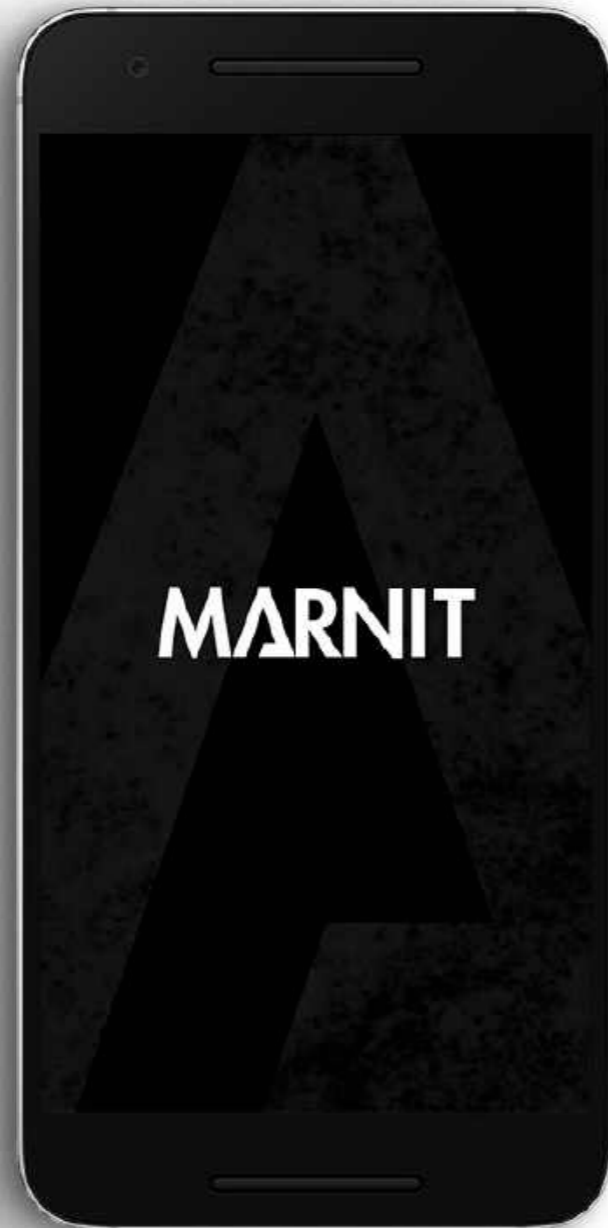
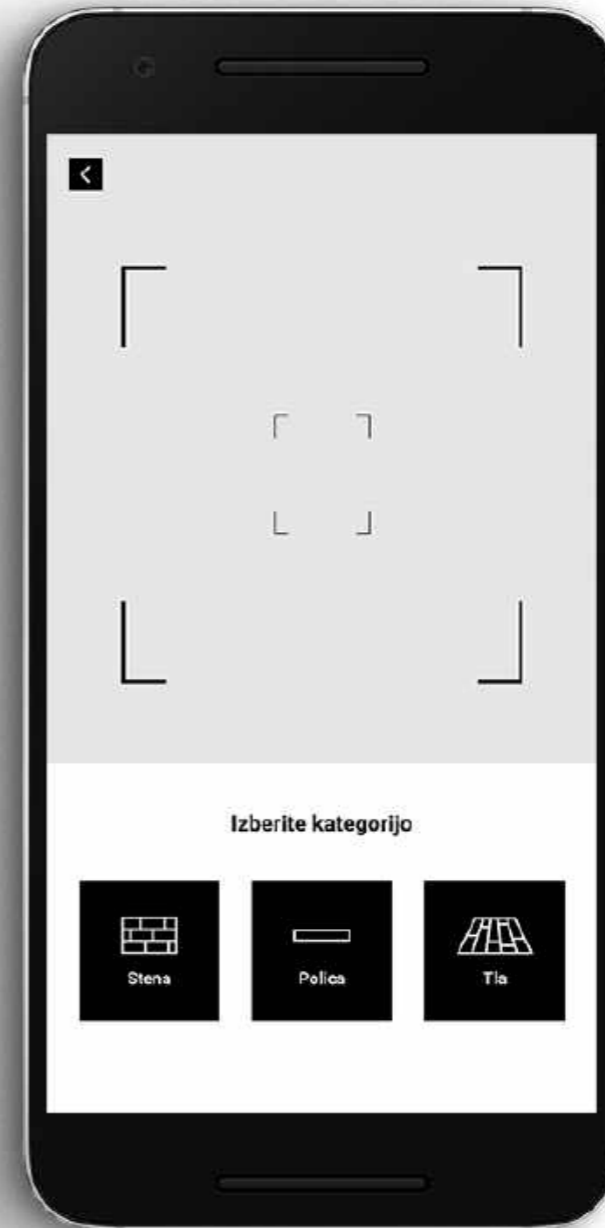
