

Print this page

Open Sans Hebrew Condensed Extra Bold It

SPACE  
uni0020

QUOTATION MARK  
uni0022

NUMBER SIGN  
uni0023

DOLLAR SIGN  
uni0024

PERCENT SIGN  
uni0025

AMPERSAND  
uni0026

APOSTROPHE  
uni0027

LEFT PARENTHESIS  
uni0028RIGHT PARENTHESIS  
uni0029

ASTERISK  
uni002A

PLUS SIGN  
uni002B

COMMA  
uni002C

HYPHEN-MINUS  
uni002D

FULL STOP uni002E	.	.	.	.	.	.	.	.
SOLIDUS uni002F	/	/	/	/	/	/	/	/
DIGIT ZERO uni0030	0	0	0	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8	8	8	8
DIGIT NINE uni0039	9	9	9	9	9	9	9	9
COLON uni003A	:	:	:	:	:	:	:	:
SEMICOLON uni003B	;	;	;	;	;	;	;	;
LESS-THAN SIGN uni003C	<	<	<	<	<	<	<	<
EQUALS SIGN uni003D	=	=	=	=	=	=	=	=
GREATER-THAN SIGN uni003E	>	>	>	>	>	>	>	>
QUESTION MARK uni003F	?	?	?	?	?	?	?	?
COMMERCIAL AT uni0040	@	@	@	@	@	@	@	@
LATIN CAPITAL LETTER A uni0041	A	A	A	A	A	A	A	A
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I	I

LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	Z	Z	Z	Z	Z	Z	Z	Z
LEFT SQUARE BRACKET uni005B	[	[	[	[	[	[	[	[
REVERSE SOLIDUS uni005C	\	\	\	\	\	\	\	\
RIGHT SQUARE BRACKET uni005D	]	]	]	]	]	]	]	]
CIRCUMFLEX ACCENT uni005E	^	^	^	^	^	^	^	^
LOW LINE uni005F	—	—	—	—	—	—	—	—
GRAVE ACCENT uni0060	`	`	`	`	`	`	`	`
LATIN SMALL LETTER A uni0061	a	a	a	a	a	a	a	a
LATIN SMALL LETTER B uni0062	b	b	b	b	b	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c	c	c	c	c	c
LATIN SMALL LETTER D uni0064	d	d	d	d	d	d	d	d

uni0064	~	~	~	~	~	~	~	~
LATIN SMALL LETTER E uni0065	e	e	e	e	e	e	e	e
LATIN SMALL LETTER F uni0066	f	f	f	f	f	f	f	f
LATIN SMALL LETTER G uni0067	g	g	g	g	g	g	g	g
LATIN SMALL LETTER H uni0068	h	h	h	h	h	h	h	h
LATIN SMALL LETTER I uni0069	i	i	i	i	i	i	i	i
LATIN SMALL LETTER J uni006A	j	j	j	j	j	j	j	j
LATIN SMALL LETTER K uni006B	k	k	k	k	k	k	k	k
LATIN SMALL LETTER L uni006C	l	l	l	l	l	l	l	l
LATIN SMALL LETTER M uni006D	m	m	m	m	m	m	m	m
LATIN SMALL LETTER N uni006E	n	n	n	n	n	n	n	n
LATIN SMALL LETTER O uni006F	o	o	o	o	o	o	o	o
LATIN SMALL LETTER P uni0070	p	p	p	p	p	p	p	p
LATIN SMALL LETTER Q uni0071	q	q	q	q	q	q	q	q
LATIN SMALL LETTER R uni0072	r	r	r	r	r	r	r	r
LATIN SMALL LETTER S uni0073	s	s	s	s	s	s	s	s
LATIN SMALL LETTER T uni0074	t	t	t	t	t	t	t	t
LATIN SMALL LETTER U uni0075	u	u	u	u	u	u	u	u
LATIN SMALL LETTER V uni0076	v	v	v	v	v	v	v	v
LATIN SMALL LETTER W uni0077	w	w	w	w	w	w	w	w
LATIN SMALL LETTER X uni0078	x	x	x	x	x	x	x	x
LATIN SMALL LETTER Y uni0079	y	y	y	y	y	y	y	y
LATIN SMALL LETTER Z uni007A	z	z	z	z	z	z	z	z
LEFT CURLY BRACKET uni007B	{	{	{	{	{	{	{	{
VERTICAL LINE uni007C								
RIGHT CURLY BRACKET uni007D	}	}	}	}	}	}	}	}
TILDE uni007E	~	~	~	~	~	~	~	~
NO-BREAK SPACE uni00A0								

