni0068	h	h	h	<i>h</i>
LATIN SMALL LETTER I uni0069	i	i	i	<i>i</i>
LATIN SMALL LETTER J uni006A	j	j	j	<i>j</i>
LATIN SMALL LETTER K uni006B	k	k	k	<i>k</i>
LATIN SMALL LETTER L uni006C	l	l	l	<i>l</i>
LATIN SMALL LETTER M uni006D	m	m	m	<i>m</i>
LATIN SMALL LETTER N uni006E	n	n	n	<i>n</i>
LATIN SMALL LETTER O uni006F	o	o	o	<i>o</i>
LATIN SMALL LETTER P uni0070	p	p	p	<i>p</i>
LATIN SMALL LETTER Q uni0071	q	q	q	<i>q</i>
LATIN SMALL LETTER R uni0072	r	r	r	<i>r</i>
LATIN SMALL LETTER S uni0073	s	s	s	<i>s</i>
LATIN SMALL LETTER T uni0074	t	t	t	<i>t</i>
LATIN SMALL LETTER U uni0075	u	u	u	<i>u</i>
LATIN SMALL LETTER V uni0076	v	v	v	<i>v</i>
LATIN SMALL LETTER W uni0077	w	w	w	<i>w</i>
LATIN SMALL LETTER X uni0078	x	x	x	<i>x</i>
LATIN SMALL LETTER Y uni0079	y	y	y	<i>y</i>
LATIN SMALL LETTER Z uni007A	z	z	z	<i>z</i>
LEFT CURLY BRACKET uni007B	{	{	{	}
VERTICAL LINE uni007C				
RIGHT CURLY BRACKET uni007D	}	}	}	}
TILDE uni007E	~	~	~	~
NO-BREAK SPACE uni00A0				
INVERTED EXCLAMATION MARK uni00A1	¡	¡	¡	¡
CENT SIGN uni00A2	¢	¢	¢	¢

POUND SIGN uni00A3	£	℔	₣	₧
CURRENCY SIGN uni00A4	¤	₡	₢	₣
YEN SIGN uni00A5	¥	₲	₳	₴
BROKEN BAR uni00A6	¦	‡	‡	‡
SECTION SIGN uni00A7	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	ª	ª	ª	ª
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬
SOFT HYPHEN uni00AD				
REGISTERED SIGN uni00AE	®	®	®	®
MACRON uni00AF	¯	¯	¯	¯
DEGREE SIGN uni00B0	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±
SUPERSCRIFT TWO uni00B2	²	²	²	²
SUPERSCRIFT THREE uni00B3	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´
MICRO SIGN uni00B5	µ	µ	µ	µ
PILCROW SIGN uni00B6	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸
SUPERSCRIFT ONE uni00B9	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾

INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE uni00D9	Ù	Ù	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE	Ú	Ú	Ú	Ú

	uni00DA	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	uni00DB	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS	uni00DC	Ü	Ü	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE	uni00DD	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN	uni00DE	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S	uni00DF	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE	uni00E0	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE	uni00E1	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX	uni00E2	â	â	â	â
LATIN SMALL LETTER A WITH TILDE	uni00E3	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS	uni00E4	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE	uni00E5	å	å	å	å
LATIN SMALL LETTER AE	uni00E6	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA	uni00E7	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE	uni00E8	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE	uni00E9	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX	uni00EA	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS	uni00EB	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE	uni00EC	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE	uni00ED	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX	uni00EE	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS	uni00EF	ï	ï	ï	ï
LATIN SMALL LETTER ETH	uni00F0	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE	uni00F1	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE	uni00F2	ò	ò	ò	ò
LATIN SMALL LETTER O WITH ACUTE	uni00F3	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX	uni00F4	ô	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE	uni00F5	õ	õ	õ	õ

LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö
DIVISION SIGN uni00F7	÷	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER A WITH MACRON uni0100	Ā	Ā	Ā	Ā
LATIN SMALL LETTER A WITH MACRON uni0101	ā	ā	ā	ā
LATIN CAPITAL LETTER A WITH BREVE uni0102	Ă	Ă	Ă	Ă
LATIN SMALL LETTER A WITH BREVE uni0103	ă	ă	ă	ă
LATIN CAPITAL LETTER A WITH OGONEK uni0104	Ą	Ą	Ą	Ą
LATIN SMALL LETTER A WITH OGONEK uni0105	ą	ą	ą	ą
LATIN CAPITAL LETTER C WITH ACUTE uni0106	Ć	Ć	Ć	Ć
LATIN SMALL LETTER C WITH ACUTE uni0107	ć	ć	ć	ć
LATIN CAPITAL LETTER C WITH CIRCUMFLEX uni0108	Ĉ	Ĉ	Ĉ	Ĉ
LATIN SMALL LETTER C WITH CIRCUMFLEX uni0109	ĉ	ĉ	ĉ	ĉ
LATIN CAPITAL LETTER C WITH DOT ABOVE uni010A	Č	Č	Č	Č
LATIN SMALL LETTER C WITH DOT ABOVE uni010B	č	č	č	č
LATIN CAPITAL LETTER C WITH CARON uni010C	Č	Č	Č	Č
LATIN SMALL LETTER C WITH CARON uni010D	č	č	č	č
LATIN CAPITAL LETTER D WITH CARON uni010E	Ď	Ď	Ď	Ď
LATIN SMALL LETTER D WITH CARON uni010F	ď	ď	ď	ď
LATIN CAPITAL LETTER D WITH STROKE uni0110	Ɖ	Ɖ	Ɖ	Ɖ
LATIN SMALL LETTER D WITH STROKE uni0111	ɖ	ɖ	ɖ	ɖ
LATIN CAPITAL LETTER E WITH MACRON				

uni0112	Ē	Ē	Ē	Ē
LATIN SMALL LETTER E WITH MACRON uni0113	ē	ē	ē	ē
LATIN CAPITAL LETTER E WITH BREVE uni0114	Ĕ	Ĕ	Ĕ	Ĕ
LATIN SMALL LETTER E WITH BREVE uni0115	ĕ	ĕ	ĕ	ĕ
LATIN CAPITAL LETTER E WITH DOT ABOVE uni0116	Ė	Ė	Ė	Ė
LATIN SMALL LETTER E WITH DOT ABOVE uni0117	ė	ė	ė	ė
LATIN CAPITAL LETTER E WITH OGONEK uni0118	Ę	Ę	Ę	Ę
LATIN SMALL LETTER E WITH OGONEK uni0119	ę	ę	ę	ę
LATIN CAPITAL LETTER E WITH CARON uni011A	Ě	Ě	Ě	Ě
LATIN SMALL LETTER E WITH CARON uni011B	ě	ě	ě	ě
LATIN CAPITAL LETTER G WITH CIRCUMFLEX uni011C	Ĝ	Ĝ	Ĝ	Ĝ
LATIN SMALL LETTER G WITH CIRCUMFLEX uni011D	ĝ	ĝ	ĝ	ĝ
LATIN CAPITAL LETTER G WITH BREVE uni011E	Ğ	Ğ	Ğ	Ğ
LATIN SMALL LETTER G WITH BREVE uni011F	ğ	ğ	ğ	ğ
LATIN CAPITAL LETTER G WITH DOT ABOVE uni0120	Ġ	Ġ	Ġ	Ġ
LATIN SMALL LETTER G WITH DOT ABOVE uni0121	ġ	ġ	ġ	ġ
LATIN CAPITAL LETTER G WITH CEDILLA uni0122	Ģ	Ģ	Ģ	Ģ
LATIN SMALL LETTER G WITH CEDILLA uni0123	ģ	ģ	ģ	ģ
LATIN CAPITAL LETTER H WITH CIRCUMFLEX uni0124	Ĥ	Ĥ	Ĥ	Ĥ
LATIN SMALL LETTER H WITH CIRCUMFLEX uni0125	ĥ	ĥ	ĥ	ĥ
LATIN CAPITAL LETTER H WITH STROKE uni0126	Ħ	Ħ	Ħ	Ħ
LATIN SMALL LETTER H WITH STROKE uni0127	ħ	ħ	ħ	ħ
LATIN CAPITAL LETTER I WITH TILDE uni0128	Ĩ	Ĩ	Ĩ	Ĩ
LATIN SMALL LETTER I WITH TILDE uni0129	ĩ	ĩ	ĩ	ĩ
LATIN CAPITAL LETTER I WITH MACRON uni012A	Ī	Ī	Ī	Ī
LATIN SMALL LETTER I WITH MACRON uni012B	ī	ī	ī	ī
LATIN CAPITAL LETTER I WITH BREVE uni012C	İ	İ	İ	İ
LATIN SMALL LETTER I WITH BREVE uni012D	ı	ı	ı	ı

LATIN CAPITAL LETTER I WITH OGONEK uni012E	Į	Į	Į	Į
LATIN SMALL LETTER I WITH OGONEK uni012F	į	į	į	į
LATIN CAPITAL LETTER I WITH DOT ABOVE uni0130	İ	İ	İ	İ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı
LATIN CAPITAL LETTER J WITH CIRCUMFLEX uni0134	Ĵ	Ĵ	Ĵ	Ĵ
LATIN SMALL LETTER J WITH CIRCUMFLEX uni0135	ĵ	ĵ	ĵ	ĵ
LATIN CAPITAL LETTER K WITH CEDILLA uni0136	Ƙ	Ƙ	Ƙ	Ƙ
LATIN SMALL LETTER K WITH CEDILLA uni0137	ƙ	ƙ	ƙ	ƙ
LATIN SMALL LETTER KRA uni0138	Ɔ	Ɔ	Ɔ	Ɔ
LATIN CAPITAL LETTER L WITH ACUTE uni0139	Ĺ	Ĺ	Ĺ	Ĺ
LATIN SMALL LETTER L WITH ACUTE uni013A	ĺ	ĺ	ĺ	ĺ
LATIN CAPITAL LETTER L WITH CEDILLA uni013B	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER L WITH CEDILLA uni013C	ƚ	ƚ	ƚ	ƚ
LATIN CAPITAL LETTER L WITH CARON uni013D	Ľ	Ľ	Ľ	Ľ
LATIN SMALL LETTER L WITH CARON uni013E	ľ	ľ	ľ	ľ
LATIN CAPITAL LETTER L WITH MIDDLE DOT uni013F	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH MIDDLE DOT uni0140	ł	ł	ł	ł
LATIN CAPITAL LETTER L WITH STROKE uni0141	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER L WITH STROKE uni0142	ƚ	ƚ	ƚ	ƚ
LATIN CAPITAL LETTER N WITH ACUTE uni0143	Ń	Ń	Ń	Ń
LATIN SMALL LETTER N WITH ACUTE uni0144	ń	ń	ń	ń
LATIN CAPITAL LETTER N WITH CEDILLA uni0145	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER N WITH CEDILLA uni0146	ƚ	ƚ	ƚ	ƚ
LATIN CAPITAL LETTER N WITH CARON uni0147	Ň	Ň	Ň	Ň
LATIN SMALL LETTER N WITH CARON uni0148	ň	ň	ň	ň
LATIN CAPITAL LETTER ENG uni014A	ƚ	ƚ	ƚ	ƚ
LATIN SMALL LETTER ENG uni014B	ƚ	ƚ	ƚ	ƚ
LATIN CAPITAL LETTER O WITH MACRON uni014C	Ō	Ō	Ō	Ō