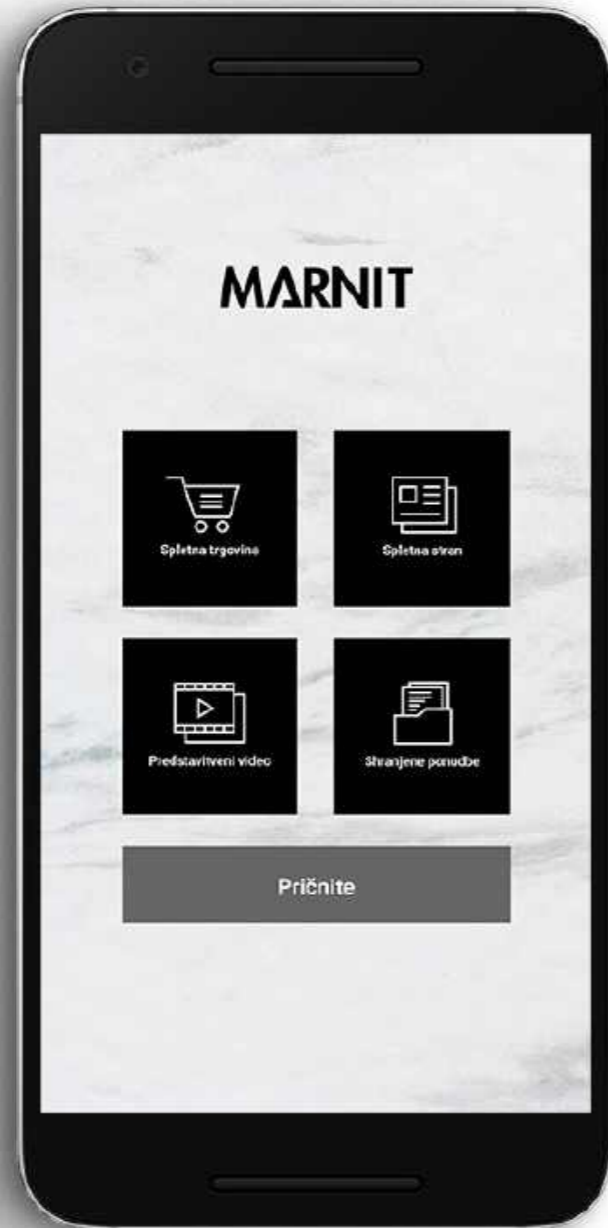
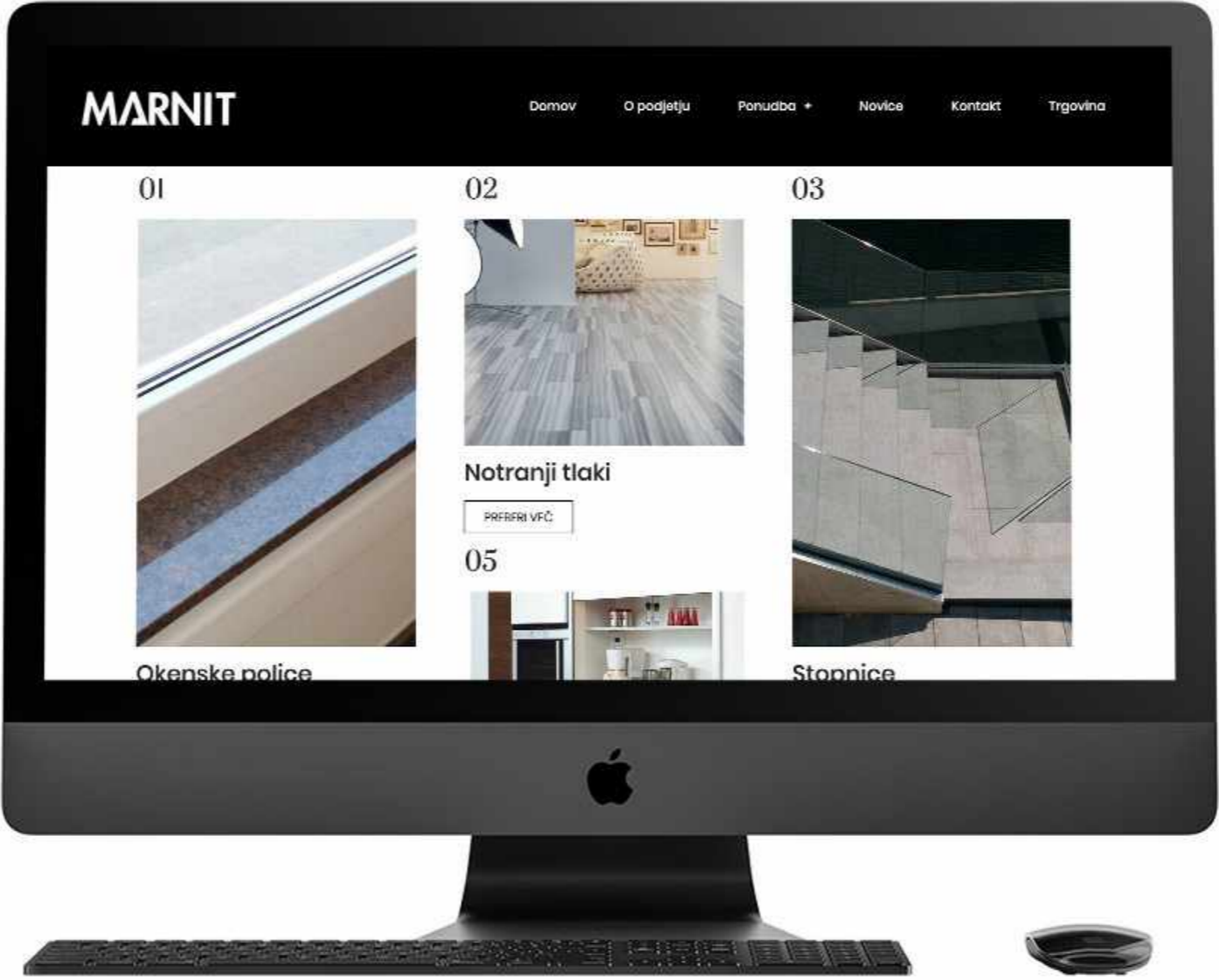