INVERTED EXCLAMATION MARK  
uni00A1

CENT SIGN  
uni00A2

POUND SIGN  
uni00A3

CURRENCY SIGN  
uni00A4

YEN SIGN  
uni00A5

BROKEN BAR  
uni00A6

SECTION SIGN  
uni00A7

DIAERESIS  
uni00A8

COPYRIGHT SIGN  
uni00A9

FEMININE ORDINAL INDICATOR  
uni00AA

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

SUPERSCRPT TWO  
uni00B2

SUPERSCRPT THREE  
uni00B3

ACUTE ACCENT  
uni00B4

MICRO SIGN  
uni00B5

PILCROW SIGN  
uni00B6

MIDDLE DOT  
uni00B7

CEDILLA  
uni00B8

SUPERSCRPT ONE  
uni00B9

MASCULINE ORDINAL INDICATOR  
uni00BA

RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK  
uni00BB

¡	¡	¡	¡	¡	¡	¡	¡	¡
¢	¢	¢	¢	¢	¢	¢	¢	¢
£	£	£	£	£	£	£	£	£
¤	¤	¤	¤	¤	¤	¤	¤	¤
¥	¥	¥	¥	¥	¥	¥	¥	¥
§	§	§	§	§	§	§	§	§
¨	¨	¨	¨	¨	¨	¨	¨	¨
©	©	©	©	©	©	©	©	©
ª	ª	ª	ª	ª	ª	ª	ª	ª
«	«	«	«	«	«	«	«	«
¬	¬	¬	¬	¬	¬	¬	¬	¬
®	®	®	®	®	®	®	®	®
—	—	—	—	—	—	—	—	—
°	°	°	°	°	°	°	°	°
±	±	±	±	±	±	±	±	±
²	²	²	²	²	²	²	²	²
³	³	³	³	³	³	³	³	³
´	´	´	´	´	´	´	´	´
µ	µ	µ	µ	µ	µ	µ	µ	µ
¶	¶	¶	¶	¶	¶	¶	¶	¶
·	·	·	·	·	·	·	·	·
¸	¸	¸	¸	¸	¸	¸	¸	¸
¹	¹	¹	¹	¹	¹	¹	¹	¹
º	º	º	º	º	º	º	º	º
»	»	»	»	»	»	»	»	»

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

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

	LATIN SMALL LETTER O WITH ACUTE uni00F3	ó	ó	ó	ó	ó	ó	ó	ó
	LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô	ô	ô	ô	ô	ô
	LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ	õ	õ	õ	õ	õ
	LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö	ö	ö	ö	ö
	DIVISION SIGN uni00F7	÷	÷	÷	÷	÷	÷	÷	÷
	LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø	ø	ø	ø	ø
	LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù	ù	ù	ù
	LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú	ú	ú	ú
	LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û	û	û	û
	LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü	ü	ü	ü
	LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý	ý	ý	ý
	LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ	þ	þ	þ
	LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
	LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı	ı	ı
	LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ	Œ	Œ	Œ	Œ	Œ
	LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ	œ	œ	œ	œ
	LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š	Š	Š	Š	Š	Š
	LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š	š	š	š
	LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
	LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž	Ž	Ž	Ž
	LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž	ž	ž	ž
	LATIN SMALL LETTER F WITH HOOK uni0192	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ
	MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
	CARON uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
	BREVE uni02D8	˘	˘	˘	˘	˘	˘	˘	˘
	DOT ABOVE uni02D9	˙	˙	˙	˙	˙	˙	˙	˙
	RING ABOVE uni02DA	˚	˚	˚	˚	˚	˚	˚	˚



