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SPACE uni0020			
EXCLAMATION MARK uni0021	!	!	!
QUOTATION MARK uni0022	"	"	"
NUMBER SIGN uni0023	#	#	#
DOLLAR SIGN uni0024	\$	\$	\$
PERCENT SIGN uni0025	%	%	%
AMPERSAND uni0026	&	&	&
APOSTROPHE uni0027	'	'	'
LEFT PARENTHESIS uni0028	(((
RIGHT PARENTHESIS uni0029)))
ASTERISK uni002A	*	*	*
PLUS SIGN uni002B	+	+	+
COMMA uni002C	,	,	,
HYPHEN-MINUS uni002D	-	-	-
FULL STOP uni002E	.	.	.

SOLIDUS uni002F	/	/	/
DIGIT ZERO uni0030	0	o	o
DIGIT ONE uni0031	1	1	1
DIGIT TWO uni0032	2	2	2
DIGIT THREE uni0033	3	3	3
DIGIT FOUR uni0034	4	4	4
DIGIT FIVE uni0035	5	5	5
DIGIT SIX uni0036	6	6	6
DIGIT SEVEN uni0037	7	7	7
DIGIT EIGHT uni0038	8	8	8
DIGIT NINE uni0039	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
LATIN CAPITAL LETTER B uni0042	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J

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LATIN CAPITAL LETTER K uni004B	K	Ʒ	Ɱ
LATIN CAPITAL LETTER L uni004C	L	ƚ	Ɐ
LATIN CAPITAL LETTER M uni004D	M	ƹ	Ɒ
LATIN CAPITAL LETTER N uni004E	N	ƺ	ⱱ
LATIN CAPITAL LETTER O uni004F	O	ƻ	Ⱳ
LATIN CAPITAL LETTER P uni0050	P	Ƽ	ⱳ
LATIN CAPITAL LETTER Q uni0051	Q	ƾ	ⱴ
LATIN CAPITAL LETTER R uni0052	R	ƿ	Ⱶ
LATIN CAPITAL LETTER S uni0053	S	ƿ	ⱶ
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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	ɑ	Ɀ
LATIN SMALL LETTER B uni0062	b	ƚ	Ɀ
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LATIN SMALL LETTER D uni0064	d	ƿ	Ɀ
LATIN SMALL LETTER E uni0065	e	ƿ	Ɀ

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

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

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

LATIN CAPITAL LETTER U WITH GRAVE	Ù	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	Û	Û	Û
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LATIN CAPITAL LETTER THORN	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE	à	à	à
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LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô
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LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı
LATIN CAPITAL LETTER L WITH STROKE uni0141	Ł	Ł	Ł
LATIN SMALL LETTER L WITH STROKE uni0142	ł	ł	ł
LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ
LATIN SMALL LIGATURE OE uni0153	œ	œ	œ
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	^	^	^
CARON uni02C7	ˇ	ˇ	ˇ
BREVE uni02D8	˘	˘	˘
DOT ABOVE uni02D9	˙	˙	˙
RING ABOVE uni02DA	˚	˚	˚

OGONEK uni02DB	◌̇	◌̇	◌̇
SMALL TILDE uni02DC	◌̃	◌̃	◌̃
DOUBLE ACUTE ACCENT uni02DD	◌̨	◌̨	◌̨
EN DASH uni2013	—	—	—
EM DASH uni2014	—	—	—
LEFT SINGLE QUOTATION MARK uni2018	‘	‘	‘
RIGHT SINGLE QUOTATION MARK uni2019	’	’	’
SINGLE LOW-9 QUOTATION MARK uni201A	‚	‚	‚
LEFT DOUBLE QUOTATION MARK uni201C	“	“	“
RIGHT DOUBLE QUOTATION MARK uni201D	”	”	”
DOUBLE LOW-9 QUOTATION MARK uni201E	„	„	„
BULLET uni2022	•	•	•
HORIZONTAL ELLIPSIS uni2026
PER MILLE SIGN uni2030	‰	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>
FRACTION SLASH uni2044	/	/	/
EURO SIGN uni20AC	€	€	€
OHM SIGN uni2126	Ω		
N-ARY PRODUCT uni220F	∏	∏	∏
MINUS SIGN uni2212	−	−	−
LATIN SMALL LIGATURE FI uniFB01	fi	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl	fl
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the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the processes of information production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