**Spletna stran + aplikacija**

**Marnit**







MARNIT

Domov O podjetju Ponudba + Novice Kontakt Trgovina

01



Okenske police

02



Notranji tlaki

PREBRNI VFC

05



03



Stopnice



## O podjetju

Podjetje Marnit je družinsko podjetje. Imamo več kot 100 letno tradicijo v obdelovanju in montaži naravnega kamna. Tudi prodaja kamna in kamnitih izdelkov je močan del naše zgodovine. Korenine podjetja segajo v 90. leta 19. stoletja. In vse do pred nekaj let, se je dejavnost vodila pod imenom kamnoseštvo Rozman.

Podjetje Marnit je bilo ustanovljeno leta 1991 z namenom uspešnega nadaljevanja kamnoseške tradicije. Danes nam zaupa veliko število ljudi in podjetij. Povezali smo se z mnogimi svetovno znanimi dobavitelji granita, marmorja, apnenca, travertina, peščenjaka, porfirja, kvarcita in skrilavca. Imamo direktne kontakte z kamnolomi po vsem svetu.

### Predstavitveni video

Vabijeni k ogledu našega videa, kjer si lahko podrobneje ogledate naše delo, saloni in skladišča.



**CGP + aplikacija**

**Giglo**

giglo



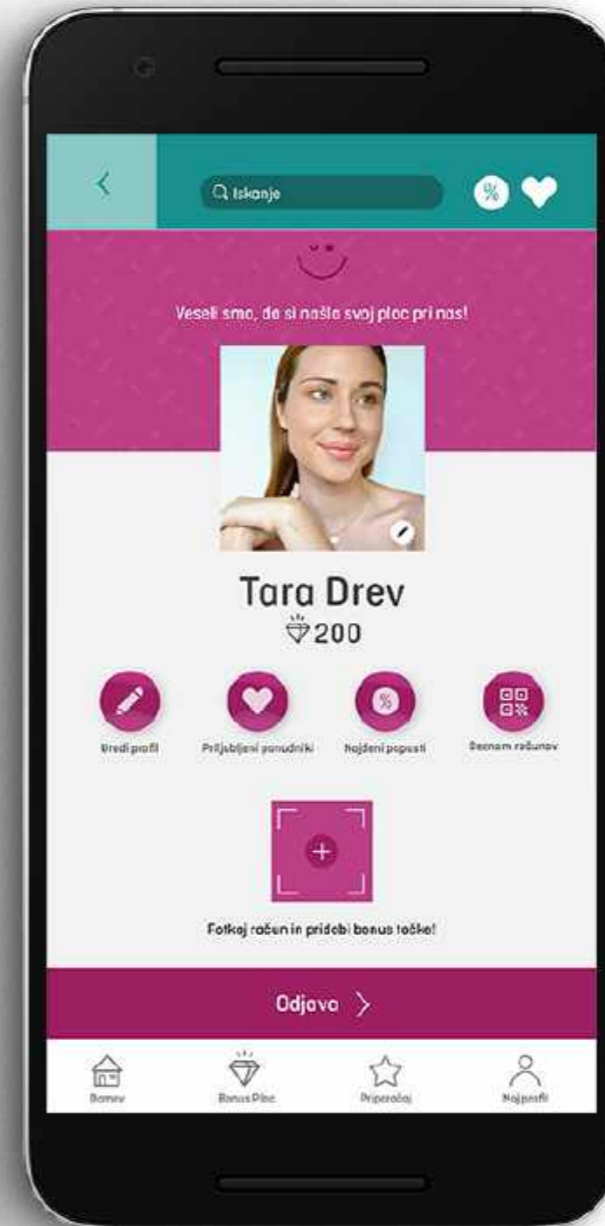
giglo

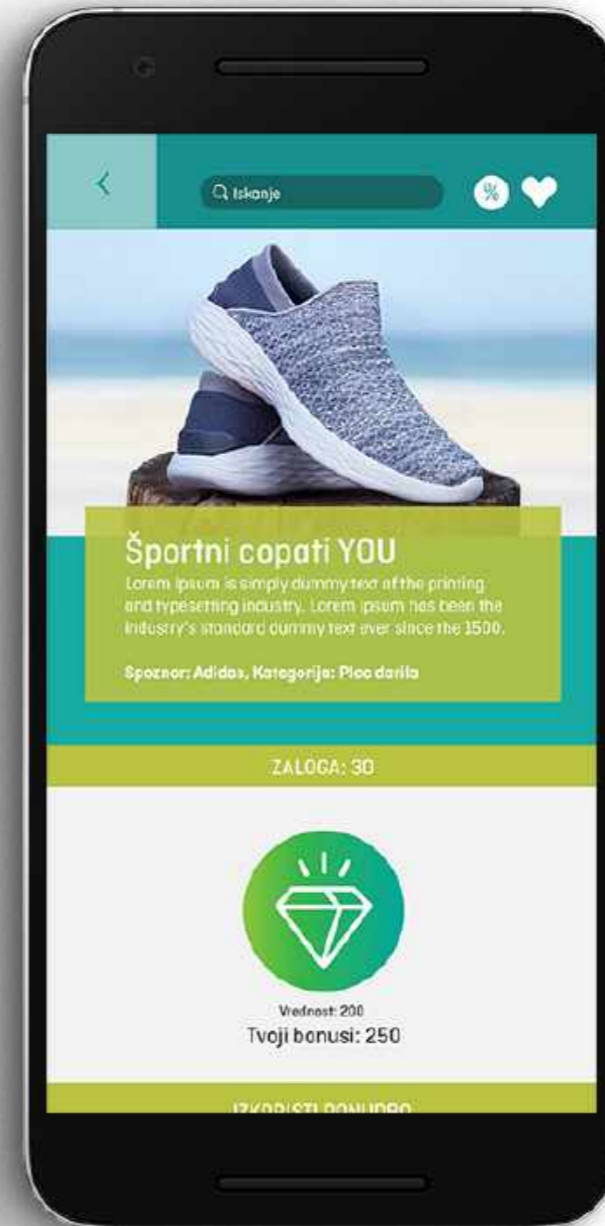
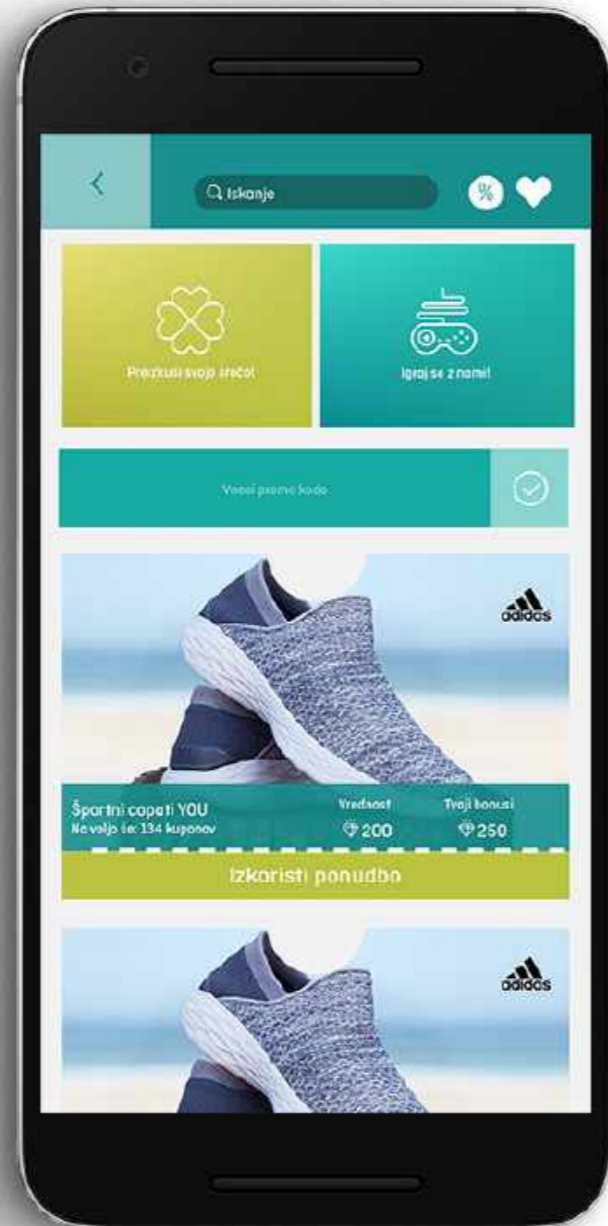
m: info@giglo.io