OGONEK uni02DB	◌̛	◌̛	◌̛	◌̛	◌̛	◌̛	◌̛	◌̛
SMALL TILDE uni02DC	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃	◌̃
DOUBLE ACUTE ACCENT uni02DD	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨	◌̨
HEBREW POINT SHEVA uni05B0	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ	◌ְ
HEBREW POINT HATAF SEGOL uni05B1	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW POINT HATAF PATAH uni05B2	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT HATAF QAMATS uni05B3	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ
HEBREW POINT HIRIQ uni05B4	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ	◌ִ
HEBREW POINT TSERE uni05B5	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ	◌ֶ
HEBREW POINT SEGOL uni05B6	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW POINT PATAH uni05B7	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT QAMATS uni05B8	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ
HEBREW POINT HOLAM uni05B9	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ	◌ֹ
HEBREW POINT HOLAM HASER FOR VAV uni05BA	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT QUBUTS uni05BB	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ	◌ֻ
HEBREW POINT DAGESH OR MAPIQ uni05BC	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ	◌ּ
HEBREW POINT METEG uni05BD	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW PUNCTUATION MAQAF uni05BE	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ	◌ֿ
HEBREW POINT SHIN DOT uni05C1	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ
HEBREW POINT SIN DOT uni05C2	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ	◌װ
HEBREW POINT QAMATS QATAN uni05C7	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ	◌ֵ
HEBREW LETTER ALEF uni05D0	א	א	א	א	א	א	א	א
HEBREW LETTER BET uni05D1	ב	ב	ב	ב	ב	ב	ב	ב
HEBREW LETTER GIMEL uni05D2	ג	ג	ג	ג	ג	ג	ג	ג
HEBREW LETTER DALET uni05D3	ד	ד	ד	ד	ד	ד	ד	ד
HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN	ז	ז	ז	ז	ז	ז	ז	ז

HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח	ח	ח	ח
HEBREW LETTER TET uni05D8	ט	ט	ט	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM uni05DD	ם	ם	ם	ם	ם	ם	ם	ם
HEBREW LETTER MEM uni05DE	מ	מ	מ	מ	מ	מ	מ	מ
HEBREW LETTER FINAL NUN uni05DF	ן	ן	ן	ן	ן	ן	ן	ן
HEBREW LETTER NUN uni05E0	נ	נ	נ	נ	נ	נ	נ	נ
HEBREW LETTER SAMEKH uni05E1	ס	ס	ס	ס	ס	ס	ס	ס
HEBREW LETTER AYIN uni05E2	ע	ע	ע	ע	ע	ע	ע	ע
HEBREW LETTER FINAL PE uni05E3	ף	ף	ף	ף	ף	ף	ף	ף
HEBREW LETTER PE uni05E4	פ	פ	פ	פ	פ	פ	פ	פ
HEBREW LETTER FINAL TSADI uni05E5	ץ	ץ	ץ	ץ	ץ	ץ	ץ	ץ
HEBREW LETTER TSADI uni05E6	צ	צ	צ	צ	צ	צ	צ	צ
HEBREW LETTER QOF uni05E7	ק	ק	ק	ק	ק	ק	ק	ק
HEBREW LETTER RESH uni05E8	ר	ר	ר	ר	ר	ר	ר	ר
HEBREW LETTER SHIN uni05E9	ש	ש	ש	ש	ש	ש	ש	ש
HEBREW LETTER TAV uni05EA	ת	ת	ת	ת	ת	ת	ת	ת
HEBREW PUNCTUATION GERESH uni05F3	'	'	'	'	'	'	'	'
HEBREW PUNCTUATION GERSHAYIM uni05F4	"	"	"	"	"	"	"	"
EN DASH uni2013	—	—	—	—	—	—	—	—
EM DASH uni2014	—	—	—	—	—	—	—	—
LEFT SINGLE QUOTATION MARK uni2018	'	'	'	'	'	'	'	'
RIGHT SINGLE QUOTATION MARK uni2019	'	'	'	'	'	'	'	'
SINGLE LOW-9 QUOTATION MARK	'	'	'	'	'	'	'	'