LATIN SMALL LETTER O WITH MACRON uni014D	Ō	ō	Ō	ō
LATIN CAPITAL LETTER O WITH BREVE uni014E	Ö	ö	Ö	ö
LATIN SMALL LETTER O WITH BREVE uni014F	ö	ö	ö	ö
LATIN CAPITAL LETTER O WITH DOUBLE ACUTE uni0150	Ő	ő	Ő	ő
LATIN SMALL LETTER O WITH DOUBLE ACUTE uni0151	ő	ő	ő	ő
LATIN CAPITAL LIGATURE OE uni0152	Œ	œ	Œ	œ
LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ
LATIN CAPITAL LETTER R WITH ACUTE uni0154	Ŕ	ŕ	Ŕ	ŕ
LATIN SMALL LETTER R WITH ACUTE uni0155	ŕ	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER R WITH CEDILLA uni0156	Ŗ	ŗ	Ŗ	ŗ
LATIN SMALL LETTER R WITH CEDILLA uni0157	ŗ	ŗ	ŗ	ŗ
LATIN CAPITAL LETTER R WITH CARON uni0158	Ř	ř	Ř	ř
LATIN SMALL LETTER R WITH CARON uni0159	ř	ř	ř	ř
LATIN CAPITAL LETTER S WITH ACUTE uni015A	Ś	ś	Ś	ś
LATIN SMALL LETTER S WITH ACUTE uni015B	ś	ś	ś	ś
LATIN CAPITAL LETTER S WITH CIRCUMFLEX uni015C	Ŝ	ŝ	Ŝ	ŝ
LATIN SMALL LETTER S WITH CIRCUMFLEX uni015D	ŝ	ŝ	ŝ	ŝ
LATIN CAPITAL LETTER S WITH CEDILLA uni015E	Ş	ş	Ş	ş
LATIN SMALL LETTER S WITH CEDILLA uni015F	ş	ş	ş	ş
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	š	Š	š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š
LATIN CAPITAL LETTER T WITH CEDILLA uni0162	Ŧ	ț	Ŧ	ț
LATIN SMALL LETTER T WITH CEDILLA uni0163	ț	ț	ț	ț
LATIN CAPITAL LETTER T WITH CARON uni0164	Ť	ť	Ť	ť
LATIN SMALL LETTER T WITH CARON uni0165	ť	ť	ť	ť
LATIN CAPITAL LETTER T WITH STROKE uni0166	Ƨ	Ƨ	Ƨ	Ƨ
LATIN SMALL LETTER T WITH STROKE uni0167	Ƨ	Ƨ	Ƨ	Ƨ
LATIN CAPITAL LETTER U WITH TILDE				

	uni0168	Ũ	Ū	Ŭ	Ů
LATIN SMALL LETTER U WITH TILDE	uni0169	ũ	ū	ŭ	ů
LATIN CAPITAL LETTER U WITH MACRON	uni016A	Ū	Ŭ	Ŵ	Ŷ
LATIN SMALL LETTER U WITH MACRON	uni016B	ū	ŭ	ŵ	ŷ
LATIN CAPITAL LETTER U WITH BREVE	uni016C	Ŭ	Ŵ	Ŷ	Ÿ
LATIN SMALL LETTER U WITH BREVE	uni016D	ŭ	ŵ	ŷ	Ź
LATIN CAPITAL LETTER U WITH RING ABOVE	uni016E	Ů	Ű	Ų	Ŵ
LATIN SMALL LETTER U WITH RING ABOVE	uni016F	ů	ű	ų	ŵ
LATIN CAPITAL LETTER U WITH DOUBLE ACUTE	uni0170	Ú	Ű	Ų	Ŵ
LATIN SMALL LETTER U WITH DOUBLE ACUTE	uni0171	ú	ű	ų	ŵ
LATIN CAPITAL LETTER U WITH OGONEK	uni0172	Ų	Ŵ	Ŷ	Ÿ
LATIN SMALL LETTER U WITH OGONEK	uni0173	ų	ű	ų	Ź
LATIN CAPITAL LETTER W WITH CIRCUMFLEX	uni0174	Ŵ	Ŷ	Ÿ	Ź
LATIN SMALL LETTER W WITH CIRCUMFLEX	uni0175	ŵ	ŷ	Ź	Ź
LATIN CAPITAL LETTER Y WITH CIRCUMFLEX	uni0176	Ŷ	Ÿ	Ź	Ź
LATIN SMALL LETTER Y WITH CIRCUMFLEX	uni0177	ŷ	Ź	Ź	Ź
LATIN CAPITAL LETTER Y WITH DIAERESIS	uni0178	Ÿ	Ź	Ź	Ź
LATIN CAPITAL LETTER Z WITH ACUTE	uni0179	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH ACUTE	uni017A	ž	ž	ž	ž
LATIN CAPITAL LETTER Z WITH DOT ABOVE	uni017B	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH DOT ABOVE	uni017C	ž	ž	ž	ž
LATIN CAPITAL LETTER Z WITH CARON	uni017D	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON	uni017E	ž	ž	ž	ž
LATIN CAPITAL LETTER SCHWA	uni018F	Ə	Ə	Ə	Ə
LATIN SMALL LETTER F WITH HOOK	uni0192	f	f	f	f
LATIN CAPITAL LETTER O WITH HORN	uni01A0	Ɔ	Ɔ	Ɔ	Ɔ
LATIN SMALL LETTER O WITH HORN	uni01A1	ɔ	ɔ	ɔ	ɔ
LATIN CAPITAL LETTER U WITH HORN	uni01AF	Ɔ	Ɔ	Ɔ	Ɔ

LATIN SMALL LETTER U WITH HORN uni01B0	Ů	ů	Ů	ů
LATIN CAPITAL LETTER DZ WITH CARON uni01C4	DŽ	ĎŽ	DŽ	<i>DŽ</i>
LATIN CAPITAL LETTER D WITH SMALL LETTER Z WITH CARON uni01C5	DŽ	Dž	Dž	<i>Dž</i>
LATIN SMALL LETTER DZ WITH CARON uni01C6	dž	dž	dž	<i>dž</i>
LATIN CAPITAL LETTER LJ uni01C7	LJ	LJ	LJ	<i>LJ</i>
LATIN CAPITAL LETTER L WITH SMALL LETTER J uni01C8	Lj	Lj	Lj	<i>Lj</i>
LATIN SMALL LETTER LJ uni01C9	lj	lj	lj	<i>lj</i>
LATIN CAPITAL LETTER NJ uni01CA	NJ	NJ	NJ	<i>NJ</i>
LATIN CAPITAL LETTER N WITH SMALL LETTER J uni01CB	Nj	Nj	Nj	<i>Nj</i>
LATIN SMALL LETTER NJ uni01CC	nj	nj	nj	<i>nj</i>
LATIN CAPITAL LETTER O WITH OGONEK uni01EA	Q	Q	Q	<i>Q</i>
LATIN SMALL LETTER O WITH OGONEK uni01EB	q	q	q	<i>q</i>
LATIN CAPITAL LETTER DZ uni01F1	DZ	DZ	DZ	<i>DZ</i>
LATIN CAPITAL LETTER D WITH SMALL LETTER Z uni01F2	Dz	Dz	Dz	<i>Dz</i>
LATIN SMALL LETTER DZ uni01F3	dz	dz	dz	<i>dz</i>
LATIN CAPITAL LETTER A WITH RING ABOVE AND ACUTE uni01FA	Ǻ	Ǻ	Ǻ	<i>Ǻ</i>
LATIN SMALL LETTER A WITH RING ABOVE AND ACUTE uni01FB	ǻ	ǻ	ǻ	<i>ǻ</i>
LATIN CAPITAL LETTER AE WITH ACUTE uni01FC	Æ	Æ	Æ	<i>Æ</i>
LATIN SMALL LETTER AE WITH ACUTE uni01FD	æ	æ	æ	<i>æ</i>
LATIN CAPITAL LETTER O WITH STROKE AND ACUTE uni01FE	Ø	Ø	Ø	<i>Ø</i>
LATIN SMALL LETTER O WITH STROKE AND ACUTE uni01FF	ø	ø	ø	<i>ø</i>
LATIN CAPITAL LETTER A WITH DOUBLE GRAVE uni0200	À	À	À	<i>À</i>
LATIN SMALL LETTER A WITH DOUBLE GRAVE uni0201	à	à	à	<i>à</i>
LATIN CAPITAL LETTER A WITH INVERTED BREVE uni0202	Â	Â	Â	<i>Â</i>
LATIN SMALL LETTER A WITH INVERTED BREVE uni0203	â	â	â	<i>â</i>
LATIN CAPITAL LETTER E WITH DOUBLE GRAVE uni0204	È	È	È	<i>È</i>
LATIN SMALL LETTER E WITH DOUBLE GRAVE uni0205	è	è	è	<i>è</i>
LATIN CAPITAL LETTER E WITH INVERTED BREVE uni0206	Ê	Ê	Ê	<i>Ê</i>

LATIN SMALL LETTER E WITH INVERTED BREVE uni0207	ê	ê	ê	ê
LATIN CAPITAL LETTER I WITH DOUBLE GRAVE uni0208	ï	ï	ï	ï
LATIN SMALL LETTER I WITH DOUBLE GRAVE uni0209	ï	ï	ï	ï
LATIN CAPITAL LETTER I WITH INVERTED BREVE uni020A	î	î	î	î
LATIN SMALL LETTER I WITH INVERTED BREVE uni020B	î	î	î	î
LATIN CAPITAL LETTER O WITH DOUBLE GRAVE uni020C	ö	ö	ö	ö
LATIN SMALL LETTER O WITH DOUBLE GRAVE uni020D	ö	ö	ö	ö
LATIN CAPITAL LETTER O WITH INVERTED BREVE uni020E	ô	ô	ô	ô
LATIN SMALL LETTER O WITH INVERTED BREVE uni020F	ô	ô	ô	ô
LATIN CAPITAL LETTER R WITH DOUBLE GRAVE uni0210	ř	ř	ř	ř
LATIN SMALL LETTER R WITH DOUBLE GRAVE uni0211	ř	ř	ř	ř
LATIN CAPITAL LETTER R WITH INVERTED BREVE uni0212	ŕ	ŕ	ŕ	ŕ
LATIN SMALL LETTER R WITH INVERTED BREVE uni0213	ŕ	ŕ	ŕ	ŕ
LATIN CAPITAL LETTER U WITH DOUBLE GRAVE uni0214	ü	ü	ü	ü
LATIN SMALL LETTER U WITH DOUBLE GRAVE uni0215	ü	ü	ü	ü
LATIN CAPITAL LETTER U WITH INVERTED BREVE uni0216	û	û	û	û
LATIN SMALL LETTER U WITH INVERTED BREVE uni0217	û	û	û	û
LATIN CAPITAL LETTER S WITH COMMA BELOW uni0218	ș	ș	ș	ș
LATIN SMALL LETTER S WITH COMMA BELOW uni0219	ș	ș	ș	ș
LATIN CAPITAL LETTER T WITH COMMA BELOW uni021A	ț	ț	ț	ț
LATIN SMALL LETTER T WITH COMMA BELOW uni021B	ț	ț	ț	ț
LATIN CAPITAL LETTER Y WITH MACRON uni0232	ȳ	ȳ	ȳ	ȳ
LATIN SMALL LETTER Y WITH MACRON uni0233	ȳ	ȳ	ȳ	ȳ
LATIN SMALL LETTER DOTLESS J uni0237	Ƶ	Ƶ	Ƶ	Ƶ
LATIN SMALL LETTER SCHWA uni0259	ə	ə	ə	ə
MODIFIER LETTER TURNED COMMA uni02BB	‘	‘	‘	‘
MODIFIER LETTER APOSTROPHE uni02BC	’	’	’	’
MODIFIER LETTER RIGHT HALF RING uni02BE	⸔	⸔	⸔	⸔

MODIFIER LETTER LEFT HALF RING uni02BF	◌◌̸	◌◌̸	◌◌̸	◌◌̸
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	◌◌̂	◌◌̂	◌◌̂	◌◌̂
CARON uni02C7	◌◌̣	◌◌̣	◌◌̣	◌◌̣
BREVE uni02D8	◌◌̥	◌◌̥	◌◌̥	◌◌̥
DOT ABOVE uni02D9	◌◌̦	◌◌̦	◌◌̦	◌◌̦
RING ABOVE uni02DA	◌◌̧	◌◌̧	◌◌̧	◌◌̧
OGONEK uni02DB	◌◌̨	◌◌̨	◌◌̨	◌◌̨
SMALL TILDE uni02DC	◌◌̩	◌◌̩	◌◌̩	◌◌̩
DOUBLE ACUTE ACCENT uni02DD	◌◌̪	◌◌̪	◌◌̪	◌◌̪
COMBINING GRAVE ACCENT uni0300	◌◌̋	◌◌̋	◌◌̋	◌◌̋
COMBINING ACUTE ACCENT uni0301	◌◌̌	◌◌̌	◌◌̌	◌◌̌
COMBINING CIRCUMFLEX ACCENT uni0302	◌◌̍	◌◌̍	◌◌̍	◌◌̍
COMBINING TILDE uni0303	◌◌̎	◌◌̎	◌◌̎	◌◌̎
COMBINING MACRON uni0304	◌◌̏	◌◌̏	◌◌̏	◌◌̏
COMBINING BREVE uni0306	◌◌̐	◌◌̐	◌◌̐	◌◌̐
COMBINING DOT ABOVE uni0307	◌◌̑	◌◌̑	◌◌̑	◌◌̑
COMBINING DIAERESIS uni0308	◌◌̒	◌◌̒	◌◌̒	◌◌̒
COMBINING HOOK ABOVE uni0309	◌◌̓	◌◌̓	◌◌̓	◌◌̓
COMBINING RING ABOVE uni030A	◌◌̔	◌◌̔	◌◌̔	◌◌̔
COMBINING DOUBLE ACUTE ACCENT uni030B	◌◌̕	◌◌̕	◌◌̕	◌◌̕
COMBINING CARON uni030C	◌◌̖	◌◌̖	◌◌̖	◌◌̖
COMBINING DOUBLE GRAVE ACCENT uni030F	◌◌̗	◌◌̗	◌◌̗	◌◌̗
COMBINING INVERTED BREVE uni0311	◌◌̘	◌◌̘	◌◌̘	◌◌̘
COMBINING TURNED COMMA ABOVE uni0312	◌◌̙	◌◌̙	◌◌̙	◌◌̙
COMBINING HORN uni031B	◌◌̚	◌◌̚	◌◌̚	◌◌̚
COMBINING DOT BELOW uni0323	◌◌̛	◌◌̛	◌◌̛	◌◌̛
COMBINING DIAERESIS BELOW uni0324	◌◌̜	◌◌̜	◌◌̜	◌◌̜