w: www.giglo.io

giglo

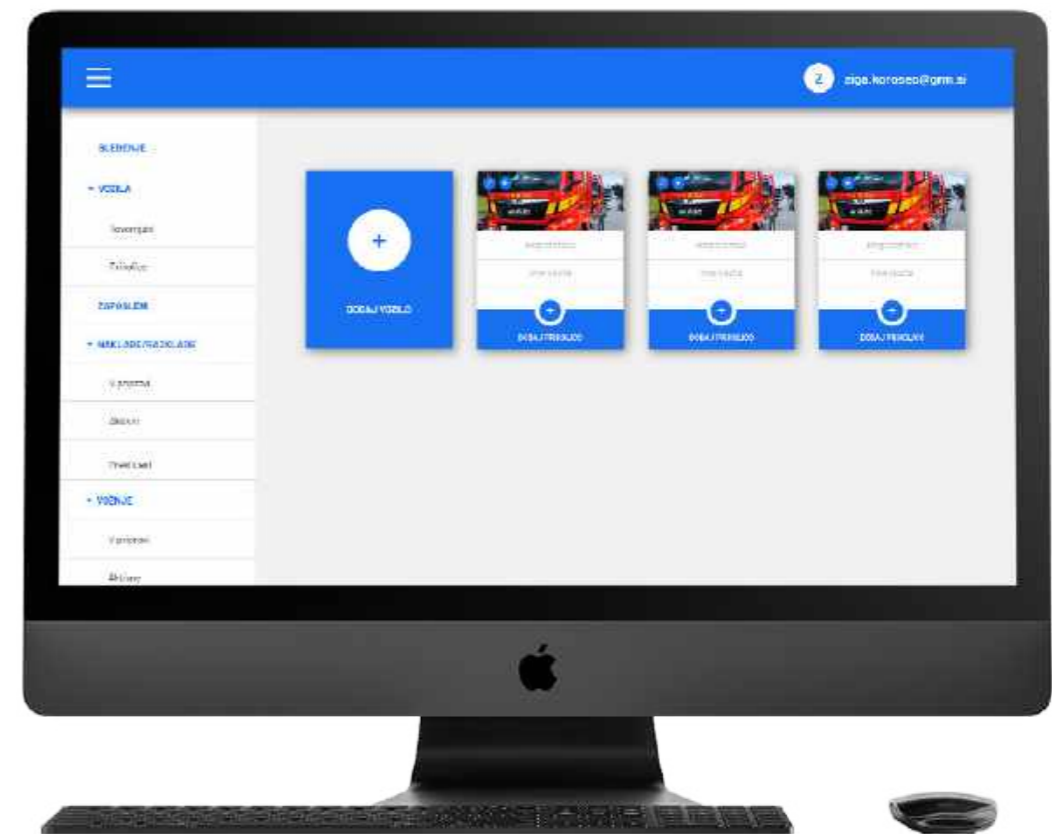
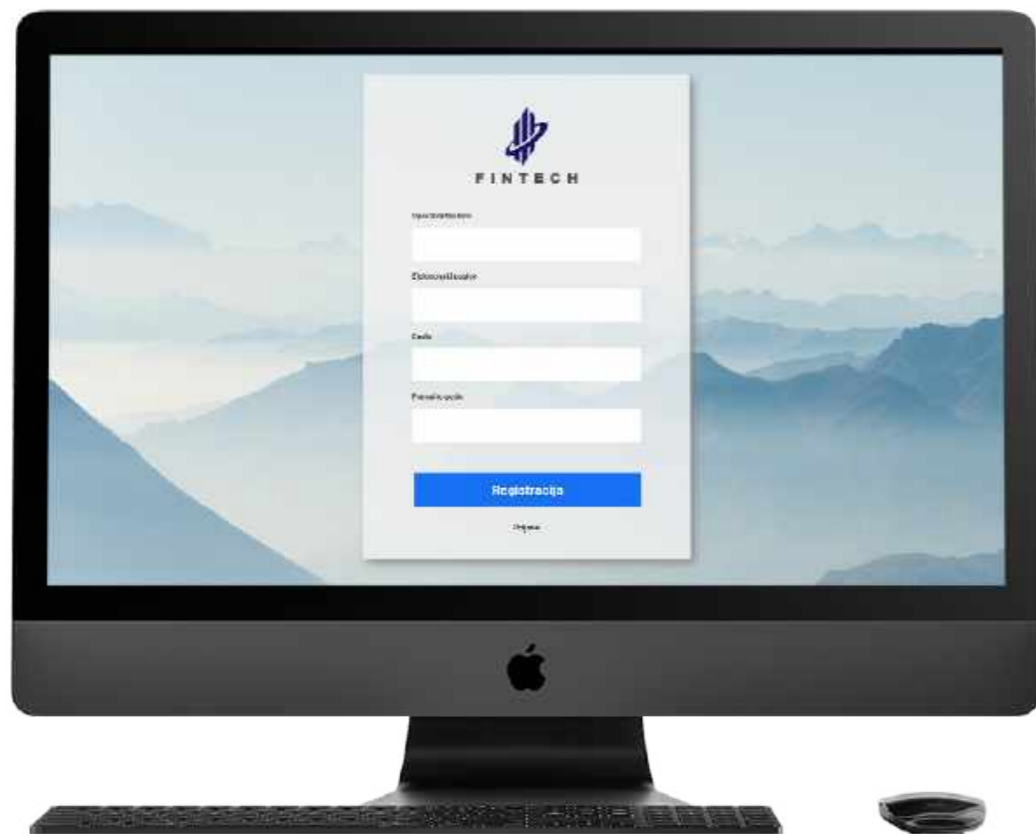
ଶ୍ରୀ