	uni201A	'	'	'	'	'	'	'	'
LEFT DOUBLE QUOTATION MARK	uni201C	“	“	“	“	“	“	“	“
RIGHT DOUBLE QUOTATION MARK	uni201D	”	”	”	”	”	”	”	”
DOUBLE LOW-9 QUOTATION MARK	uni201E	„	„	„	„	„	„	„	„
DAGGER	uni2020	†	†	†	†	†	†	†	†
DOUBLE DAGGER	uni2021	‡	‡	‡	‡	‡	‡	‡	‡
BULLET	uni2022	•	•	•	•	•	•	•	•
HORIZONTAL ELLIPSIS	uni2026	…	…	…	…	…	…	…	…
PER MILLE SIGN	uni2030	‰	‰	‰	‰	‰	‰	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK	uni2039	<	<	<	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK	uni203A	>	>	>	>	>	>	>	>
FRACTION SLASH	uni2044	/	/	/	/	/	/	/	/
NEW SHEQEL SIGN	uni20AA	₪	₪	₪	₪	₪	₪	₪	₪
EURO SIGN	uni20AC	€	€	€	€	€	€	€	€
TRADE MARK SIGN	uni2122	™	™	™	™	™	™	™	™
INTEGRAL	uni222B	∫	∫	∫	∫	∫	∫	∫	∫
NOT EQUAL TO	uni2260	≠	≠	≠	≠	≠	≠	≠	≠
LATIN SMALL LIGATURE FI	uniFB01	fi	fi	fi	fi	fi	fi	fi	fi
LATIN SMALL LIGATURE FL	uniFB02	fl	fl	fl	fl	fl	fl	fl	fl
HEBREW LETTER SHIN WITH SHIN DOT	uniFB2A	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH SIN DOT	uniFB2B	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER SHIN WITH DAGESH AND SHIN DOT	uniFB2C	שׇ	שׇ	שׇ	שׇ	שׇ	שׇ	שׇ	שׇ
HEBREW LETTER SHIN WITH DAGESH AND SIN DOT	uniFB2D	שׇׂ	שׇׂ	שׇׂ	שׇׂ	שׇׂ	שׇׂ	שׇׂ	שׇׂ
HEBREW LETTER ALEF WITH PATAH	uniFB2E	אֱ	אֱ	אֱ	אֱ	אֱ	אֱ	אֱ	אֱ
HEBREW LETTER ALEF WITH QAMATS	uniFB2F	אָ	אָ	אָ	אָ	אָ	אָ	אָ	אָ
HEBREW LETTER ALEF WITH MAPIQ	uniFB30	אׁ	אׁ	אׁ	אׁ	אׁ	אׁ	אׁ	אׁ
HEBREW LETTER BET WITH DAGESH	uniFB31	בּ	בּ	בּ	בּ	בּ	בּ	בּ	בּ
HEBREW LETTER GIMEL WITH DAGESH	uniFB32	גּ	גּ	גּ	גּ	גּ	גּ	גּ	גּ













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

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

The 'communication' field is defined as:

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

The 'information science' field is defined as:

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

The 'information studies' field is defined as:

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

The 'information technology' field is defined as:

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

The 'information systems' field is defined as:

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

The 'information management' field is defined as:

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

The 'information policy' field is defined as:

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

The 'information law' field is defined as:

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

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

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

The 'communication' field is defined as:

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

The 'information science' field is defined as:

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

The 'information studies' field is defined as:

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

The 'information technology' field is defined as:

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

The 'information systems' field is defined as:

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

The 'information management' field is defined as:

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

The 'information policy' field is defined as:

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

The 'information law' field is defined as:

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

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

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

The study has several limitations, and there are some areas for future research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. Future research should focus on conducting field studies to test the results of the study in a more realistic setting.

In conclusion, the study has provided valuable insights into the research topic, and the findings are consistent with the existing literature. The study has identified several areas for future research, and the results provide a solid foundation for further exploration of the topic.













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 develop a new generation of leaders who are able to deal with the challenges of the 21st century. This has led to a number of initiatives to develop leadership education for young people. One of the most well-known of these is the Young Leaders Programme (YLP) which was established in 1994 by the United Nations Development Programme (UNDP) and the United Nations Children's Fund (UNICEF).

The YLP is a global initiative which aims to develop the leadership skills of young people from 15 to 25 years of age. It does this by providing them with a range of opportunities to develop their leadership skills, including training, mentoring, and participation in leadership projects.

The YLP has been successful in reaching a large number of young people in over 100 countries. It has helped to develop the leadership skills of many young people who are now going on to make a positive contribution to their communities and the world.

There are a number of reasons why the YLP has been successful. One of the main reasons is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.

Another reason why the YLP has been successful is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.

There are a number of reasons why the YLP has been successful. One of the main reasons is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.

Another reason why the YLP has been successful is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.

There are a number of reasons why the YLP has been successful. One of the main reasons is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.