COMBINING COMMA BELOW uni0326				
COMBINING CEDILLA uni0327				
COMBINING OGONEK uni0328				
COMBINING BREVE BELOW uni032E				
COMBINING MACRON BELOW uni0331				
COMBINING SHORT STROKE OVERLAY uni0335				
COMBINING LONG STROKE OVERLAY uni0336				
GREEK SMALL LETTER PI uni03C0	π	π	π	π
CYRILLIC CAPITAL LETTER IE WITH GRAVE uni0400	È	È	È	È
CYRILLIC CAPITAL LETTER IO uni0401	Ě	Ě	Ě	Ě
CYRILLIC CAPITAL LETTER DJE uni0402	Ђ	Ђ	Ђ	Ђ
CYRILLIC CAPITAL LETTER GJE uni0403	Ѓ	Ѓ	Ѓ	Ѓ
CYRILLIC CAPITAL LETTER UKRAINIAN IE uni0404	Є	Є	Є	Є
CYRILLIC CAPITAL LETTER DZE uni0405	З	З	З	З
CYRILLIC CAPITAL LETTER BYELORUSSIAN-UKRAINIAN I uni0406	І	І	І	І
CYRILLIC CAPITAL LETTER YI uni0407	Ї	Ї	Ї	Ї
CYRILLIC CAPITAL LETTER JE uni0408	Ј	Ј	Ј	Ј
CYRILLIC CAPITAL LETTER LJE uni0409	Љ	Љ	Љ	Љ
CYRILLIC CAPITAL LETTER NJE uni040A	Њ	Њ	Њ	Њ
CYRILLIC CAPITAL LETTER TSHE uni040B	Ѣ	Ѣ	Ѣ	Ѣ
CYRILLIC CAPITAL LETTER KJE uni040C	Ќ	Ќ	Ќ	Ќ
CYRILLIC CAPITAL LETTER I WITH GRAVE uni040D	Й	Й	Й	Й
CYRILLIC CAPITAL LETTER SHORT U uni040E	Ѹ	Ѹ	Ѹ	Ѹ
CYRILLIC CAPITAL LETTER DZHE uni040F	Ѥ	Ѥ	Ѥ	Ѥ
CYRILLIC CAPITAL LETTER A uni0410	А	А	А	А
CYRILLIC CAPITAL LETTER BE uni0411	Б	Б	Б	Б
CYRILLIC CAPITAL LETTER VE uni0412	В	В	В	В
CYRILLIC CAPITAL LETTER GHE				

	uni0413	Г	Г	Г	Г
	CYRILLIC CAPITAL LETTER DE uni0414	Д	Д	Д	Д
	CYRILLIC CAPITAL LETTER IE uni0415	Е	Е	Е	Е
	CYRILLIC CAPITAL LETTER ZHE uni0416	Ж	Ж	Ж	Ж
	CYRILLIC CAPITAL LETTER ZE uni0417	З	З	З	З
	CYRILLIC CAPITAL LETTER I uni0418	И	И	И	И
	CYRILLIC CAPITAL LETTER SHORT I uni0419	Й	Й	Й	Й
	CYRILLIC CAPITAL LETTER KA uni041A	К	К	К	К
	CYRILLIC CAPITAL LETTER EL uni041B	Л	Л	Л	Л
	CYRILLIC CAPITAL LETTER EM uni041C	М	М	М	М
	CYRILLIC CAPITAL LETTER EN uni041D	Н	Н	Н	Н
	CYRILLIC CAPITAL LETTER O uni041E	О	О	О	О
	CYRILLIC CAPITAL LETTER PE uni041F	П	П	П	П
	CYRILLIC CAPITAL LETTER ER uni0420	Р	Р	Р	Р
	CYRILLIC CAPITAL LETTER ES uni0421	С	С	С	С
	CYRILLIC CAPITAL LETTER TE uni0422	Т	Т	Т	Т
	CYRILLIC CAPITAL LETTER U uni0423	У	У	У	У
	CYRILLIC CAPITAL LETTER EF uni0424	Ф	Ф	Ф	Ф
	CYRILLIC CAPITAL LETTER HA uni0425	Х	Х	Х	Х
	CYRILLIC CAPITAL LETTER TSE uni0426	Ц	Ц	Ц	Ц
	CYRILLIC CAPITAL LETTER CHE uni0427	Ч	Ч	Ч	Ч
	CYRILLIC CAPITAL LETTER SHA uni0428	Ш	Ш	Ш	Ш
	CYRILLIC CAPITAL LETTER SHCHA uni0429	Щ	Щ	Щ	Щ
	CYRILLIC CAPITAL LETTER HARD SIGN uni042A	Ъ	Ъ	Ъ	Ъ
	CYRILLIC CAPITAL LETTER YERU uni042B	Ы	Ы	Ы	Ы
	CYRILLIC CAPITAL LETTER SOFT SIGN uni042C	Ь	Ь	Ь	Ь
	CYRILLIC CAPITAL LETTER E uni042D	Э	Э	Э	Э
	CYRILLIC CAPITAL LETTER YU uni042E	Ю	Ю	Ю	Ю
	CYRILLIC CAPITAL LETTER YA				

uni042F	Я	Я	Я	Я
CYRILLIC SMALL LETTER A uni0430	а	а	а	а
CYRILLIC SMALL LETTER BE uni0431	б	б	б	б
CYRILLIC SMALL LETTER VE uni0432	в	в	в	в
CYRILLIC SMALL LETTER GHE uni0433	г	г	г	г
	д	д	д	д
CYRILLIC SMALL LETTER DE uni0434				
CYRILLIC SMALL LETTER IE uni0435	е	е	е	е
CYRILLIC SMALL LETTER ZHE uni0436	ж	ж	ж	ж
CYRILLIC SMALL LETTER ZE uni0437	з	з	з	з
CYRILLIC SMALL LETTER I uni0438	и	и	и	и
CYRILLIC SMALL LETTER SHORT I uni0439	й	й	й	й
CYRILLIC SMALL LETTER KA uni043A	к	к	к	к
CYRILLIC SMALL LETTER EL uni043B	л	л	л	л
CYRILLIC SMALL LETTER EM uni043C	м	м	м	м
CYRILLIC SMALL LETTER EN uni043D	н	н	н	н
CYRILLIC SMALL LETTER O uni043E	о	о	о	о
CYRILLIC SMALL LETTER PE uni043F	п	п	п	п
CYRILLIC SMALL LETTER ER uni0440	р	р	р	р
CYRILLIC SMALL LETTER ES uni0441	с	с	с	с
CYRILLIC SMALL LETTER TE uni0442	т	т	т	т
CYRILLIC SMALL LETTER U uni0443	у	у	у	у
CYRILLIC SMALL LETTER EF uni0444	ф	ф	ф	ф
CYRILLIC SMALL LETTER HA uni0445	х	х	х	х
CYRILLIC SMALL LETTER TSE uni0446	ц	ц	ц	ц
CYRILLIC SMALL LETTER CHE uni0447	ч	ч	ч	ч
CYRILLIC SMALL LETTER SHA uni0448	ш	ш	ш	ш
CYRILLIC SMALL LETTER SHCHA uni0449	щ	щ	щ	щ
CYRILLIC SMALL LETTER HARD SIGN				

uni044A	ъ	ы	ь	э
CYRILLIC SMALL LETTER YERU uni044B	ю	я	ѐ	ё
CYRILLIC SMALL LETTER SOFT SIGN uni044C	ђ	ѓ	є	ѕ
CYRILLIC SMALL LETTER E uni044D	і	ї	ј	љ
CYRILLIC SMALL LETTER YU uni044E	њ	ћ	ќ	ѝ
CYRILLIC SMALL LETTER YA uni044F	џ	Ѡ	ѡ	Ѣ
CYRILLIC SMALL LETTER IE WITH GRAVE uni0450	Ѥ	ѥ	Ѧ	ѧ
CYRILLIC SMALL LETTER IO uni0451	Ѩ	ѩ	Ѫ	ѫ
CYRILLIC SMALL LETTER DJE uni0452	Ѭ	ѭ	Ѯ	ѯ
CYRILLIC SMALL LETTER GJE uni0453	Ѳ	ѳ	Ѵ	ѵ
CYRILLIC SMALL LETTER UKRAINIAN IE uni0454	Ѷ	ѷ	Ѹ	ѹ
CYRILLIC SMALL LETTER DZE uni0455	Ѻ	ѻ	Ѽ	ѽ
CYRILLIC SMALL LETTER BYELORUSSIAN-UKRAINIAN I uni0456	ѿ	Ѡ	ѡ	Ѣ
CYRILLIC SMALL LETTER YI uni0457	ѣ	Ѥ	ѥ	Ѧ
CYRILLIC SMALL LETTER JE uni0458	Ѩ	ѩ	Ѫ	ѫ
CYRILLIC SMALL LETTER LJE uni0459	Ѭ	ѭ	Ѯ	ѯ
CYRILLIC SMALL LETTER NJE uni045A	Ѳ	ѳ	Ѵ	ѵ
CYRILLIC SMALL LETTER TSHE uni045B	Ѹ	ѹ	Ѻ	ѻ
CYRILLIC SMALL LETTER KJE uni045C	ѽ	Ѿ	ѿ	Ѡ
CYRILLIC SMALL LETTER I WITH GRAVE uni045D	ѣ	Ѥ	ѥ	Ѧ
CYRILLIC SMALL LETTER SHORT U uni045E	Ѩ	ѩ	Ѫ	ѫ
CYRILLIC SMALL LETTER DZHE uni045F	Ѭ	ѭ	Ѯ	ѯ
CYRILLIC CAPITAL LETTER OMEGA uni0460	Ѳ	ѳ	Ѵ	ѵ
CYRILLIC SMALL LETTER OMEGA uni0461	Ѷ	ѷ	Ѹ	ѹ
CYRILLIC CAPITAL LETTER YAT uni0462	Ѻ	ѻ	Ѽ	ѽ
CYRILLIC SMALL LETTER YAT uni0463	ѽ	Ѿ	ѿ	Ѡ
CYRILLIC CAPITAL LETTER IOTIFIED E uni0464	Ѣ	ѣ	Ѥ	ѥ
CYRILLIC SMALL LETTER IOTIFIED E uni0465	Ѧ	ѧ	Ѩ	ѩ

CYRILLIC CAPITAL LETTER LITTLE YUS uni0466	А	А	А	А
CYRILLIC SMALL LETTER LITTLE YUS uni0467	а	а	а	а
CYRILLIC CAPITAL LETTER IOTIFIED LITTLE YUS uni0468	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER IOTIFIED LITTLE YUS uni0469	ѧ	ѧ	ѧ	ѧ
CYRILLIC CAPITAL LETTER BIG YUS uni046A	Ѹ	Ѹ	Ѹ	Ѹ
CYRILLIC SMALL LETTER BIG YUS uni046B	ѹ	ѹ	ѹ	ѹ
CYRILLIC CAPITAL LETTER IOTIFIED BIG YUS uni046C	Ѻ	Ѻ	Ѻ	Ѻ
CYRILLIC SMALL LETTER IOTIFIED BIG YUS uni046D	ѻ	ѻ	ѻ	ѻ
CYRILLIC CAPITAL LETTER KSI uni046E	Ѽ	Ѽ	Ѽ	Ѽ
CYRILLIC SMALL LETTER KSI uni046F	ѽ	ѽ	ѽ	ѽ
CYRILLIC CAPITAL LETTER PSI uni0470	Ѿ	Ѿ	Ѿ	Ѿ
CYRILLIC SMALL LETTER PSI uni0471	ѿ	ѿ	ѿ	ѿ
CYRILLIC CAPITAL LETTER FITA uni0472	Ѡ	Ѡ	Ѡ	Ѡ
CYRILLIC SMALL LETTER FITA uni0473	ѡ	ѡ	ѡ	ѡ
CYRILLIC CAPITAL LETTER IZHITSA uni0474	Ѣ	Ѣ	Ѣ	Ѣ
CYRILLIC SMALL LETTER IZHITSA uni0475	ѣ	ѣ	ѣ	ѣ
CYRILLIC CAPITAL LETTER IZHITSA WITH DOUBLE GRAVE ACCENT uni0476	Ѥ	Ѥ	Ѥ	Ѥ
CYRILLIC SMALL LETTER IZHITSA WITH DOUBLE GRAVE ACCENT uni0477	ѥ	ѥ	ѥ	ѥ
CYRILLIC CAPITAL LETTER UK uni0478	Ѧ	Ѧ	Ѧ	Ѧ
CYRILLIC SMALL LETTER UK uni0479	ѧ	ѧ	ѧ	ѧ
CYRILLIC CAPITAL LETTER ROUND OMEGA uni047A	Ѩ	Ѩ	Ѩ	Ѩ
CYRILLIC SMALL LETTER ROUND OMEGA uni047B	ѩ	ѩ	ѩ	ѩ
CYRILLIC CAPITAL LETTER OMEGA WITH TITLO uni047C	Ѫ	Ѫ	Ѫ	Ѫ
CYRILLIC SMALL LETTER OMEGA WITH TITLO uni047D	ѫ	ѫ	ѫ	ѫ
CYRILLIC CAPITAL LETTER OT uni047E	Ѭ	Ѭ	Ѭ	Ѭ
CYRILLIC SMALL LETTER OT uni047F	ѭ	ѭ	ѭ	ѭ
CYRILLIC CAPITAL LETTER KOPPA				

