



2020-09-10 - 07:51.18
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Unkempt Regular
Unkempt Bold

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

SOLIDUS uni002F	/	/	/
DIGIT ZERO uni0030	0	0	0
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

LATIN CAPITAL LETTER J uni004A	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	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
LATIN SMALL LETTER B uni0062	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c
LATIN SMALL LETTER D uni0064	d	d	d
LATIN SMALL LETTER E uni0065	e	e	e

uni0065	˘	˘	˘
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

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

LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö
DIVISION SIGN uni00F7	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ
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	ˆ	ˆ	ˆ
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	€	€	€
MINUS SIGN uni2212	−	−	−
LATIN SMALL LIGATURE FI uniFB01	fi	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl	fl

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of children in the world who are under 5 years of age has increased by 0.6 billion in the same period. The number of children in the world who are under 15 years of age is projected to increase by 1.2 billion by the year 2025 (United Nations 1999).

There is a growing concern that the rapid increase in the number of children in the world is leading to a decline in the quality of life for children. This is because the rapid increase in the number of children is leading to a decline in the resources available to each child. This is particularly true in developing countries, where the resources available to each child are already limited. This is a major concern for the world's leaders, who are trying to find ways to improve the quality of life for children in the world.

One of the ways to improve the quality of life for children is to improve the quality of the environment. This is because a clean and healthy environment is essential for the well-being of children. This is particularly true in developing countries, where the environment is often polluted and the air is dirty. This is a major concern for the world's leaders, who are trying to find ways to improve the quality of the environment for children in the world.

Another way to improve the quality of life for children is to improve the quality of the education system. This is because a good education is essential for the well-being of children. This is particularly true in developing countries, where the education system is often poor and the quality of the education is low. This is a major concern for the world's leaders, who are trying to find ways to improve the quality of the education system for children in the world.

There are many other ways to improve the quality of life for children, but these are the three most important. The world's leaders are trying to find ways to improve the quality of life for children in the world, and these are the three most important ways. The world's leaders are trying to find ways to improve the quality of life for children in the world, and these are the three most important ways.

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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 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 a comprehensive set of rights for children, and is a key reference point for child protection work.

The UNCRC is based on the principle of the best interests of the child. This principle is central to child protection work, and is a key focus of this paper. The principle of the best interests of the child is a complex one, and is the subject of much debate. This paper will explore the meaning of the principle, and will discuss its implications for child protection work.

The paper will also discuss the role of the state in child protection. The state has a key role to play in child protection, and is responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the state can protect children's rights, and will discuss the challenges that the state faces in this regard.

The paper will also discuss the role of non-governmental organizations (NGOs) in child protection. NGOs play a key role in child protection, and are often the first line of defense for children in need. This paper will discuss the different ways in which NGOs can protect children's rights, and will discuss the challenges that NGOs face in this regard.

The paper will also discuss the role of the community in child protection. The community has a key role to play in child protection, and is responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the community can protect children's rights, and will discuss the challenges that the community faces in this regard.

The paper will also discuss the role of the family in child protection. The family is the primary source of protection for children, and is responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the family can protect children's rights, and will discuss the challenges that the family faces in this regard.

The paper will also discuss the role of the media in child protection. The media has a key role to play in child protection, and is responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the media can protect children's rights, and will discuss the challenges that the media faces in this regard.

The paper will also discuss the role of the judiciary in child protection. The judiciary has a key role to play in child protection, and is responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the judiciary can protect children's rights, and will discuss the challenges that the judiciary faces in this regard.

The paper will also discuss the role of the police in child protection. The police have a key role to play in child protection, and are responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the police can protect children's rights, and will discuss the challenges that the police face in this regard.

The paper will also discuss the role of the health services in child protection. The health services have a key role to play in child protection, and are responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the health services can protect children's rights, and will discuss the challenges that the health services face in this regard.

The paper will also discuss the role of the education system in child protection. The education system has a key role to play in child protection, and is responsible for ensuring that children's rights are protected. This paper will discuss the different ways in which the education system can protect children's rights, and will discuss the challenges that the education system faces in this regard.

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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 a culture of respect for children's rights.

The UNCRC also recognizes the need to address the specific needs of vulnerable children, such as those who are disabled, or who are living in poverty. This requires a range of measures, including the provision of special education, and the development of social welfare services.

The UNCRC 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. It is a document that should be read and studied by all who are concerned with the welfare of children.

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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.

The UNCRC also recognizes the need to address the specific needs of vulnerable children, such as those who are disabled, or who are living in poverty. This requires a range of measures, including the provision of special education, and the development of social welfare services.

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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 a comprehensive set of rights for children, and is a key reference point for child protection work.

The UNCRC is based on the principle of the best interests of the child. This principle is central to child protection work, and is a key focus of this paper. The principle of the best interests of the child is a complex one, and is the subject of much debate. This paper will explore the meaning of the principle, and will discuss its implications for child protection work.

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