Another reason why the YLP has been successful is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.

There are a number of reasons why the YLP has been successful. One of the main reasons is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.

Another reason why the YLP has been successful is that it provides young people with a range of opportunities to develop their leadership skills. This includes training, mentoring, and participation in leadership projects.







\_\_\_\_\_









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

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

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

The UNCRC is a comprehensive document, covering a wide range of issues, from the right to life and survival, to the right to education and participation. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.

The UNCRC is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs. It is a document that is based on the principle of the best interests of the child, and is designed to ensure that children are treated as individuals, with their own rights and needs.







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

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

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

The UNCRC is a comprehensive document, and it covers a wide range of issues. It is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

The UNCRC is a landmark document in the history of children's rights, and it has been instrumental in the development of a new approach to children's rights. It is a comprehensive document, and it covers a wide range of issues.

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

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

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

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

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.

The UNCRC is a landmark document, and it has led to a new awareness of the needs of children. It has also led to a new approach to children's rights, one that is based on the principle of the best interests of the child. This approach is now being adopted by many countries, and it is hoped that it will lead to a better world for children.





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

There is a growing awareness of the need to develop a new generation of young people who are able to take advantage of the opportunities that the new technologies offer. This has led to a number of initiatives aimed at promoting the use of information technology in education. One of the most well-known of these is the 'Computers in Schools' programme, which was launched in 1990 by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The 'Computers in Schools' programme aims to provide schools with the resources and training they need to use computers effectively in the classroom. This includes providing schools with computers, software, and training for teachers and students. The programme also aims to promote the use of computers in education by providing information and advice to schools and teachers.

There are a number of benefits to using computers in education. One of the most important is that computers can help to make learning more interactive and engaging. This can lead to improved learning outcomes and a more positive attitude towards learning. Computers can also help to make learning more personalized, allowing students to learn at their own pace and in their own way.

Another benefit of using computers in education is that they can help to make learning more accessible. This is particularly important for students who have special needs or who are from disadvantaged backgrounds. Computers can provide these students with the resources and support they need to succeed in school.

There are also a number of challenges associated with using computers in education. One of the most important is the cost of computers and software. This can be a significant barrier for many schools, particularly in developing countries. Another challenge is the need for training for teachers and students. This can also be a significant barrier for many schools.

Despite these challenges, the use of computers in education is growing rapidly. This is due to a number of factors, including the increasing availability of computers and software, the growing awareness of the benefits of using computers in education, and the increasing demand for education by a growing population.

As the use of computers in education continues to grow, it is important that we continue to develop the resources and training that are needed to make the most of the opportunities that computers offer. This will ensure that all students have the chance to succeed in school and to take advantage of the opportunities that the new technologies offer.

One of the most important ways to develop these resources and training is through the use of information technology. This can help to make the development of resources and training more efficient and effective. It can also help to make the development of resources and training more accessible, ensuring that all schools have the resources and training they need.

There are a number of ways to use information technology to develop resources and training. One way is to use computers to create interactive learning materials. This can include creating interactive textbooks, interactive software, and interactive websites. Another way is to use computers to create training materials for teachers and students.

There are also a number of ways to use information technology to make the development of resources and training more accessible. This can include using the internet to share resources and training materials, and using videoconferencing to provide training to teachers and students who are in different locations.

As the use of information technology in education continues to grow, it is important that we continue to develop the resources and training that are needed to make the most of the opportunities that information technology offers. This will ensure that all students have the chance to succeed in school and to take advantage of the opportunities that the new technologies offer.







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

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

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

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

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

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

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

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

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

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

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

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

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



100%

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is the first legally binding international instrument to set out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries.

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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

The UNCRC is a comprehensive document that covers a wide range of issues, including the right to life, the right to education, the right to health, and the right to participate in decisions that affect them.

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





100%

100%



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

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

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

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1999). The number of people in the public sector who are employed in the health sector has increased by 1.2 million (from 1.2 million in 1980 to 2.4 million in 1999).

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

One of the main reasons for the need to improve the efficiency of the public sector is the increasing pressure on public resources. The public sector is responsible for a large proportion of the UK's gross domestic product (GDP), and its costs are increasing rapidly. This is due to a number of factors, including the increasing demand for public services, the increasing cost of public services, and the increasing pressure on public resources.