	uni0480	Ѐ	ѐ	ѐ	ѐ
CYRILLIC SMALL LETTER KOPPA	uni0481	Ё	ѡ	ѡ	ѡ
CYRILLIC THOUSANDS SIGN	uni0482	Ҁ	ҁ	҂	҃
COMBINING CYRILLIC TITLO	uni0483				
COMBINING CYRILLIC PALATALIZATION	uni0484				
COMBINING CYRILLIC DASIA PNEUMATA	uni0485				
COMBINING CYRILLIC PSILI PNEUMATA	uni0486				
COMBINING CYRILLIC POKRYTIE	uni0487				
COMBINING CYRILLIC HUNDRED THOUSANDS SIGN	uni0488	ҀҀҀҀ			
COMBINING CYRILLIC MILLIONS SIGN	uni0489	ҀҀҀҀҀ			
CYRILLIC CAPITAL LETTER GHE WITH UPTURN	uni0490	Ҁ	҂	҂	҂
CYRILLIC SMALL LETTER GHE WITH UPTURN	uni0491	ҁ	҃	҃	҃
CYRILLIC CAPITAL LETTER GHE WITH STROKE	uni0492	҂	҂	҂	҂
CYRILLIC SMALL LETTER GHE WITH STROKE	uni0493	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER GHE WITH MIDDLE HOOK	uni0494	҂	҂	҂	҂
CYRILLIC SMALL LETTER GHE WITH MIDDLE HOOK	uni0495	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER ZHE WITH DESCENDER	uni0496	҂	҂	҂	҂
CYRILLIC SMALL LETTER ZHE WITH DESCENDER	uni0497	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER ZE WITH DESCENDER	uni0498	҂	҂	҂	҂
CYRILLIC SMALL LETTER ZE WITH DESCENDER	uni0499	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER KA WITH DESCENDER	uni049A	҂	҂	҂	҂
CYRILLIC SMALL LETTER KA WITH DESCENDER	uni049B	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER KA WITH VERTICAL STROKE	uni049C	҂	҂	҂	҂
CYRILLIC SMALL LETTER KA WITH VERTICAL STROKE	uni049D	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER BASHKIR KA	uni04A0	҂	҂	҂	҂
CYRILLIC SMALL LETTER BASHKIR KA	uni04A1	҃	҃	҃	҃
CYRILLIC CAPITAL LETTER EN WITH DESCENDER	uni04A2	҂	҂	҂	҂
CYRILLIC SMALL LETTER EN WITH DESCENDER	uni04A3	҃	҃	҃	҃

CYRILLIC CAPITAL LIGATURE EN GHE uni04A4	Ҥ	Ҥ	Ҥ	Ҥ
CYRILLIC SMALL LIGATURE EN GHE uni04A5	ҥ	ҥ	ҥ	ҥ
CYRILLIC CAPITAL LETTER ES WITH DESCENDER uni04AA	Ҫ	Ҫ	Ҫ	Ҫ
CYRILLIC SMALL LETTER ES WITH DESCENDER uni04AB	ҫ	ҫ	ҫ	ҫ
CYRILLIC CAPITAL LETTER STRAIGHT U uni04AE	Ү	Ү	Ү	Ү
CYRILLIC SMALL LETTER STRAIGHT U uni04AF	ү	ү	ү	ү
CYRILLIC CAPITAL LETTER STRAIGHT U WITH STROKE uni04B0	Ү̅	Ү̅	Ү̅	Ү̅
CYRILLIC SMALL LETTER STRAIGHT U WITH STROKE uni04B1	ү̅	ү̅	ү̅	ү̅
	Ү̇	Ү̇	Ү̇	Ү̇
CYRILLIC CAPITAL LETTER CHE WITH DESCENDER uni04B6				
CYRILLIC SMALL LETTER CHE WITH DESCENDER uni04B7	Ү̇	Ү̇	Ү̇	ү̇
CYRILLIC CAPITAL LETTER CHE WITH VERTICAL STROKE uni04B8	Ү̅̅	Ү̅̅	Ү̅̅	Ү̅̅
CYRILLIC SMALL LETTER CHE WITH VERTICAL STROKE uni04B9	ү̅̅	ү̅̅	ү̅̅	ү̅̅
CYRILLIC CAPITAL LETTER SHHA uni04BA	Һ	Һ	Һ	Һ
CYRILLIC SMALL LETTER SHHA uni04BB	һ	һ	һ	һ
CYRILLIC LETTER PALOCHKA uni04C0	І	І	І	І
CYRILLIC CAPITAL LETTER ZHE WITH BREVE uni04C1	Ӗ	Ӗ	Ӗ	Ӗ
CYRILLIC SMALL LETTER ZHE WITH BREVE uni04C2	ӗ	ӗ	ӗ	ӗ
CYRILLIC CAPITAL LETTER KHAKASSIAN CHE uni04CB	Ҳ	Ҳ	Ҳ	Ҳ
CYRILLIC SMALL LETTER KHAKASSIAN CHE uni04CC	һ	һ	һ	һ
CYRILLIC SMALL LETTER PALOCHKA uni04CF	І	І	І	І
CYRILLIC CAPITAL LETTER A WITH BREVE uni04D0	Ӑ	Ӑ	Ӑ	Ӑ
CYRILLIC SMALL LETTER A WITH BREVE uni04D1	ӑ	ӑ	ӑ	ӑ
CYRILLIC CAPITAL LETTER A WITH DIAERESIS uni04D2	Ӓ	Ӓ	Ӓ	Ӓ
CYRILLIC SMALL LETTER A WITH DIAERESIS uni04D3	ӓ	ӓ	ӓ	ӓ
CYRILLIC CAPITAL LIGATURE A IE uni04D4	Ӕ	Ӕ	Ӕ	Ӕ
CYRILLIC SMALL LIGATURE A IE uni04D5	ӕ	ӕ	ӕ	ӕ
CYRILLIC CAPITAL LETTER IE WITH BREVE uni04D6	Ӗ	Ӗ	Ӗ	Ӗ

CYRILLIC SMALL LETTER IE WITH BREVE uni04D7	ě	ě	ě	ě
CYRILLIC CAPITAL LETTER SCHWA uni04D8	Ə	Ə	Ə	Ə
CYRILLIC SMALL LETTER SCHWA uni04D9	ə	ə	ə	ə
CYRILLIC CAPITAL LETTER ZHE WITH DIAERESIS uni04DC	Ӗ	Ӗ	Ӗ	Ӗ
CYRILLIC SMALL LETTER ZHE WITH DIAERESIS uni04DD	Ӗ	Ӗ	Ӗ	Ӗ
CYRILLIC CAPITAL LETTER ZE WITH DIAERESIS uni04DE	Ӛ	Ӛ	Ӛ	Ӛ
CYRILLIC SMALL LETTER ZE WITH DIAERESIS uni04DF	Ӛ	Ӛ	Ӛ	Ӛ
CYRILLIC CAPITAL LETTER I WITH MACRON uni04E2	Ӣ	Ӣ	Ӣ	Ӣ
CYRILLIC SMALL LETTER I WITH MACRON uni04E3	Ӣ	Ӣ	Ӣ	Ӣ
CYRILLIC CAPITAL LETTER I WITH DIAERESIS uni04E4	Ӥ	Ӥ	Ӥ	Ӥ
CYRILLIC SMALL LETTER I WITH DIAERESIS uni04E5	Ӥ	Ӥ	Ӥ	Ӥ
CYRILLIC CAPITAL LETTER O WITH DIAERESIS uni04E6	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC SMALL LETTER O WITH DIAERESIS uni04E7	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC CAPITAL LETTER BARRED O uni04E8	Ө	Ө	Ө	Ө
CYRILLIC SMALL LETTER BARRED O uni04E9	ө	ө	ө	ө
CYRILLIC CAPITAL LETTER U WITH MACRON uni04EE	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC SMALL LETTER U WITH MACRON uni04EF	Ӧ	Ӧ	Ӧ	Ӧ
CYRILLIC CAPITAL LETTER U WITH DIAERESIS uni04F0	Ӹ	Ӹ	Ӹ	Ӹ
CYRILLIC SMALL LETTER U WITH DIAERESIS uni04F1	Ӹ	Ӹ	Ӹ	Ӹ
CYRILLIC CAPITAL LETTER U WITH DOUBLE ACUTE uni04F2	Ӻ	Ӻ	Ӻ	Ӻ
CYRILLIC SMALL LETTER U WITH DOUBLE ACUTE uni04F3	Ӻ	Ӻ	Ӻ	Ӻ
CYRILLIC CAPITAL LETTER CHE WITH DIAERESIS uni04F4	Ӽ	Ӽ	Ӽ	Ӽ
CYRILLIC SMALL LETTER CHE WITH DIAERESIS uni04F5	Ӽ	Ӽ	Ӽ	Ӽ
CYRILLIC CAPITAL LETTER GHE WITH DESCENDER uni04F6	Ҁ	Ҁ	Ҁ	Ҁ
CYRILLIC SMALL LETTER GHE WITH DESCENDER uni04F7	Ҁ	Ҁ	Ҁ	Ҁ
CYRILLIC CAPITAL LETTER YERU WITH DIAERESIS uni04F8	Ӣ	Ӣ	Ӣ	Ӣ
CYRILLIC SMALL LETTER YERU WITH DIAERESIS uni04F9	Ӣ	Ӣ	Ӣ	Ӣ
CYRILLIC CAPITAL LETTER REVERSED ZE				

	uni0510	Э	Პ	Რ	Ს
CYRILLIC SMALL LETTER REVERSED ZE	uni0511	ε	Ტ	Უ	Ფ
CYRILLIC CAPITAL LETTER QA	uni051A	Q	Ღ	Ყ	Შ
CYRILLIC SMALL LETTER QA	uni051B	q	Ჩ	Ც	Ძ
CYRILLIC CAPITAL LETTER WE	uni051C	W	Წ	Ჭ	Ხ
CYRILLIC SMALL LETTER WE	uni051D	w	Ჯ	Ჰ	Ჱ
CYRILLIC CAPITAL LETTER PE WITH DESCENDER	uni0524	П	Ჲ	Ჳ	Ჴ
CYRILLIC SMALL LETTER PE WITH DESCENDER	uni0525	п	Ჵ	Ჶ	Ჷ
LATIN CAPITAL LETTER C WITH CEDILLA AND ACUTE	uni1E08	Ć	Ლ	Მ	Ნ
LATIN SMALL LETTER C WITH CEDILLA AND ACUTE	uni1E09	ć	Ო	Პ	Ჟ
LATIN CAPITAL LETTER D WITH DOT BELOW	uni1E0C	Ḑ	Რ	Ს	Ტ
LATIN SMALL LETTER D WITH DOT BELOW	uni1E0D	ḑ	Უ	Ფ	Ქ
LATIN CAPITAL LETTER D WITH LINE BELOW	uni1E0E	Ḓ	Ღ	Ყ	Შ
LATIN SMALL LETTER D WITH LINE BELOW	uni1E0F	ḓ	Ჩ	Ც	Ძ
LATIN CAPITAL LETTER E WITH MACRON AND GRAVE	uni1E14	Ě	Ც	Ძ	Წ
LATIN SMALL LETTER E WITH MACRON AND GRAVE	uni1E15	ě	Ჭ	Ხ	Ჯ
LATIN CAPITAL LETTER E WITH MACRON AND ACUTE	uni1E16	Ě	Წ	Ჭ	Ხ
LATIN SMALL LETTER E WITH MACRON AND ACUTE	uni1E17	ě	Ჯ	Ჰ	Ჱ
LATIN CAPITAL LETTER E WITH CEDILLA AND BREVE	uni1E1C	Ḟ	Ლ	Მ	Ნ
LATIN SMALL LETTER E WITH CEDILLA AND BREVE	uni1E1D	ḟ	Ო	Პ	Ჟ
LATIN CAPITAL LETTER G WITH MACRON	uni1E20	Ĝ	Რ	Ს	Ტ
LATIN SMALL LETTER G WITH MACRON	uni1E21	ĝ	Უ	Ფ	Ქ
LATIN CAPITAL LETTER H WITH DOT BELOW	uni1E24	Ḥ	Რ	Ს	Ტ
LATIN SMALL LETTER H WITH DOT BELOW	uni1E25	ḥ	Უ	Ფ	Ქ
LATIN CAPITAL LETTER H WITH BREVE BELOW	uni1E2A	Ḩ	Რ	Ს	Ტ
LATIN SMALL LETTER H WITH BREVE BELOW	uni1E2B	ḩ	Უ	Ფ	Ქ
LATIN CAPITAL LETTER I WITH DIAERESIS AND ACUTE	uni1E2E	İ	Რ	Ს	Ტ
LATIN SMALL LETTER I WITH DIAERESIS AND ACUTE	uni1E2F	ı	Უ	Ფ	Ქ
LATIN CAPITAL LETTER L WITH DOT BELOW					