**Oblikovanje internega prevozniskega sistema**

**GRM**



**CGP**

**BTN - Betonarnice**

ბტა.

btm.

Mateo Močnik  
Ulica junakov 12  
1000 Ljubljana

Kraj, datum      Zadeva  
Ljubljana, 1.6.2018      Nakup betonskih izdelkov

Stran  
1/1

Spoštovani Mateo,

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s.

Vse dobro,

Tara Drev

Lokovica 100,  
3325 Sočery

+386 31 729 567

btm@gmail.com  
www.btm.com

btn.

Mateo Močnik  
Ulica junakov 12  
1000 Ljubljana

Kraj, datum	Zadeva	Stran
Ljubljana, 14. 2018	Nakup betonskih izdelkov	1/1

Spoštovani Mateo,

Lorem ipsum is simply dummy text of the printing and typesetting industry. Lorem ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown

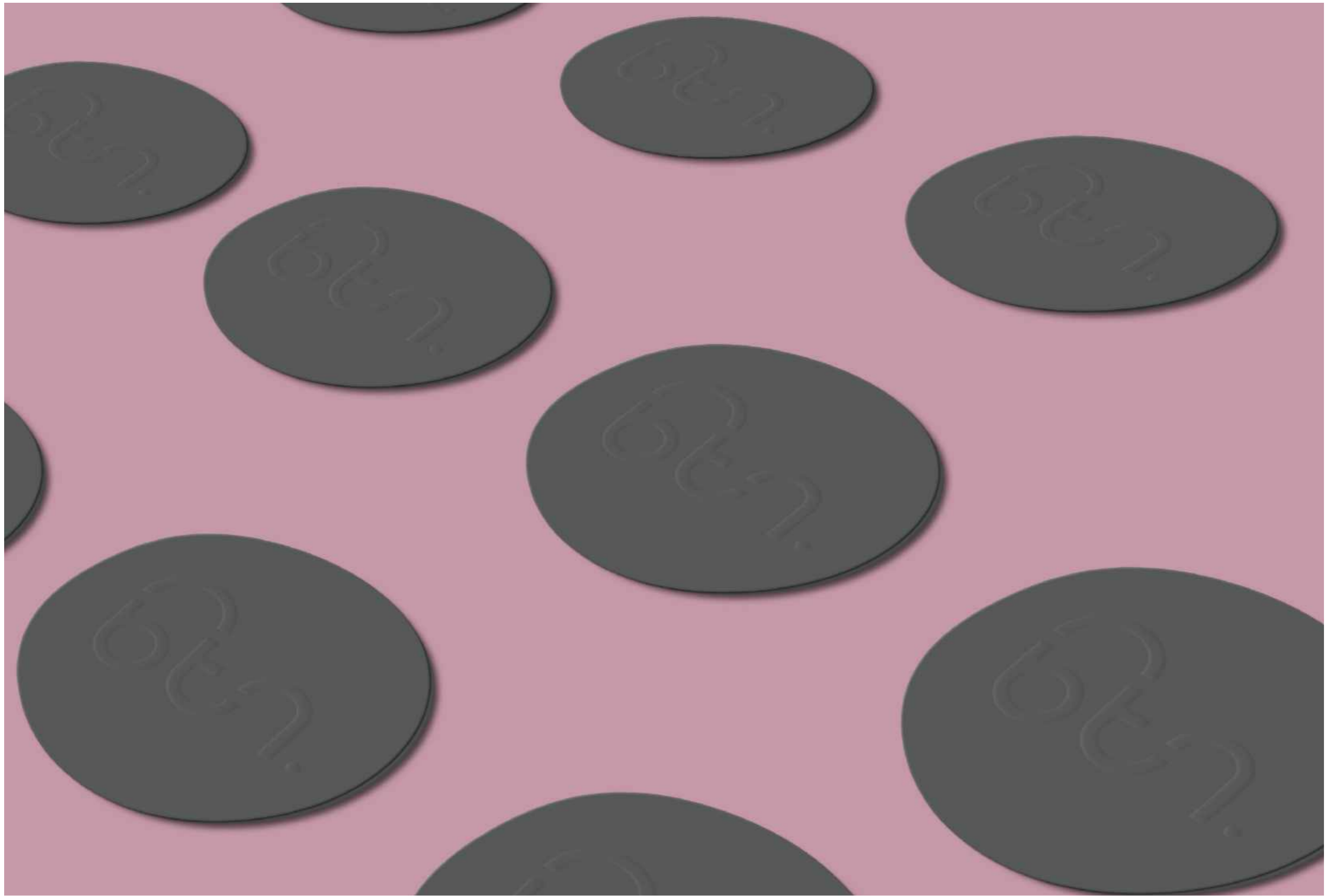
centuries, but ing essentially with the release passages, and are like Aldus

printing and the industry's

Tara Drev







01 Uporaba za rastline  
Betonarnica je namenjena predvsem notranji uporabi in je lomljiva narava, zato je z njo potrebno ravnati pazljivo. Po potrebi jo očistite tako, da zunanjo površino brez aktni obržete z vlažno krpo.