One of the main ways in which the efficiency of the public sector can be improved is by introducing competition. This can be done by allowing private companies to compete for public contracts, or by allowing private companies to take over public services. This can lead to a number of improvements in the efficiency of the public sector, including the reduction of costs, the improvement of service quality, and the improvement of the responsiveness of public services.

Another way in which the efficiency of the public sector can be improved is by restructuring public services. This can be done by merging public services, or by transferring public services to private companies. This can lead to a number of improvements in the efficiency of the public sector, including the reduction of costs, the improvement of service quality, and the improvement of the responsiveness of public services.

Finally, the efficiency of the public sector can be improved by the introduction of performance targets. These targets can be used to measure the performance of public services, and can be used to reward public services that perform well. This can lead to a number of improvements in the efficiency of the public sector, including the reduction of costs, the improvement of service quality, and the improvement of the responsiveness of public services.

There are a number of challenges associated with improving the efficiency of the public sector. One of the main challenges is the need to balance the need for efficiency with the need for quality. Another challenge is the need to ensure that the public sector remains accountable to the public. Finally, there is a need to ensure that the public sector remains responsive to the needs of the public.

Despite these challenges, there is a growing consensus that the efficiency of the public sector must be improved. This is because the public sector is responsible for a large proportion of the UK's GDP, and its costs are increasing rapidly. This is also because the public sector is responsible for a large proportion of the UK's social services, and its performance is crucial to the well-being of the UK's citizens.

There are a number of ways in which the efficiency of the public sector can be improved. These include the introduction of competition, the restructuring of public services, and the introduction of performance targets. These initiatives have led to a number of improvements in the efficiency of the public sector, and there is a growing consensus that these initiatives must continue to be implemented.

One of the main reasons for the need to improve the efficiency of the public sector is the increasing pressure on public resources. The public sector is responsible for a large proportion of the UK's gross domestic product (GDP), and its costs are increasing rapidly. This is due to a number of factors, including the increasing demand for public services, the increasing cost of public services, and the increasing pressure on public resources.

One of the main ways in which the efficiency of the public sector can be improved is by introducing competition. This can be done by allowing private companies to compete for public contracts, or by allowing private companies to take over public services. This can lead to a number of improvements in the efficiency of the public sector, including the reduction of costs, the improvement of service quality, and the improvement of the responsiveness of public services.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1999). The number of people in the public sector who are employed in the health sector has increased by 1.2 million (from 1.2 million in 1980 to 2.4 million in 1999).

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

One of the main reasons for the need to improve the efficiency of the public sector is the increasing pressure on public resources. The public sector is responsible for a large proportion of the UK's gross domestic product (GDP), and its costs are increasing rapidly. This is due to a number of factors, including the increasing demand for public services, the increasing cost of public services, and the increasing pressure on public resources.

One of the main ways in which the efficiency of the public sector can be improved is by introducing competition. This can be done by allowing private companies to compete for public contracts, or by allowing private companies to take over public services. This can lead to a number of improvements in the efficiency of the public sector, including a reduction in costs, an increase in quality, and an increase in the range of services available.

Another way in which the efficiency of the public sector can be improved is by restructuring public services. This can be done by merging public services, or by transferring public services to private companies. This can lead to a number of improvements in the efficiency of the public sector, including a reduction in costs, an increase in quality, and an increase in the range of services available.

Finally, the efficiency of the public sector can be improved by introducing performance targets. These targets can be used to measure the performance of public services, and can be used to reward public services that perform well. This can lead to a number of improvements in the efficiency of the public sector, including a reduction in costs, an increase in quality, and an increase in the range of services available.

There are a number of challenges associated with improving the efficiency of the public sector. One of the main challenges is the need to balance the need for efficiency with the need for quality. Another challenge is the need to ensure that the public sector remains accountable to the public. Finally, there is a need to ensure that the public sector remains transparent.

Despite these challenges, there is a growing consensus that the efficiency of the public sector must be improved. This is because the public sector is responsible for a large proportion of the UK's GDP, and its costs are increasing rapidly. It is therefore essential that the public sector is able to deliver public services in a cost-effective and efficient manner.

There are a number of ways in which the efficiency of the public sector can be improved. These include the introduction of competition, the restructuring of public services, and the introduction of performance targets. These initiatives have led to a number of improvements in the efficiency of the public sector, and it is hoped that further improvements will be achieved in the future.