uni1E36	Ł	Ł	Ł	Ł
LATIN SMALL LETTER L WITH DOT BELOW uni1E37	ł	ł	ł	ł
LATIN CAPITAL LETTER L WITH LINE BELOW uni1E3A	Ł̅	Ł̅	Ł̅	Ł̅
LATIN SMALL LETTER L WITH LINE BELOW uni1E3B	ł̅	ł̅	ł̅	ł̅
LATIN CAPITAL LETTER M WITH DOT BELOW uni1E42	Ṁ	Ṁ	Ṁ	Ṁ
LATIN SMALL LETTER M WITH DOT BELOW uni1E43	ṁ	ṁ	ṁ	ṁ
LATIN CAPITAL LETTER N WITH DOT ABOVE uni1E44	Ñ̇	Ñ̇	Ñ̇	Ñ̇
LATIN SMALL LETTER N WITH DOT ABOVE uni1E45	ñ̇	ñ̇	ñ̇	ñ̇
LATIN CAPITAL LETTER N WITH DOT BELOW uni1E46	Ṇ	Ṇ	Ṇ	Ṇ
LATIN SMALL LETTER N WITH DOT BELOW uni1E47	ṇ	ṇ	ṇ	ṇ
LATIN CAPITAL LETTER N WITH LINE BELOW uni1E48	N̅	N̅	N̅	N̅
LATIN SMALL LETTER N WITH LINE BELOW uni1E49	n̅	n̅	n̅	n̅
LATIN CAPITAL LETTER O WITH TILDE AND ACUTE uni1E4C	Ṍ	Ṍ	Ṍ	Ṍ
LATIN SMALL LETTER O WITH TILDE AND ACUTE uni1E4D	ṍ	ṍ	ṍ	ṍ
LATIN CAPITAL LETTER O WITH TILDE AND DIAERESIS uni1E4E	Ö̃	Ö̃	Ö̃	Ö̃
LATIN SMALL LETTER O WITH TILDE AND DIAERESIS uni1E4F	ö̃	ö̃	ö̃	ö̃
LATIN CAPITAL LETTER O WITH MACRON AND GRAVE uni1E50	Ò̄	Ò̄	Ò̄	Ò̄
LATIN SMALL LETTER O WITH MACRON AND GRAVE uni1E51	ò̄	ò̄	ò̄	ò̄
LATIN CAPITAL LETTER O WITH MACRON AND ACUTE uni1E52	Ó̄	Ó̄	Ó̄	Ó̄
LATIN SMALL LETTER O WITH MACRON AND ACUTE uni1E53	ó̄	ó̄	ó̄	ó̄
LATIN CAPITAL LETTER R WITH DOT BELOW uni1E5A	Ṛ	Ṛ	Ṛ	Ṛ
LATIN SMALL LETTER R WITH DOT BELOW uni1E5B	ṛ	ṛ	ṛ	ṛ
LATIN CAPITAL LETTER R WITH LINE BELOW uni1E5E	R̅	R̅	R̅	R̅
LATIN SMALL LETTER R WITH LINE BELOW uni1E5F	r̅	r̅	r̅	r̅
LATIN CAPITAL LETTER S WITH DOT ABOVE uni1E60	Ŝ̇	Ŝ̇	Ŝ̇	Ŝ̇
LATIN SMALL LETTER S WITH DOT ABOVE uni1E61	ŝ̇	ŝ̇	ŝ̇	ŝ̇
LATIN CAPITAL LETTER S WITH DOT BELOW uni1E62	Ṣ	Ṣ	Ṣ	Ṣ
LATIN SMALL LETTER S WITH DOT BELOW	ṣ	ṣ	ṣ	ṣ

	uni1E63	Š	š	Š	š
LATIN CAPITAL LETTER S WITH ACUTE AND DOT ABOVE	uni1E64	Ṧ	ṧ	Ṧ	ṧ
LATIN SMALL LETTER S WITH ACUTE AND DOT ABOVE	uni1E65	ṧ	ṧ	ṧ	ṧ
LATIN CAPITAL LETTER S WITH CARON AND DOT ABOVE	uni1E66	Š̈	š̈	Š̈	š̈
LATIN SMALL LETTER S WITH CARON AND DOT ABOVE	uni1E67	š̈	š̈	š̈	š̈
LATIN CAPITAL LETTER S WITH DOT BELOW AND DOT ABOVE	uni1E68	Ṣ̌̇	ṣ̌̇	Ṣ̌̇	ṣ̌̇
LATIN SMALL LETTER S WITH DOT BELOW AND DOT ABOVE	uni1E69	ṣ̌̇	ṣ̌̇	ṣ̌̇	ṣ̌̇
LATIN CAPITAL LETTER T WITH DOT BELOW	uni1E6C	Ṭ	ṭ	Ṭ	ṭ
LATIN SMALL LETTER T WITH DOT BELOW	uni1E6D	ṭ	ṭ	ṭ	ṭ
LATIN CAPITAL LETTER T WITH LINE BELOW	uni1E6E	Ṫ	ṫ	Ṫ	ṫ
LATIN SMALL LETTER T WITH LINE BELOW	uni1E6F	ṫ	ṫ	ṫ	ṫ
LATIN CAPITAL LETTER U WITH TILDE AND ACUTE	uni1E78	Ŭ	ŭ	Ŭ	ŭ
LATIN SMALL LETTER U WITH TILDE AND ACUTE	uni1E79	ŭ	ŭ	ŭ	ŭ
LATIN CAPITAL LETTER U WITH MACRON AND DIAERESIS	uni1E7A	Ü	ü	Ü	ü
LATIN SMALL LETTER U WITH MACRON AND DIAERESIS	uni1E7B	ü	ü	ü	ü
LATIN CAPITAL LETTER W WITH GRAVE	uni1E80	Ẁ	ẁ	Ẁ	ẁ
LATIN SMALL LETTER W WITH GRAVE	uni1E81	ẁ	Ẃ	ẁ	ẃ
LATIN CAPITAL LETTER W WITH ACUTE	uni1E82	Ẃ	ẃ	Ẃ	ẃ
LATIN SMALL LETTER W WITH ACUTE	uni1E83	ẃ	Ẅ	ẃ	ẅ
LATIN CAPITAL LETTER W WITH DIAERESIS	uni1E84	Ẅ	ẅ	Ẅ	ẅ
LATIN SMALL LETTER W WITH DIAERESIS	uni1E85	ẅ	Ẇ	ẅ	ẇ
LATIN CAPITAL LETTER Y WITH DOT ABOVE	uni1E8E	Ỳ	ỳ	Ỳ	ỳ
LATIN SMALL LETTER Y WITH DOT ABOVE	uni1E8F	ỳ	ỳ	ỳ	ỷ
LATIN CAPITAL LETTER Z WITH DOT BELOW	uni1E92	Ẑ	ẑ	Ẑ	ẑ
LATIN SMALL LETTER Z WITH DOT BELOW	uni1E93	ẑ	Ẓ	ẑ	ẓ
LATIN SMALL LETTER T WITH DIAERESIS	uni1E97	ṫ̈	ṫ̈	ṫ̈	ṫ̈
LATIN CAPITAL LETTER SHARP S	uni1E9E	ß	ß	ß	ß
LATIN CAPITAL LETTER A WITH DOT BELOW	uni1EA0	Ạ	ạ	Ạ	ạ

LATIN SMALL LETTER A WITH DOT BELOW	à	á	â	ã
uni1EA1				
LATIN CAPITAL LETTER A WITH HOOK ABOVE	Ä	Å	Ä	Å
uni1EA2				
LATIN SMALL LETTER A WITH HOOK ABOVE	ä	å	ä	å
uni1EA3				
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND ACUTE	Ă	Ą	Ă	Ą
uni1EA4				
LATIN SMALL LETTER A WITH CIRCUMFLEX AND ACUTE	ă	ą	ă	ą
uni1EA5				
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND GRAVE	Â	Ã	Â	Ã
uni1EA6				
LATIN SMALL LETTER A WITH CIRCUMFLEX AND GRAVE	â	ã	â	ã
uni1EA7				
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND HOOK ABOVE	Ȧ	Ȧ	Ȧ	Ȧ
uni1EA8				
LATIN SMALL LETTER A WITH CIRCUMFLEX AND HOOK ABOVE	ȧ	ȧ	ȧ	ȧ
uni1EA9				
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND TILDE	Ȧ	Ȧ	Ȧ	Ȧ
uni1EAA				
LATIN SMALL LETTER A WITH CIRCUMFLEX AND TILDE	ȧ	ȧ	ȧ	ȧ
uni1EAB				
LATIN CAPITAL LETTER A WITH CIRCUMFLEX AND DOT BELOW	Ȧ	Ȧ	Ȧ	Ȧ
uni1EAC				
LATIN SMALL LETTER A WITH CIRCUMFLEX AND DOT BELOW	ȧ	ȧ	ȧ	ȧ
uni1EAD				
LATIN CAPITAL LETTER A WITH BREVE AND ACUTE	Ą	Ą	Ą	Ą
uni1EAE				
LATIN SMALL LETTER A WITH BREVE AND ACUTE	ą	ą	ą	ą
uni1EAF				
LATIN CAPITAL LETTER A WITH BREVE AND GRAVE	Ȧ	Ȧ	Ȧ	Ȧ
uni1EB0				
LATIN SMALL LETTER A WITH BREVE AND GRAVE	ȧ	ȧ	ȧ	ȧ
uni1EB1				
LATIN CAPITAL LETTER A WITH BREVE AND HOOK ABOVE	Ȧ	Ȧ	Ȧ	Ȧ
uni1EB2				
LATIN SMALL LETTER A WITH BREVE AND HOOK ABOVE	ȧ	ȧ	ȧ	ȧ
uni1EB3				
LATIN CAPITAL LETTER A WITH BREVE AND TILDE	Ȧ	Ȧ	Ȧ	Ȧ
uni1EB4				
LATIN SMALL LETTER A WITH BREVE AND TILDE	ȧ	ȧ	ȧ	ȧ
uni1EB5				
LATIN CAPITAL LETTER A WITH BREVE AND DOT BELOW	Ȧ	Ȧ	Ȧ	Ȧ
uni1EB6				
LATIN SMALL LETTER A WITH BREVE AND DOT BELOW	ȧ	ȧ	ȧ	ȧ
uni1EB7				
LATIN CAPITAL LETTER E WITH DOT BELOW	Ǝ	Ǝ	Ǝ	Ǝ
uni1EB8				
LATIN SMALL LETTER E WITH DOT BELOW	ẹ	ẹ	ẹ	ẹ
uni1EB9				
LATIN CAPITAL LETTER E WITH HOOK ABOVE	Ě	Ě	Ě	Ě
uni1EBA				
LATIN SMALL LETTER E WITH HOOK ABOVE	ě	ě	ě	ě
uni1EBB				
LATIN CAPITAL LETTER E WITH TILDE	Ê	Ê	Ê	Ê
uni1EBC				

LATIN SMALL LETTER E WITH TILDE uni1EBD	ẽ	ẽ	ẽ	ẽ
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND ACUTE uni1EBE	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND ACUTE uni1EBF	é	é	é	é
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND GRAVE uni1EC0	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND GRAVE uni1EC1	è	è	è	è
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND HOOK ABOVE uni1EC2	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND HOOK ABOVE uni1EC3	ê	ê	ê	ê
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND TILDE uni1EC4	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND TILDE uni1EC5	ẽ	ẽ	ẽ	ẽ
LATIN CAPITAL LETTER E WITH CIRCUMFLEX AND DOT BELOW uni1EC6	Ê	Ê	Ê	Ê
LATIN SMALL LETTER E WITH CIRCUMFLEX AND DOT BELOW uni1EC7	ê	ê	ê	ê
LATIN CAPITAL LETTER I WITH HOOK ABOVE uni1EC8	İ	İ	İ	İ
LATIN SMALL LETTER I WITH HOOK ABOVE uni1EC9	ı	ı	ı	ı
LATIN CAPITAL LETTER I WITH DOT BELOW uni1ECA	İ	İ	İ	İ
LATIN SMALL LETTER I WITH DOT BELOW uni1ECB	ı	ı	ı	ı
LATIN CAPITAL LETTER O WITH DOT BELOW uni1ECC	Ȯ	Ȯ	Ȯ	Ȯ
LATIN SMALL LETTER O WITH DOT BELOW uni1ECD	ȯ	ȯ	ȯ	ȯ
LATIN CAPITAL LETTER O WITH HOOK ABOVE uni1ECE	Ȫ	Ȫ	Ȫ	Ȫ
LATIN SMALL LETTER O WITH HOOK ABOVE uni1ECF	ȫ	ȫ	ȫ	ȫ
LATIN CAPITAL LETTER O WITH CIRCUMFLEX AND ACUTE uni1ED0	Ô	Ô	Ô	Ô
LATIN SMALL LETTER O WITH CIRCUMFLEX AND ACUTE uni1ED1	ó	ó	ó	ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX AND GRAVE uni1ED2	Ô	Ô	Ô	Ô
LATIN SMALL LETTER O WITH CIRCUMFLEX AND GRAVE uni1ED3	ò	ò	ò	ò
LATIN CAPITAL LETTER O WITH CIRCUMFLEX AND HOOK ABOVE uni1ED4	Ô	Ô	Ô	Ô
LATIN SMALL LETTER O WITH CIRCUMFLEX AND HOOK ABOVE uni1ED5	ô	ô	ô	ô
LATIN CAPITAL LETTER O WITH CIRCUMFLEX AND TILDE uni1ED6	Ô	Ô	Ô	Ô
LATIN SMALL LETTER O WITH CIRCUMFLEX AND TILDE uni1ED7	õ	õ	õ	õ
LATIN CAPITAL LETTER O WITH CIRCUMFLEX AND DOT BELOW				