02 **SURPRISE, SURPRISE, EVERYTHING!**  
Tvojega naročila sem se zelo razveselila, zato ti vračam srečo.



Vsak produkt je skrbno pregledan, dodelan in odposlan z namenom, da najde nov, čudovit dom.

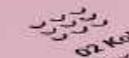
**CVETLIČNI LONEC**  
Vzami si minuto in preberi nekaj navodil, ki bodo Betonarnico obdržale tako lepo kot si jo prejela.



**01 Rastlina**  
Svetujem ti, da tebi ljubijo sobna rastlina vrtnič v platičen lonček in je ne postaviš naravnost v Betonarnico. Po možnosti naj bo to sobna rastlina, ki za rast ne potrebuje velike količine vode. Vode, ki se nabira na dnu Betonarnice občasno izloži.



**02 Uporaba in oskrba**  
Betonarnica je namenjena predvsem notranji uporabi in je lomljiva narava, zato je z njo potrebno ravnati pazljivo. Po potrebi jo očistite tako, da zunanjo površino brez aktni obržete z vlažno krpo.



**03 Količina vode**  
Neposredno v Betonarnico nikoli ne nalivaj večje količine vode. Če želiš v Betonarnico postaviti npr. travniško rastlino, ki za normalno delovanje potrebuje potrebno vodo, v notranjost Betonarnice dodaj malo več vode. Najboljši rezultat dosežeš, če v lonček v katero nalivaš vodo.



**04 Use your imagination**  
Če boš dovolj kreativna, lahko Betonarnico uporabiš tudi kot lonček za svinčnike ali druge fine reči, ki ti padajo na misel.



စိဒါ

**CGP**

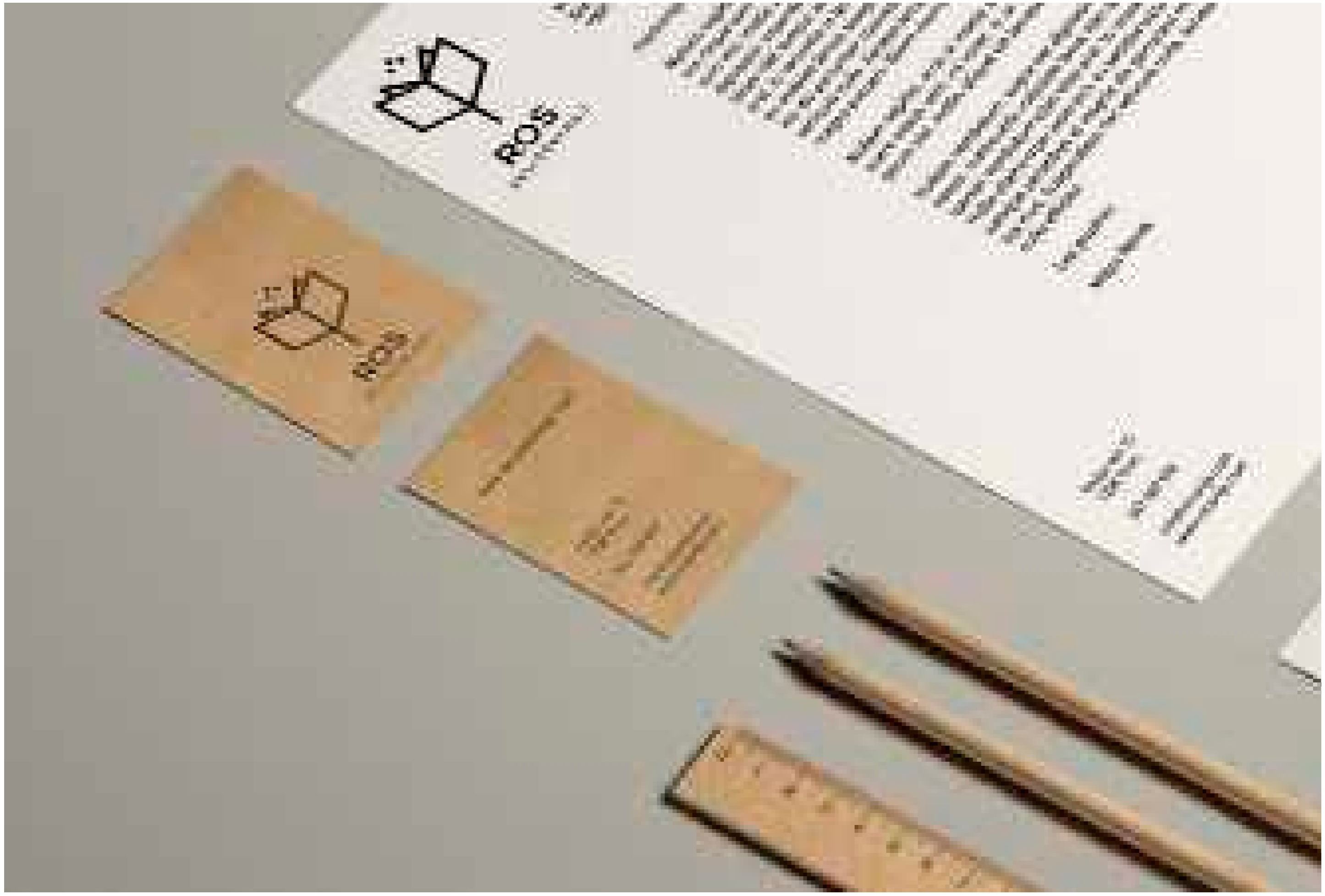
**ROS - Zeliščni raj**



**ROS**

ZELIŠČNIRAJ







ROS  
RURAL ORGANIC SHOP

OGNJIČEV ČAJ



ROS  
RURAL ORGANIC SHOP

LOVORJEV ČAJ



ROS  
RURAL ORGANIC SHOP

SIVKIN ČAJ

**CGP**

**Lain**







Sem Urška Sluga, pedikerka in medicinska sestra. Vabim vas v svoj center pedikure Lain, v Šmartnem ob Paki, kjer rešujem različne pedikerske problematike ali pa vam zgolj uredim stopala in nohte.