The need to improve the efficiency of the public sector is a challenge that must be met. This is because the public sector is responsible for a large proportion of the UK's GDP, and its costs are increasing rapidly. It is therefore essential that the public sector is able to deliver public services in a cost-effective and efficient manner.

There are a number of ways in which the efficiency of the public sector can be improved. These include the introduction of competition, the restructuring of public services, and the introduction of performance targets. These initiatives have led to a number of improvements in the efficiency of the public sector, and it is hoped that further improvements will be achieved in the future.

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

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

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

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

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

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

Finally, a key challenge is the need to ensure that children's rights are protected in the context of the environment. This requires a range of measures, including the strengthening of international environmental law, the development of child-friendly environmental policies, and the promotion of child-friendly environments.

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

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

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

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

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

Finally, a key challenge is the need to ensure that children's rights are protected in the context of the environment. This requires a range of measures, including the strengthening of international environmental law, the development of child-friendly environmental policies, and the promotion of child-friendly environments.

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

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

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

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











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

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

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.

The UNCRC is a landmark treaty that sets out the rights of children. It was adopted by the United Nations General Assembly in 1989, and has been ratified by over 100 countries. The UNCRC is a comprehensive document that covers a wide range of issues, from the right to life and health to the right to education and participation.













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

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

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

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

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

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

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

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

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

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

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

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

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



100





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

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

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

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

The UNCRC is a landmark document, and its adoption is a significant step towards the realization of children's rights. It provides a framework for the development of national laws and policies to protect and promote these rights, and it sets out the obligations of governments to ensure that these rights are realized for all children.

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

The UNCRC is a landmark document, and its adoption is a significant step towards the realization of children's rights. It provides a framework for the development of national laws and policies to protect and promote these rights, and it sets out the obligations of governments to ensure that these rights are realized for all children.

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

The UNCRC is a landmark document, and its adoption is a significant step towards the realization of children's rights. It provides a framework for the development of national laws and policies to protect and promote these rights, and it sets out the obligations of governments to ensure that these rights are realized for all children.

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

The UNCRC is a landmark document, and its adoption is a significant step towards the realization of children's rights. It provides a framework for the development of national laws and policies to protect and promote these rights, and it sets out the obligations of governments to ensure that these rights are realized for all children.

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

The UNCRC is a landmark document, and its adoption is a significant step towards the realization of children's rights. It provides a framework for the development of national laws and policies to protect and promote these rights, and it sets out the obligations of governments to ensure that these rights are realized for all children.









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

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

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

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

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

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

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

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

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

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

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

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





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

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a number of reports and publications which have helped to focus attention on the needs of children in the 1990s (UNICEF 1990, 1992, 1993).

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

## 1. Introduction

The 1990s are expected to be a decade of rapid population growth, particularly in the developing world. The number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a number of reports and publications which have helped to focus attention on the needs of children in the 1990s (UNICEF 1990, 1992, 1993).

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

## 2. The needs of children

The needs of children are those which are essential for their survival, development and well-being. These needs are often met by the family, but in many cases, the family is unable to do so, and the state has a responsibility to step in and provide the necessary support.

The needs of children can be divided into three main categories: basic needs, developmental needs and special needs. Basic needs are those which are essential for survival, such as food, shelter and clothing. Developmental needs are those which are essential for the child's growth and development, such as education and health care. Special needs are those which are specific to individual children, such as the needs of children with disabilities.

The needs of children are often met by the family, but in many cases, the family is unable to do so, and the state has a responsibility to step in and provide the necessary support. This support can take many forms, such as providing food, shelter and clothing, or providing education and health care.

## 3. The state's responsibility

The state has a responsibility to ensure that the needs of children are met. This responsibility is based on the principle that all children have the right to a standard of living adequate for their health, survival and development (United Nations 1994).

The state's responsibility to ensure that the needs of children are met can be divided into two main categories: the responsibility to provide the necessary support, and the responsibility to ensure that the support is effective. The responsibility to provide the necessary support is based on the principle that the state has a duty to provide the necessary support to the family, where the family is unable to do so. The responsibility to ensure that the support is effective is based on the principle that the state has a duty to ensure that the support is provided in a way which is consistent with the child's best interests.