	uni1ED8	Ô	Ô	Ô	Ô
LATIN SMALL LETTER O WITH CIRCUMFLEX AND DOT BELOW	uni1ED9	ô	ô	ô	ô
LATIN CAPITAL LETTER O WITH HORN AND ACUTE	uni1EDA	Ó	Ó	Ó	Ó
LATIN SMALL LETTER O WITH HORN AND ACUTE	uni1EDB	ó	ó	ó	ó
LATIN CAPITAL LETTER O WITH HORN AND GRAVE	uni1EDC	Ò	Ò	Ò	Ò
LATIN SMALL LETTER O WITH HORN AND GRAVE	uni1EDD	ò	ò	ò	ò
LATIN CAPITAL LETTER O WITH HORN AND HOOK ABOVE	uni1EDE	Ǫ	Ǫ	Ǫ	Ǫ
LATIN SMALL LETTER O WITH HORN AND HOOK ABOVE	uni1EDF	ǫ	ǫ	ǫ	ǫ
LATIN CAPITAL LETTER O WITH HORN AND TILDE	uni1EE0	Õ	Õ	Õ	Õ
LATIN SMALL LETTER O WITH HORN AND TILDE	uni1EE1	õ	õ	õ	õ
		Ơ	Ơ	Ơ	Ơ
LATIN CAPITAL LETTER O WITH HORN AND DOT BELOW	uni1EE2				
LATIN SMALL LETTER O WITH HORN AND DOT BELOW	uni1EE3	ơ	ơ	ơ	ơ
LATIN CAPITAL LETTER U WITH DOT BELOW	uni1EE4	Ụ	Ụ	Ụ	Ụ
LATIN SMALL LETTER U WITH DOT BELOW	uni1EE5	ụ	ụ	ụ	ụ
LATIN CAPITAL LETTER U WITH HOOK ABOVE	uni1EE6	Ủ	Ủ	Ủ	Ủ
LATIN SMALL LETTER U WITH HOOK ABOVE	uni1EE7	ủ	ủ	ủ	ủ
LATIN CAPITAL LETTER U WITH HORN AND ACUTE	uni1EE8	Ú	Ú	Ú	Ú
LATIN SMALL LETTER U WITH HORN AND ACUTE	uni1EE9	ú	ú	ú	ú
LATIN CAPITAL LETTER U WITH HORN AND GRAVE	uni1EEA	Ù	Ù	Ù	Ù
LATIN SMALL LETTER U WITH HORN AND GRAVE	uni1EEB	ù	ù	ù	ù
LATIN CAPITAL LETTER U WITH HORN AND HOOK ABOVE	uni1EEC	Ǯ	Ǯ	Ǯ	Ǯ
LATIN SMALL LETTER U WITH HORN AND HOOK ABOVE	uni1EED	ǹ	ǹ	ǹ	ǹ
LATIN CAPITAL LETTER U WITH HORN AND TILDE	uni1EEE	Ũ	Ũ	Ũ	Ũ
LATIN SMALL LETTER U WITH HORN AND TILDE	uni1EEF	ũ	ũ	ũ	ũ
LATIN CAPITAL LETTER U WITH HORN AND DOT BELOW	uni1EF0	Ư	Ư	Ư	Ư
LATIN SMALL LETTER U WITH HORN AND DOT BELOW	uni1EF1	ư	ư	ư	ư
LATIN CAPITAL LETTER Y WITH GRAVE	uni1EF2	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER Y WITH GRAVE					

	uni1EF3	ÿ	ÿ	ÿ	ÿ
LATIN CAPITAL LETTER Y WITH DOT BELOW	uni1EF4	Ỳ	Ỳ	Ỳ	Ỳ
LATIN SMALL LETTER Y WITH DOT BELOW	uni1EF5	ỳ	ỳ	ỳ	ỳ
LATIN CAPITAL LETTER Y WITH HOOK ABOVE	uni1EF6	Ỳ̃	Ỳ̃	Ỳ̃	Ỳ̃
LATIN SMALL LETTER Y WITH HOOK ABOVE	uni1EF7	ỳ̃	ỳ̃	ỳ̃	ỳ̃
LATIN CAPITAL LETTER Y WITH TILDE	uni1EF8	Ỹ	Ỹ	Ỹ	Ỹ
LATIN SMALL LETTER Y WITH TILDE	uni1EF9	ỹ	ỹ	ỹ	ỹ
FIGURE SPACE	uni2007				
PUNCTUATION SPACE	uni2008				
THIN SPACE	uni2009				
HAIR SPACE	uni200A				
ZERO WIDTH SPACE	uni200B				
HYPHEN	uni2010	–	–	–	–
FIGURE DASH	uni2012	—	—	—	—
EN DASH	uni2013	—	—	—	—
EM DASH	uni2014	—	—	—	—
HORIZONTAL BAR	uni2015	—	—	—	—
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	‰	‰	‰	‰

PRIME uni2032	′	′	′	′
DOUBLE PRIME uni2033	″	″	″	″
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	((<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>))	>
FRACTION SLASH uni2044	/	/	/	/
SUPERSCRIFT ZERO uni2070	0	0	⁰	₀
SUPERSCRIFT FOUR uni2074	4	4	⁴	₄
SUPERSCRIFT FIVE uni2075	5	5	⁵	₅
SUPERSCRIFT SIX uni2076	6	6	⁶	₆
SUPERSCRIFT SEVEN uni2077	7	7	⁷	₇
SUPERSCRIFT EIGHT uni2078	8	8	⁸	₈
SUPERSCRIFT NINE uni2079	9	9	⁹	₉
SUBSCRIPT ZERO uni2080	0	0	₀	₀
SUBSCRIPT ONE uni2081	1	1	₁	₁
SUBSCRIPT TWO uni2082	2	2	₂	₂
SUBSCRIPT THREE uni2083	3	3	₃	₃
SUBSCRIPT FOUR uni2084	4	4	₄	₄
SUBSCRIPT FIVE uni2085	5	5	₅	₅
SUBSCRIPT SIX uni2086	6	6	₆	₆
SUBSCRIPT SEVEN uni2087	7	7	₇	₇
SUBSCRIPT EIGHT uni2088	8	8	₈	₈
SUBSCRIPT NINE uni2089	9	9	₉	₉
EURO SIGN uni20AC	€	€	€	€
TUGRIK SIGN uni20AE	₮	₮	₮	₮
HRYVNIA SIGN uni20B4	₴	₴	₴	₴
TENGE SIGN uni20B8	₸	₸	₸	₸
RUBLE SIGN uni20BD	₽	₽	₽	₽
NUMERO SIGN uni2116	№	№	№	№
TRADE MARK SIGN				

	uni2122	™	™	™	™
	OHM SIGN uni2126	Ω	Ω	Ω	Ω
	VULGAR FRACTION ONE SEVENTH uni2150	1⁄7	1⁄7	1⁄7	1⁄7
	VULGAR FRACTION ONE NINTH uni2151	1⁄9	1⁄9	1⁄9	1⁄9
	VULGAR FRACTION ONE TENTH uni2152	1⁄10	1⁄10	1⁄10	1⁄10
	VULGAR FRACTION ONE THIRD uni2153	1⁄3	1⁄3	1⁄3	1⁄3
	VULGAR FRACTION TWO THIRDS uni2154	2⁄3	2⁄3	2⁄3	2⁄3
	VULGAR FRACTION ONE FIFTH uni2155	1⁄5	1⁄5	1⁄5	1⁄5
	VULGAR FRACTION TWO FIFTHS uni2156	2⁄5	2⁄5	2⁄5	2⁄5
	VULGAR FRACTION THREE FIFTHS uni2157	3⁄5	3⁄5	3⁄5	3⁄5
	VULGAR FRACTION FOUR FIFTHS uni2158	4⁄5	4⁄5	4⁄5	4⁄5
	VULGAR FRACTION ONE SIXTH uni2159	1⁄6	1⁄6	1⁄6	1⁄6
		5⁄6	5⁄6	5⁄6	5⁄6
	VULGAR FRACTION FIVE SIXTHS uni215A				
	VULGAR FRACTION ONE EIGHTH uni215B	1⁄8	1⁄8	1⁄8	1⁄8
	VULGAR FRACTION THREE EIGHTHS uni215C	3⁄8	3⁄8	3⁄8	3⁄8
	VULGAR FRACTION FIVE EIGHTHS uni215D	5⁄8	5⁄8	5⁄8	5⁄8
	VULGAR FRACTION SEVEN EIGHTHS uni215E	7⁄8	7⁄8	7⁄8	7⁄8
	FRACTION NUMERATOR ONE uni215F	1⁄	1⁄	1⁄	1⁄
	VULGAR FRACTION ZERO THIRDS uni2189	0⁄3	0⁄3	0⁄3	0⁄3
	LEFTWARDS ARROW uni2190	←	←	←	←
	UPWARDS ARROW uni2191	↑	↑	↑	↑
	RIGHTWARDS ARROW uni2192	→	→	→	→
	DOWNWARDS ARROW uni2193	↓	↓	↓	↓
	PARTIAL DIFFERENTIAL uni2202	∂	∂	∂	∂
	EMPTY SET uni2205	∅	∅	∅	∅
	INCREMENT uni2206	Δ	Δ	Δ	Δ
	N-ARY PRODUCT uni220F	∏	∏	∏	∏
	N-ARY SUMMATION				

uni2211	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	≥	≥	≥	≥
WHITE SQUARE uni25A1	□	□	□	□
LOZENGE uni25CA	◇	◇	◇	◇
CYRILLIC CAPITAL LETTER BROAD OMEGA uniA64C	Ω	Ω	Ω	Ω
CYRILLIC SMALL LETTER BROAD OMEGA uniA64D	ω	ω	ω	ω
LATIN SMALL LIGATURE FI uniFB01	fi	fi	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl	fl	fl

0 0/9 frac feature	0	0	0	0	0	0	0/9
1 1/8 frac feature	1	1	1	1	1	1	1/8
2 2/7 frac feature	2	2	2	2	2	2	2/7
3 3/6 frac feature	3	3	3	3	3	3	3/6
4 4/5 frac feature	4	4	4	4	4	4	4/5
5 5/4 frac feature	5	5	5	5	5	5	5/4
6 6/3 frac feature	6	6	6	6	6	6	6/3
7 7/2 frac feature	7	7	7	7	7	7	7/2
8 8/1 frac feature	8	8	8	8	8	8	8/1
9 9/0 frac feature	9	9	9	9	9	9	9/0

uni0498.001 Ending "001" ≠ OT Feature (cannot display this character) feature				
uni04AA.001 Ending "001" ≠ OT Feature (cannot display this character) feature				
uni0499.001 Ending "001" ≠ OT Feature (cannot display this character) feature				
uni04AB.001 Ending "001" ≠ OT Feature (cannot display this character) feature				
uni0431.locISRB Ending "locISRB" ≠ OT Feature (cannot display this character) feature				
zero.dnom dnom feature	0	0	0	0
one.dnom dnom feature	1	1	1	1
two.dnom dnom feature	2	2	2	2
three.dnom dnom feature	3	3	3	3
four.dnom dnom feature	4	4	4	4
five.dnom dnom feature	5	5	5	5
six.dnom dnom feature	6	6	6	6
seven.dnom dnom feature	7	7	7	7
eight.dnom dnom feature	8	8	8	8
nine.dnom dnom feature	9	9	9	9
zero.numr numr feature	0	0	0	0
one.numr numr feature	1	1	1	1
two.numr numr feature	2	2	2	2
three.numr numr feature	3	3	3	3
four.numr numr feature	4	4	4	4
five.numr numr feature	5	5	5	5
six.numr numr feature	6	6	6	6
seven.numr numr feature	7	7	7	7
eight.numr numr feature	8	8	8	8
nine.numr numr feature	9	9	9	9
uni0308.case case feature				
uni0307.case				

case feature				
gravecomb.case case feature				
acutecomb.case case feature				
uni030B.case case feature				
uni0302.case case feature				
uni030C.case case feature				
uni0306.case case feature				
uni030A.case case feature				
tildecomb.case case feature				
uni0304.case case feature				
uni0311.case case feature				
brevecombcy Cannot display because feature tag is missing in name.	?	?	?	?
brevecombcy.case case feature				
uni03060309 It might be two unicodes: 0306 + 0309 (most Arabic ccmp feature)				
uni03060303 It might be two unicodes: 0306 + 0303 (most Arabic ccmp feature)				
uni03020301 It might be two unicodes: 0302 + 0301 (most Arabic ccmp feature)				
uni03020300 It might be two unicodes: 0302 + 0300 (most Arabic ccmp feature)				
uni03020309 It might be two unicodes: 0302 + 0309 (most Arabic ccmp feature)				
uni03020303 It might be two unicodes: 0302 + 0303 (most Arabic ccmp feature)				
uni03060309.case case feature				
uni03060303.case case feature				
uni03020301.case case feature				
uni03020300.case case feature				
uni03020309.case case feature				
uni03020303.case case feature				
NULL Cannot display because feature tag is missing in name.	?	?	?	?