### Ali veste?

Odrasel človek v povprečju vsak dan prehodi med **4000 do 6000 korakov.**



Če to preračunamo v razdaljo, pomeni da v času življenja **5-6x** obhodi zemeljsko oblo.



Naša stopala torej opravljajo velikansko delo, saj nas "nosijo" skozi življenje in **zaslužijo, da jim namenimo pozornost in pravilno nego.**

Lokacija PE: Šmartno ob Paki 134

t: +386(0)31 551 451

fb: @laincenterpedikure



V kolikor se pri vas pojavi potreba po pedikuri na domu, se z veseljem odzovem.



Vabim vas v prijeten center pedikure, kjer obenem spočijete tudi svoje misli.



Za zdrava in srečna stopala lahko svojim najdražjim podarite darilni bon centra Lain.

V centru pedikure Lain rešujemo različne problematike:

- |                                 |                |
|---------------------------------|----------------|
| Vraščanje nohtov                | Otiščance      |
| Glivična obolenja               | Razpokano kožo |
| Kurja očesa                     | Ragado, itd.   |
| Nega stopal in lakiranje nohtov |                |

**Razvajajte se!**

Podarjam vam **-20% popust**  
na storitev pedikure

\*Popust lahko vnovčite do **31.6.2019** v centru pedikure Lain.  
Vnovčiti ga je mogoče le s predložitvijo letaka.

**Prelom**

**Swieqi United**



# Why Swieqi United?

What makes Swieqi United FC unique is its brand which is shaped by an ever-growing community of like-minded people who have come together to promote a positive and sport-oriented atmosphere.

## Why Swieqi United?



Founded in 2009 and is one of the youngest and fastest growing football and futsal communities in Malta.



Represents the Locality of Swieqi, Ibrag and Mudliena with a population of 12,000+.



A strong & professional structure: 17 Executive Members, 27 Support Staff & 44 Technical Staff



Modern football and futsal management with UEFA A level coaching.



8 Competing Squads, 120 Senior Players and 200 Academy Players.



A strong and vibrant Youth Academy.



Highly active on social media.



Fosters community driven values.



Promotes a clean brand of football and futsal.

## Our Community is young, dynamic and growing

Swieqi United FC is run by a committee of young professionals who want to make a difference. By adopting an inclusive and innovative philosophy, the Club has become one of the fastest growing and dynamic sport communities on the island. The numbers speak for themselves.



A staff contingent of 90+ people who run the Club.



Access to 1000+ Family Members, a Fan Base of 7000+



Swieqi is one of the top 3 localities in Malta that has registered population growth of more than 15% every 5 years and the trend sets to continue.



320+ Players out of which 120+ are senior players (18+ years) and 200+ are academy players (ages 8-17).



Outreach to a locality that is currently 12,000+ strong and is composed primarily of young families.

## Our Social Outreach is strategic, organised and spreading

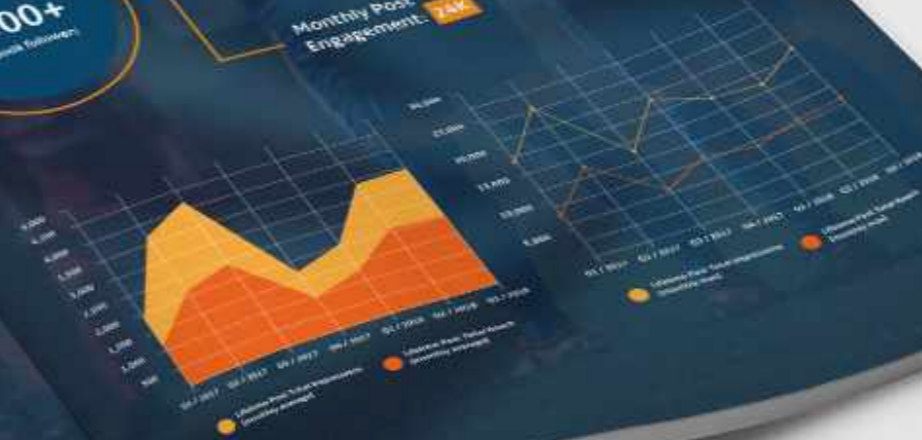
Swieqi United FC was one of the first clubs in Malta to fully utilize the use of Social Media in showcasing its brand and values to a larger audience. With a dedicated Media Team composed of photographers, designers and content writers, our followers are kept satisfied with consistent and quality updates.



Monthly Post Reach: 750k

Monthly Post Engagement: 74k

The Club is currently the 2nd most followed Maltese Club on Facebook.





# Reach out to Our Community

Partner up with Swirel United FC and reach out to our followers. Supporting the Club is not just about Corporate Social Responsibility - it will give our Community the incentive to do business with you. It's a win-win situation.

## Main Partner

The strongest association with the Club aimed at creating synergies between both parties for mutual growth and development.

**Term**  
3 Years

**Contribution**  
€15,000 Per Annum  
(€1,250 per month)

**Availability**  
1

### Return

- Co-Branding on front of competitive squads.
- Co-Branding on all Match Day Kit-wear for Senior Squads.
- Co-Branding on Front of Tracksuits.
- Advertising on Club's Website.
- Dedicated Advertising on our Facebook Page + weekly posts.
- Branding on printed and online marketing.
- Addition on Club's Sport Lifestyle Card.
- Half Page advert on every Club Magazine.