The 'communication' field is defined as:

...the study of the processes of communication production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

The 'information 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. 11)

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. 11)

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. 11)

The 'information systems' field is defined as:

...the study of the processes of information production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

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. 11)

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. 11)

The 'information law' field is defined as:

...the study of the processes of information production, distribution, access, use and evaluation, and the study of the social, cultural, economic and political contexts in which these processes take place. (p. 11)

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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 will be able to manage the challenges of the 21st century. This has led to a growing interest in the development of leadership skills in young people. This paper discusses the challenges of leadership development in young people and the role of the school in this process.

The paper is organized as follows. First, we discuss the challenges of leadership development in young people. Then, we discuss the role of the school in this process. Finally, we discuss some implications for practice.

Challenges of leadership development in young people

There are a number of challenges to the development of leadership skills in young people. These challenges are discussed below.

1. The challenge of the curriculum

One of the main challenges to the development of leadership skills in young people is the curriculum. The curriculum is often designed to focus on the acquisition of knowledge and skills, rather than on the development of leadership skills.

There are a number of reasons why the curriculum is often designed in this way. First, it is often easier to teach knowledge and skills than it is to teach leadership skills. Second, knowledge and skills are often seen as more important than leadership skills.

However, there are a number of reasons why the curriculum should be designed to focus on the development of leadership skills. First, leadership skills are essential for the success of any organization. Second, leadership skills are essential for the development of a young person's character.

Therefore, the curriculum should be designed to focus on the development of leadership skills. This can be done in a number of ways. First, leadership skills can be taught as part of the curriculum. Second, leadership skills can be developed through extracurricular activities.

2. The challenge of the teacher

Another challenge to the development of leadership skills in young people is the teacher. The teacher is often the only adult in the school who is in a position to influence the development of a young person's character.

However, the teacher is often not trained to develop leadership skills in young people. This can be a problem, as the teacher is often the only adult in the school who is in a position to influence the development of a young person's character.

Therefore, the teacher should be trained to develop leadership skills in young people. This can be done in a number of ways. First, the teacher can be trained through professional development. Second, the teacher can be trained through experience.

3. The challenge of the young person

A third challenge to the development of leadership skills in young people is the young person. The young person is often the most difficult person to influence. This is because the young person is often the most resistant to change.

However, there are a number of ways to influence the young person. First, the young person can be influenced through the curriculum. Second, the young person can be influenced through extracurricular activities. Third, the young person can be influenced through the teacher.

4. The challenge of the school

A fourth challenge to the development of leadership skills in young people is the school. The school is often the only place where a young person can develop leadership skills. This is because the school is often the only place where a young person can be influenced by an adult.

However, the school is often not designed to develop leadership skills in young people. This can be a problem, as the school is often the only place where a young person can develop leadership skills.

Therefore, the school should be designed to develop leadership skills in young people. This can be done in a number of ways. First, the school can be designed to focus on the development of leadership skills. Second, the school can be designed to provide opportunities for young people to develop leadership skills.

5. The challenge of the community

A fifth challenge to the development of leadership skills in young people is the community. The community is often the only place where a young person can develop leadership skills. This is because the community is often the only place where a young person can be influenced by an adult.

However, the community is often not designed to develop leadership skills in young people. This can be a problem, as the community is often the only place where a young person can develop leadership skills.

Therefore, the community should be designed to develop leadership skills in young people. This can be done in a number of ways. First, the community can be designed to focus on the development of leadership skills. Second, the community can be designed to provide opportunities for young people to develop leadership skills.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

There are a number of reasons why the world's population is growing so fast. One of the main reasons is that the number of children born to each woman has increased. This is due to a number of factors, including improved medical care, increased access to contraception, and a shift in cultural values.

Another reason for population growth is that the life expectancy of people has increased. This is due to a number of factors, including improved medical care, better nutrition, and a shift in cultural values.

Population growth is a global issue that affects all countries. It is a complex issue that involves a number of factors, including medical care, contraception, and cultural values.

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