zero.dnom dnom feature	0	0	0	0
one.dnom dnom feature	1	1	1	1
two.dnom dnom feature	2	2	2	2
three.dnom dnom feature	3	3	3	3
four.dnom dnom feature	4	4	4	4
five.dnom dnom feature	5	5	5	5
six.dnom dnom feature	6	6	6	6
seven.dnom dnom feature	7	7	7	7
eight.dnom dnom feature	8	8	8	8
nine.dnom dnom feature	9	9	9	9
zero.numr numr feature	0	0	0	0
one.numr numr feature	1	1	1	1
two.numr numr feature	2	2	2	2
three.numr numr feature	3	3	3	3
four.numr numr feature	4	4	4	4
five.numr numr feature	5	5	5	5
six.numr numr feature	6	6	6	6
seven.numr numr feature	7	7	7	7
eight.numr numr feature	8	8	8	8
nine.numr numr feature	9	9	9	9
uni0308.case case feature				
uni0307.case case feature				
gravecomb.case case feature				
acutecomb.case case feature				
uni030B.case case feature				
uni0302.case case feature				
uni030C.case case feature				
uni0306.case case feature				

uni030A.case				
case feature				
tildecomb.case				
case feature				
uni0304.case				
case feature				
uni0311.case				
case feature				
brevecombcy	?	?	?	?
Cannot display because feature tag is missing in name.				
brevecombcy.case				
case feature				
uni03060301				
It might be two unicodes: 0306 + 0301 (most Arabic ccmp feature)				
uni03060300				
It might be two unicodes: 0306 + 0300 (most Arabic ccmp feature)				
uni03060309				
It might be two unicodes: 0306 + 0309 (most Arabic ccmp feature)				
uni03060303				
It might be two unicodes: 0306 + 0303 (most Arabic ccmp feature)				
uni03020301				
It might be two unicodes: 0302 + 0301 (most Arabic ccmp feature)				
uni03020300				
It might be two unicodes: 0302 + 0300 (most Arabic ccmp feature)				
uni03020309				
It might be two unicodes: 0302 + 0309 (most Arabic ccmp feature)				
uni03020303				
It might be two unicodes: 0302 + 0303 (most Arabic ccmp feature)				
uni03060300.case				
case feature				
uni03060309.case				
case feature				
uni03060303.case				
case feature				
uni03020301.case				
case feature				
uni03020300.case				
case feature				
uni03020309.case				
case feature				
uni03020303.case				
case feature				

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

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

The 'communication' field is defined as:

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

The 'information science' field is defined as:

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

The 'information studies' field is defined as:

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

The 'information technology' field is defined as:

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

The 'information systems' field is defined as:

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

The 'information management' field is defined as:

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

The 'information policy' field is defined as:

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

The 'information law' field is defined as:

the 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 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 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 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 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 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 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 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 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.

© 2007 The Authors
Journal compilation © 2007 Blackwell Publishing Ltd

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million, and the number of people aged 75 and over has increased from 4.5 million to 6.5 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 15.5 million by 2020, and the number of people aged 75 and over to 8.5 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 challenges for the NHS to meet the needs of older people. These challenges 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 opportunities for the NHS to meet the needs of older people. These opportunities 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 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 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 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) (Department of Health 2000).

There is a growing emphasis on the importance of the public sector in the provision of health care, and the need to ensure that the public sector is able to meet the needs of the population. This has led to a number of initiatives aimed at improving the efficiency and effectiveness of the public sector, including the introduction of competition and the restructuring of the public sector.

The purpose of this paper is to review the literature on the impact of the public sector on the health care system, and to discuss the implications for policy and practice.

The paper is organized as follows. First, we discuss the role of the public sector in the health care system. Second, we review the literature on the impact of the public sector on the health care system. Third, we discuss the implications for policy and practice.

The role of the public sector in the health care system is to provide a range of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

The public sector is also responsible for the regulation of the health care system, and for the provision of health care services to the population. This includes the provision of primary care, secondary care, and tertiary care.

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 services provided by the public sector. This has led to a number of initiatives, including the introduction of performance indicators, the establishment of public sector ombudsmen, and the implementation of the Freedom of Information Act.

The purpose of this paper is to examine the impact of these initiatives on the quality of services provided by the public sector.

The paper is organized as follows. Section 2 discusses the background to the initiatives. Section 3 discusses the impact of the initiatives on the quality of services provided by the public sector. Section 4 discusses the conclusions.

2. Background

The public sector in the UK has a long history of providing services to the public. In the 19th century, the public sector was responsible for providing basic services such as education, health care, and social welfare.

In the 20th century, the public sector expanded its role to include a wide range of services, including housing, transport, and the environment.

In the 1990s, there was a growing emphasis on the need to improve the quality of services provided by the public sector. This led to a number of initiatives, including the introduction of performance indicators, the establishment of public sector ombudsmen, and the implementation of the Freedom of Information Act.

The purpose of this paper is to examine the impact of these initiatives on the quality of services provided by the public sector.

The paper is organized as follows. Section 2 discusses the background to the initiatives. Section 3 discusses the impact of the initiatives on the quality of services provided by the public sector. Section 4 discusses the conclusions.

3. Impact

The impact of the initiatives on the quality of services provided by the public sector has been mixed. On the one hand, there has been some improvement in the quality of services provided by the public sector.

On the other hand, there has been some criticism of the initiatives, particularly in relation to the introduction of performance indicators and the establishment of public sector ombudsmen.

The following sections discuss the impact of the initiatives on the quality of services provided by the public sector.

Section 3.1 discusses the impact of the introduction of performance indicators. Section 3.2 discusses the impact of the establishment of public sector ombudsmen. Section 3.3 discusses the impact of the implementation of the Freedom of Information Act.

Section 3.4 discusses the overall impact of the initiatives on the quality of services provided by the public sector.

Section 3.5 discusses the conclusions.

4. Conclusions

The initiatives have had a mixed impact on the quality of services provided by the public sector. On the one hand, there has been some improvement in the quality of services provided by the public sector.

On the other hand, there has been some criticism of the initiatives, particularly in relation to the introduction of performance indicators and the establishment of public sector ombudsmen.

The following sections discuss the impact of the initiatives on the quality of services provided by the public sector.

Section 4.1 discusses the impact of the introduction of performance indicators. Section 4.2 discusses the impact of the establishment of public sector ombudsmen. Section 4.3 discusses the impact of the implementation of the Freedom of Information Act.

Section 4.4 discusses the overall impact of the initiatives on the quality of services provided by the public sector.

Section 4.5 discusses the conclusions.

© 2010 Blackwell Publishing Ltd *Journal of Internal Medicine* 267: 255–263

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 in the public sector. This has led to a number of initiatives, including the introduction of the Health Care Act 2001, which sets out the requirements for the registration of health care professionals, and the introduction of the Health Care Act 2003, which sets out the requirements for the regulation of health care professionals.

The Health Care Act 2001 also introduced the concept of the 'fit person' to the public sector. This is a person who is fit to practice in the public sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the private sector. This is a person who is fit to practice in the private sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the independent sector. This is a person who is fit to practice in the independent sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the voluntary sector. This is a person who is fit to practice in the voluntary sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the non-profit sector. This is a person who is fit to practice in the non-profit sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the social enterprise sector. This is a person who is fit to practice in the social enterprise sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the community sector. This is a person who is fit to practice in the community sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the third sector. This is a person who is fit to practice in the third sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the fourth sector. This is a person who is fit to practice in the fourth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the fifth sector. This is a person who is fit to practice in the fifth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the sixth sector. This is a person who is fit to practice in the sixth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the seventh sector. This is a person who is fit to practice in the seventh sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the eighth sector. This is a person who is fit to practice in the eighth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the ninth sector. This is a person who is fit to practice in the ninth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the tenth sector. This is a person who is fit to practice in the tenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the eleventh sector. This is a person who is fit to practice in the eleventh sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the twelfth sector. This is a person who is fit to practice in the twelfth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the thirteenth sector. This is a person who is fit to practice in the thirteenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the fourteenth sector. This is a person who is fit to practice in the fourteenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the fifteenth sector. This is a person who is fit to practice in the fifteenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the sixteenth sector. This is a person who is fit to practice in the sixteenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the seventeenth sector. This is a person who is fit to practice in the seventeenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the eighteenth sector. This is a person who is fit to practice in the eighteenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the nineteenth sector. This is a person who is fit to practice in the nineteenth sector and is not subject to any restrictions on their practice.

The Health Care Act 2003 also introduced the concept of the 'fit person' to the twentieth sector. This is a person who is fit to practice in the twentieth sector and is not subject to any restrictions on their practice.

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 has also become a major provider of social services, 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 has become a major provider of social services, 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 has also become a major provider of social services, 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 has become a major provider of social services, 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 has also become a major provider of social services, 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 has become a major provider of social services, 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 has also become a major provider of social services, 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 has become a major provider of social services, 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 has also become a major provider of social services, 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 has become a major provider of social services, 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 has also become a major provider of social services, 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 has become a major provider of social services, 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 has also become a major provider of social services, 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 has become a major provider of social services, and this has implications for the way in which the public sector is managed and the way in which it is funded.

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

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

The purpose of this paper is to review the current state of knowledge on the needs of children in the 1990s, and to discuss the implications for policy and practice.

1. Introduction

The first part of the paper discusses the current state of knowledge on the needs of children in the 1990s, and the second part discusses the implications for policy and practice.

2. Current state of knowledge

The current state of knowledge on the needs of children in the 1990s is based on a number of sources, including the United Nations Children's Fund (UNICEF) reports, the World Bank, and the World Health Organization (WHO).

The UNICEF reports provide a comprehensive overview of the state of the world's children, and the World Bank and WHO reports provide more detailed information on specific issues.

The current state of knowledge on the needs of children in the 1990s is based on a number of sources, including the United Nations Children's Fund (UNICEF) reports, the World Bank, and the World Health Organization (WHO).

The UNICEF reports provide a comprehensive overview of the state of the world's children, and the World Bank and WHO reports provide more detailed information on specific issues.

3. Implications for policy and practice

The implications for policy and practice are discussed in the third part of the paper. The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

The implications for policy and practice are discussed in the third part of the paper. The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

4. Conclusion

The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

The implications for policy and practice are discussed in the third part of the paper. The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

5. References

- United Nations Children's Fund (UNICEF) 1990, 1991, 1992, 1993, 1994.
- World Bank 1990, 1991, 1992, 1993, 1994.
- World Health Organization (WHO) 1990, 1991, 1992, 1993, 1994.

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

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

The purpose of this paper is to review the current state of knowledge on the needs of children in the 1990s, and to discuss the implications for policy and practice.

1. Introduction

The first part of the paper discusses the current state of knowledge on the needs of children in the 1990s, and the second part discusses the implications for policy and practice.

2. Current state of knowledge

The current state of knowledge on the needs of children in the 1990s is based on a number of sources, including the United Nations Children's Fund (UNICEF) reports, the World Bank, and the World Health Organization (WHO).

The UNICEF reports provide a comprehensive overview of the state of the world's children, and the World Bank and WHO reports provide more detailed information on specific issues.

The current state of knowledge on the needs of children in the 1990s is based on a number of sources, including the United Nations Children's Fund (UNICEF) reports, the World Bank, and the World Health Organization (WHO).

The UNICEF reports provide a comprehensive overview of the state of the world's children, and the World Bank and WHO reports provide more detailed information on specific issues.

3. Implications for policy and practice

The implications for policy and practice are discussed in the third part of the paper. The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

The implications for policy and practice are discussed in the third part of the paper. The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

4. Conclusion

The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

The implications for policy and practice are discussed in the third part of the paper. The current state of knowledge on the needs of children in the 1990s suggests that there is a need to address the needs of children in a number of areas, including health, education, and social services.

5. References

- United Nations Children's Fund (UNICEF) 1990, 1991, 1992, 1993, 1994.
- World Bank 1990, 1991, 1992, 1993, 1994.
- World Health Organization (WHO) 1990, 1991, 1992, 1993, 1994.

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

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. (p. 1)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. (p. 1)

These definitions are not mutually exclusive, and the two fields overlap significantly.

The 'information' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. (p. 1)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. (p. 1)

These definitions are not mutually exclusive, and the two fields overlap significantly.

The 'information' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. (p. 1)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. (p. 1)

These definitions are not mutually exclusive, and the two fields overlap significantly.

The 'information' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. (p. 1)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. (p. 1)

These definitions are not mutually exclusive, and the two fields overlap significantly.

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 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 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 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 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 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 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 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 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 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 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 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 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 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 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.

