



Chewy Regular

2020-09-10 - 07:09.32
07:09.33

Print this page

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
DIGIT ONE uni0031	1	1
DIGIT TWO uni0032	2	2
DIGIT THREE uni0033	3	3
DIGIT FOUR uni0034	4	4
DIGIT FIVE uni0035	5	5
DIGIT SIX uni0036	6	6
DIGIT SEVEN uni0037	7	7
DIGIT EIGHT uni0038	8	8
DIGIT NINE uni0039	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
LATIN CAPITAL LETTER B uni0042	B	B
LATIN CAPITAL LETTER C uni0043	C	C
LATIN CAPITAL LETTER D uni0044	D	D
LATIN CAPITAL LETTER E uni0045	E	E
LATIN CAPITAL LETTER F uni0046	F	F
LATIN CAPITAL LETTER G uni0047	G	G
LATIN CAPITAL LETTER H uni0048	H	H
LATIN CAPITAL LETTER I uni0049	I	I
LATIN CAPITAL LETTER J uni004A	J	J

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

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

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

VULGAR FRACTION ONE HALF uni00BD	½	⅐
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø

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

LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô
LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö
DIVISION SIGN uni00F7	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı
LATIN CAPITAL LETTER L WITH STROKE uni0141	Ł	Ł
LATIN SMALL LETTER L WITH STROKE uni0142	ł	ł
LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ
LATIN SMALL LIGATURE OE uni0153	œ	œ
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š
LATIN SMALL LETTER S WITH CARON uni0161	š	š
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	ˆ	ˆ
CARON uni02C7	ˇ	ˇ
BREVE uni02D8	˘	˘
DOT ABOVE uni02D9	˙	˙
RING ABOVE uni02DA	˚	˚

OGONEK uni02DB	◌̣	◌̣̈
SMALL TILDE uni02DC	◌̃	◌̃̈
DOUBLE ACUTE ACCENT uni02DD	◌̨	◌̨̈
EN DASH uni2013	—	—
EM DASH uni2014	—	—
LEFT SINGLE QUOTATION MARK uni2018	‘	’
RIGHT SINGLE QUOTATION MARK uni2019	’	’
SINGLE LOW-9 QUOTATION MARK uni201A	’	’
LEFT DOUBLE QUOTATION MARK uni201C	“	”
RIGHT DOUBLE QUOTATION MARK uni201D	”	”
DOUBLE LOW-9 QUOTATION MARK uni201E	”	”
BULLET uni2022	•	•
HORIZONTAL ELLIPSIS uni2026
PER MILLE SIGN uni2030	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>
FRACTION SLASH uni2044	/	/
EURO SIGN uni20AC	€	€
TRADE MARK SIGN uni2122	™	™
MINUS SIGN uni2212	—	—
LATIN SMALL LIGATURE FI uniFB01	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl

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

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

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

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

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

The UNCRC also provides a framework for the development of children's rights education. This is a process of teaching children about their rights, and about the responsibilities of others towards them. It is a key component of the implementation of the UNCRC, and is essential for the realization of children's rights.

Children's rights education is a process that should be ongoing, and should be tailored to the needs of different children and communities. It should be based on the principles of participation, non-violence, and respect for diversity.

There are a number of factors that can influence the effectiveness of children's rights education. These include the quality of the curriculum, the training of the teachers, and the involvement of children in the process.

One of the key challenges in the implementation of children's rights education is the need to ensure that it is relevant to the lives of children. This means that the curriculum should be based on the children's own experiences, and should address the issues that are most important to them.

Children's rights education is a process that should be ongoing, and should be tailored to the needs of different children and communities. It should be based on the principles of participation, non-violence, and respect for diversity.

There are a number of factors that can influence the effectiveness of children's rights education. These include the quality of the curriculum, the training of the teachers, and the involvement of children in the process.

One of the key challenges in the implementation of children's rights education is the need to ensure that it is relevant to the lives of children. This means that the curriculum should be based on the children's own experiences, and should address the issues that are most important to them.

the first of these is the fact that the system is not a simple one, and that the results are not always predictable.

The second of these is the fact that the system is not a simple one, and that the results are not always predictable.

The third of these is the fact that the system is not a simple one, and that the results are not always predictable.

The fourth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The fifth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The sixth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The seventh of these is the fact that the system is not a simple one, and that the results are not always predictable.

The eighth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The ninth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The tenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The eleventh of these is the fact that the system is not a simple one, and that the results are not always predictable.

The twelfth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The thirteenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The fourteenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The fifteenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The sixteenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The seventeenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The eighteenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The nineteenth of these is the fact that the system is not a simple one, and that the results are not always predictable.

The twentieth of these is the fact that the system is not a simple one, and that the results are not always predictable.

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

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

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

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

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

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

The results of the study have important implications for the field of research. They suggest that the factors being studied are closely related, and that further research is needed to explore the underlying mechanisms.

In conclusion, the study has provided valuable insights into the relationship between the variables being studied. The findings suggest that there is a strong correlation between the two variables, and that this relationship may be influenced by other factors.

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

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

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

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