The state's responsibility to ensure that the needs of children are met can be divided into two main categories: the responsibility to provide the necessary support, and the responsibility to ensure that the support is effective. The responsibility to provide the necessary support is based on the principle that the state has a duty to provide the necessary support to the family, where the family is unable to do so. The responsibility to ensure that the support is effective is based on the principle that the state has a duty to ensure that the support is provided in a way which is consistent with the child's best interests.

## 4. The implications for policy and practice

The implications for policy and practice are that the state must ensure that the needs of children are met. This can be done by providing the necessary support to the family, where the family is unable to do so, and by ensuring that the support is provided in a way which is consistent with the child's best interests.

The implications for policy and practice are that the state must ensure that the needs of children are met. This can be done by providing the necessary support to the family, where the family is unable to do so, and by ensuring that the support is provided in a way which is consistent with the child's best interests.

## 5. Conclusion

The needs of children are those which are essential for their survival, development and well-being. These needs are often met by the family, but in many cases, the family is unable to do so, and the state has a responsibility to step in and provide the necessary support.

The state's responsibility to ensure that the needs of children are met can be divided into two main categories: the responsibility to provide the necessary support, and the responsibility to ensure that the support is effective. The responsibility to provide the necessary support is based on the principle that the state has a duty to provide the necessary support to the family, where the family is unable to do so. The responsibility to ensure that the support is effective is based on the principle that the state has a duty to ensure that the support is provided in a way which is consistent with the child's best interests.

The implications for policy and practice are that the state must ensure that the needs of children are met. This can be done by providing the necessary support to the family, where the family is unable to do so, and by ensuring that the support is provided in a way which is consistent with the child's best interests.











100





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

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

The UNCRC is a landmark document in the history of children's rights. It is the first international treaty to be ratified by more than 100 countries. It sets out a comprehensive framework of rights for children, and provides a basis for the development of national legislation and policies. The UNCRC has been hailed as a 'new paradigm' in the way that children are viewed and treated.

One of the key principles of the UNCRC is the right of the child to be heard. This principle is enshrined in Article 12 of the Convention, which states that children have the right to express their views on matters that affect them, and for those views to be given due weight in accordance with their age and maturity.

The principle of the right of the child to be heard has been widely recognized and accepted. It has been incorporated into national legislation and policies in many countries. It has also been used as a basis for the development of child participation programmes and initiatives.

Child participation programmes and initiatives are designed to give children a voice in the decisions that affect their lives. They can take many different forms, ranging from simple consultations with children to more complex participatory budgeting and decision-making processes.

There are many benefits to child participation. It can help to ensure that children's views are taken into account in the development of policies and programmes. It can also help to build children's self-esteem and confidence, and to develop their leadership and decision-making skills.

However, there are also some challenges to child participation. One of the main challenges is to ensure that children's views are given due weight in the decision-making process. This can be difficult to achieve, as children's views are often dismissed or ignored by adults.

Another challenge is to ensure that child participation is not just a token exercise, but that it is a genuine process of participation. This requires a commitment from adults to listen to children's views and to take them into account in the decision-making process.

Despite these challenges, child participation is an important and valuable practice. It is a way of giving children a voice in the decisions that affect their lives, and of ensuring that their views are taken into account in the development of policies and programmes.

There are many examples of successful child participation programmes and initiatives around the world. These programmes have been implemented in a wide range of contexts, including schools, communities, and government agencies.

One of the most well-known examples of a successful child participation programme is the 'Child Friendly Cities' initiative. This initiative was developed by UNICEF and the World Bank, and aims to make cities more child-friendly by taking children's views into account in the development of urban planning and policies.

The 'Child Friendly Cities' initiative has been implemented in many cities around the world, and has led to a number of successful outcomes. For example, in the city of Bogotá, Colombia, the initiative led to the development of a new urban planning policy that took children's views into account. This policy resulted in the creation of new parks and play areas, and the improvement of public transport services for children.



100%

100%



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

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

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

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

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

The need for a multi-sectoral approach is highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is also highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is also highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is also highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is also highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is also highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is also highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.

The need for a multi-sectoral approach is also highlighted by the fact that children's rights are often violated in the context of the family, but also in the context of the community, the state, and the international community. This requires a new approach to the protection of children's rights, one that recognizes the need for a multi-sectoral approach, involving the participation of all sectors of society.





100

