© 2010 Blackwell Publishing Ltd, *Journal of Internal Medicine* 267: 103–110

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

...the study of the nature, uses and functions of information, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'communication' field is defined as:

...the study of the nature, uses and functions of communication, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information science' field is defined as:

...the study of the nature, uses and functions of information science, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information studies' field is defined as:

...the study of the nature, uses and functions of information studies, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information technology' field is defined as:

...the study of the nature, uses and functions of information technology, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information systems' field is defined as:

...the study of the nature, uses and functions of information systems, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information management' field is defined as:

...the study of the nature, uses and functions of information management, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information policy' field is defined as:

...the study of the nature, uses and functions of information policy, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information law' field is defined as:

...the study of the nature, uses and functions of information law, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

The 'information ethics' field is defined as:

...the study of the nature, uses and functions of information ethics, and the ways in which it is created, communicated, evaluated and used as a resource for individual and social development. (p. 1)

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million (1990 to 1999) (Office of National Statistics, 2000).

There is a growing awareness of the need to address the needs of older people in the community. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to older people and the actions that will be taken to improve their lives. The strategy is based on the following principles:

- Older people should be able to live independently and actively in the community.
- Older people should be able to access the services and facilities they need to live well.
- Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

The strategy is based on the following principles: older people should be able to live independently and actively in the community. The strategy is based on the following principles: older people should be able to live independently and actively in the community.

© 2007 The Authors
Journal compilation © 2007 Blackwell Publishing Ltd

© 2007 The Authors
Journal compilation © 2007 Blackwell Publishing Ltd

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million (1990 to 1999) (Office of National Statistics, 2000).

There is a growing awareness of the need to address the needs of older people in the community. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to older people and the actions that will be taken to improve their lives. The strategy is based on the following principles:

- Older people should be able to live independently and actively in the community.
- Older people should be able to access the services and facilities they need to live well.
- Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

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 from the lower social classes, with 1.5 million people from the lower social classes 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 region, with 1.5 million people in a region 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 from 10.5 million to 12.5 million (1990 to 1999) (Office of National Statistics, 2000).

There is a growing awareness of the need to address the needs of older people in the community. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to older people and the actions that will be taken to improve their lives. The strategy is based on the following principles:

- Older people should be able to live independently and actively in the community.
- Older people should be able to access the services and facilities they need to live well.
- Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

The strategy is based on the following principles: older people should be able to live independently and actively in the community.

Older people should be able to access the services and facilities they need to live well.

Older people should be able to participate in the decisions that affect their lives.

© 2007 The Authors
Journal compilation © 2007 Blackwell Publishing Ltd

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million (1990 to 1999) (Office of National Statistics, 2000).

There is a growing awareness of the need to address the needs of older people in the community. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to older people and the actions that will be taken to improve their lives. The strategy is based on the following principles:

- Older people should be able to live independently and actively in the community.
- Older people should be able to access the services and support they need.
- Older people should be able to participate in the decisions that affect their lives.
- Older people should be able to live in a safe and secure environment.

The strategy also sets out a number of key objectives, including:

- To improve the health and well-being of older people.
- To improve the housing and living conditions of older people.
- To improve the social and economic participation of older people.
- To improve the safety and security of older people.

The strategy is a key document in the development of policy for older people in the UK. It provides a framework for the development of services and support for older people and for the evaluation of the effectiveness of these services and support.

The strategy also sets out a number of key actions that will be taken to improve the lives of older people, including:

- Improving the health and well-being of older people by increasing access to health and social care services.
- Improving the housing and living conditions of older people by increasing access to housing and social care services.
- Improving the social and economic participation of older people by increasing access to education and training opportunities.
- Improving the safety and security of older people by increasing access to police and fire services.

The strategy is a key document in the development of policy for older people in the UK. It provides a framework for the development of services and support for older people and for the evaluation of the effectiveness of these services and support.

The strategy also sets out a number of key actions that will be taken to improve the lives of older people, including:

- Improving the health and well-being of older people by increasing access to health and social care services.
- Improving the housing and living conditions of older people by increasing access to housing and social care services.
- Improving the social and economic participation of older people by increasing access to education and training opportunities.
- Improving the safety and security of older people by increasing access to police and fire services.

The strategy is a key document in the development of policy for older people in the UK. It provides a framework for the development of services and support for older people and for the evaluation of the effectiveness of these services and support.

The strategy also sets out a number of key actions that will be taken to improve the lives of older people, including:

- Improving the health and well-being of older people by increasing access to health and social care services.
- Improving the housing and living conditions of older people by increasing access to housing and social care services.
- Improving the social and economic participation of older people by increasing access to education and training opportunities.
- Improving the safety and security of older people by increasing access to police and fire services.

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

...the study of the processes of gathering, organising, storing, retrieving and disseminating information, and the study of the social, cultural and economic aspects of these processes. (p. 10)

The 'communication' field is defined as:

...the study of the processes of conveying information from one person to another, and the study of the social, cultural and economic aspects of these processes. (p. 10)

These definitions are not intended to be exhaustive, but they do provide a clear starting point for the study of information and communication.

The 'information' field is defined as:

...the study of the processes of gathering, organising, storing, retrieving and disseminating information, and the study of the social, cultural and economic aspects of these processes. (p. 10)

The 'communication' field is defined as:

...the study of the processes of conveying information from one person to another, and the study of the social, cultural and economic aspects of these processes. (p. 10)

These definitions are not intended to be exhaustive, but they do provide a clear starting point for the study of information and communication.

The 'information' field is defined as:

...the study of the processes of gathering, organising, storing, retrieving and disseminating information, and the study of the social, cultural and economic aspects of these processes. (p. 10)

The 'communication' field is defined as:

...the study of the processes of conveying information from one person to another, and the study of the social, cultural and economic aspects of these processes. (p. 10)

These definitions are not intended to be exhaustive, but they do provide a clear starting point for the study of information and communication.

The 'information' field is defined as:

...the study of the processes of gathering, organising, storing, retrieving and disseminating information, and the study of the social, cultural and economic aspects of these processes. (p. 10)

The 'communication' field is defined as:

...the study of the processes of conveying information from one person to another, and the study of the social, cultural and economic aspects of these processes. (p. 10)

These definitions are not intended to be exhaustive, but they do provide a clear starting point for the study of information and communication.

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

Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. It is an interdisciplinary field that draws on a wide range of disciplines, including library science, communication, sociology, psychology, and computer science. (p. 1)

The 'communication' field is defined as:

Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. It is an interdisciplinary field that draws on a wide range of disciplines, including library science, information science, sociology, psychology, and computer science. (p. 1)

The 'information' and 'communication' fields are defined as:

Information science and communication science are two fields that are closely related and often overlap. Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. (p. 1)

The 'information' and 'communication' fields are defined as:

Information science and communication science are two fields that are closely related and often overlap. Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. (p. 1)

The 'information' and 'communication' fields are defined as:

Information science and communication science are two fields that are closely related and often overlap. Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. (p. 1)

The 'information' and 'communication' fields are defined as:

Information science and communication science are two fields that are closely related and often overlap. Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. (p. 1)

The 'information' and 'communication' fields are defined as:

Information science and communication science are two fields that are closely related and often overlap. Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. (p. 1)

The 'information' and 'communication' fields are defined as:

Information science and communication science are two fields that are closely related and often overlap. Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. (p. 1)

The 'information' and 'communication' fields are defined as:

Information science and communication science are two fields that are closely related and often overlap. Information science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of information. Communication science is the study of the nature, creation, organisation, storage, retrieval, communication, dissemination and use of communication. (p. 1)

© 2006 The Authors
 Journal compilation © 2006 Blackwell Publishing Ltd

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 a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector.

The public sector is a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector. The public sector is a complex organisation, and it is difficult to understand how it works.

The public sector is a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector. The public sector is a complex organisation, and it is difficult to understand how it works.

The public sector is a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector. The public sector is a complex organisation, and it is difficult to understand how it works.

The public sector is a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector. The public sector is a complex organisation, and it is difficult to understand how it works.

The public sector is a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector. The public sector is a complex organisation, and it is difficult to understand how it works.

The public sector is a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector. The public sector is a complex organisation, and it is difficult to understand how it works.

The public sector is a collection of many different organisations, each of which has its own objectives and its own way of working. The public sector is also a collection of many different people, each of whom has their own role to play in the public sector. The public sector is a complex organisation, and it is difficult to understand how it works.

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

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the history, theory, and practice of information science, and the study of the social, cultural, and economic aspects of information and communication. (p. 101)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. The field includes the study of the history, theory, and practice of communication science, and the study of the social, cultural, and economic aspects of communication and information. (p. 101)

The 'information science' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the history, theory, and practice of information science, and the study of the social, cultural, and economic aspects of information and communication. (p. 101)

The 'communication science' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. The field includes the study of the history, theory, and practice of communication science, and the study of the social, cultural, and economic aspects of communication and information. (p. 101)

The 'information studies' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the history, theory, and practice of information science, and the study of the social, cultural, and economic aspects of information and communication. (p. 101)

The 'communication studies' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. The field includes the study of the history, theory, and practice of communication science, and the study of the social, cultural, and economic aspects of communication and information. (p. 101)

The 'information science' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the history, theory, and practice of information science, and the study of the social, cultural, and economic aspects of information and communication. (p. 101)

The 'communication science' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the study of the communication of information. The field includes the study of the history, theory, and practice of communication science, and the study of the social, cultural, and economic aspects of communication and information. (p. 101)

The 'information studies' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the history, theory, and practice of information science, and the study of the social, cultural, and economic aspects of information and communication. (p. 101)

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million (1990 to 1999) (Office of National Statistics, 2000).

There is a growing awareness of the need to address the needs of older people in the community. The Department of Health (1999) has published a strategy for older people, which sets out the government's commitment to improve the lives of older people. The strategy is based on the following principles:

- Older people should be able to live independently and actively in the community.
- Older people should be able to access the services and facilities they need.
- Older people should be able to participate in the decisions that affect their lives.

The strategy also sets out a number of key objectives, including:

- To improve the health and well-being of older people.
- To improve the housing and living conditions of older people.
- To improve the transport and travel facilities for older people.

The strategy is a key document in the development of policy for older people in the UK. It provides a framework for the development of services and facilities for older people.

The strategy is based on the following principles:

- Older people should be able to live independently and actively in the community.
- Older people should be able to access the services and facilities they need.
- Older people should be able to participate in the decisions that affect their lives.

The strategy also sets out a number of key objectives, including:

- To improve the health and well-being of older people.
- To improve the housing and living conditions of older people.
- To improve the transport and travel facilities for older people.

The strategy is a key document in the development of policy for older people in the UK. It provides a framework for the development of services and facilities for older people.

The strategy is based on the following principles:

- Older people should be able to live independently and actively in the community.
- Older people should be able to access the services and facilities they need.
- Older people should be able to participate in the decisions that affect their lives.

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 led to a number of improvements in the quality of public services, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The second strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The third strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The fourth strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The fifth strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The sixth strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The seventh strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The eighth strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The ninth strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

The tenth strand of the literature focuses on the impact of public sector reform on the quality of public services in the UK. This literature has found that public sector reform has led to a number of improvements in the quality of public services in the UK, including:

- Improved efficiency and effectiveness of public services.
- Improved quality of public services.
- Improved customer service.

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

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'communication' field is defined as:

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

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information studies' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

The 'information science' field is defined as:

...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 12.5 million (1990 to 1999) (Office of National Statistics, 2000).

There is a growing awareness of the need to address the needs of older people in the community. 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:

- To ensure that older people have access to the services they need to live well in their own homes.
- To ensure that older people are able to participate in decisions about their care and services.
- To ensure that older people are able to live independently and actively.

The strategy also sets out a number of key objectives, including:

- To reduce the number of older people who are in long-term care.
- To improve the quality of care for older people in long-term care.
- To ensure that older people have access to the services they need to live well in their own homes.

The strategy is a key document in the development of policy for older people in the UK. It provides a framework for the development of services for older people and for the evaluation of the effectiveness of these services.

The strategy is based on the following principles:

- To ensure that older people have access to the services they need to live well in their own homes.
- To ensure that older people are able to participate in decisions about their care and services.
- To ensure that older people are able to live independently and actively.

The strategy also sets out a number of key objectives, including:

- To reduce the number of older people who are in long-term care.
- To improve the quality of care for older people in long-term care.
- To ensure that older people have access to the services they need to live well in their own homes.

The strategy is a key document in the development of policy for older people in the UK. It provides a framework for the development of services for older people and for the evaluation of the effectiveness of these services.

The strategy is based on the following principles:

- To ensure that older people have access to the services they need to live well in their own homes.
- To ensure that older people are able to participate in decisions about their care and services.
- To ensure that older people are able to live independently and actively.

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

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

The 'communication' field is defined as:

Communication science is the study of the processes of communication, and the social, cultural, economic and technological contexts in which these processes take place. (p. 1)

The 'information' field is defined as:

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

The 'communication' field is defined as:

Communication science is the study of the processes of communication, and the social, cultural, economic and technological contexts in which these processes take place. (p. 1)

The 'information' field is defined as:

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

The 'communication' field is defined as:

Communication science is the study of the processes of communication, and the social, cultural, economic and technological contexts in which these processes take place. (p. 1)

The 'information' field is defined as:

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

The 'communication' field is defined as:

Communication science is the study of the processes of communication, and the social, cultural, economic and technological contexts in which these processes take place. (p. 1)

The 'information' field is defined as:

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