### Added Benefits

- Honorary Role in the Club Setup.
- Seat on the Directorship of Club's commercial projects.
- First Choice for collaboration on Club projects.
- Free Entrance to Club Matches.
- First Preference on Malta International matches when tickets are available.
- Use of Club pitch in Pembroke at agreed days/times.

### Would you like Exclusivity?

We are ready to discuss your preferences.

### Why Sverig United?

• Club founded on 1st of April 2009  
• Senior Squad finishes 8th in the BOY 3rd Division in its debut season

2009  
2010

2010  
2011

2011  
2012

2012  
2013

2013  
2014

2014  
2015

2015  
2016

2016  
2017

2017  
2018

2018  
2019

Organisation

Awards

Senior Squad finishes 9th in the BOY 3rd Division

• U19 Squad launched  
• U17s Squad launched  
• Integration of Club Training Facilities in Franchise

Senior Squad finishes 8th in the BOY 3rd Division

• Senior Squad finishes 11th in the BOY 3rd Division  
• Futsal Squad launched

• BOY 3rd Division finishes 1st (Promoted)

• Youth League finishes 1st (Promoted)  
• Youth League finishes 1st (Promoted)  
• Youth League finishes 1st (Promoted)

• Senior Squad finishes 11th in the BOY 3rd Division  
• Futsal finishes 1st (Promoted)

• U19 finishes 1st (Promoted)  
• U17 finishes 1st (Promoted)

• Senior Squad finishes 1st in the BOY 3rd Division  
• Youth League finishes 1st (Promoted)

Why Sverig United?

• Senior Squad finishes 20th in the BOY 3rd Division  
• Full of U17 signed Leinster  
• U19 Squad launched

• Youth League finishes 1st (Promoted)  
• Youth League finishes 1st (Promoted)

U19 Women Squad launched

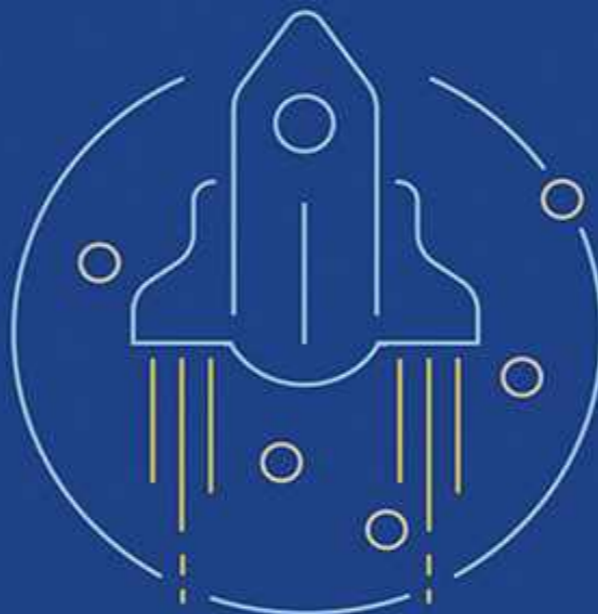
**Prelom**

**Easy Apprenticeships for Small Business**

Easy Apprenticeships  
for Small Business

1

**Getting Started**  
Setting up and Launching  
an Apprenticeship Scheme



KEEN TO READ MORE?  
[www.learn2work.eu](http://www.learn2work.eu)

 learn to work

## TABLE OF CONTENTS



3

INTRODUCTION



4

WHY SHOULD MY COMPANY SET UP AN APPRENTICESHIP SCHEME?



5

OVERCOMING PROBLEMS AND MISCONCEPTIONS



6

HOW TO SET UP AN APPRENTICESHIP SCHEME?



8

EFFECTIVE PRACTICES



9

CONSIDERING SPECIAL NEEDS

## INTRODUCTION

3



Apprenticeships are a particularly effective form of work-based learning that eases the transition from education and training into work. They provide the skills that employers need and enhance the competitiveness and productivity of companies and workplaces.

This booklet outlines the opportunities for businesses in embracing apprenticeships, tackles some of the common misconceptions SMEs have about apprenticeships and gives a general overview on how to cooperate with educational providers on how to launch an apprenticeship scheme.

## HOW TO SET UP AN APPRENTICESHIP SCHEME?

6



### Identify the challenges in your business and future skill needs of the company.

Apprenticeships are all about preparing and training your future workforce. Identify which areas of your business are likely to grow most strongly in the coming years such as new markets or product areas, as well as which specific skills will be needed to fill those positions and integrate them in your apprenticeship scheme.



Contact your Nearest Educational Provider and get more information!



### Contact the local or regional VET/PHE provider or an Intermediary Institution for support.

They will help you understand the resource and time commitments involved and support you in the process of preparing your business to take an apprentice. They may also offer some support in launching your own apprenticeship scheme, matching the interests of the student with your company needs, as well as handling paperwork and training arrangements.

## HOW TO SET UP AN APPRENTICESHIP SCHEME?

7



### Identify your own capacity to integrate an apprentice into your company's work as an active participant. Allocate resources for the apprenticeship (financial, mentoring, working space and equipment, ...) and develop a business plan which outlines what you intend to gain as a company from the experience.



### Identify a manager in your company to be responsible overall for the apprenticeship scheme - including liaison with external partners as well as with apprentices and your staff, and have the overview of the whole apprenticeship scheme.





#### AUTHORS

Alicia Miklavcic, Anthony Camilleri,  
Dejan Blagojevic, Gilberto Santos,  
Henrika Varniene, Janez Damjan,  
Marko Grdasic, Martin Edmondson,  
Michael Bobik, Romana Nováčkova,  
Sandra Feliciano

#### EDITORS

Sandra Feliciano, Sanja Brus

#### LAYOUT

Tara Drev

#### COPYRIGHT

(C) 2018, Saps

#### THE SAPS CONSORTIUM

European Association of Institutions in Higher Education  
Knowledge Innovation Centre  
Association of Slovene Higher Vocational Colleges  
Czech Association of Schools of Professional Higher Education  
Association des Directeurs d'IUT  
Portuguese Council of Polytechnics  
West of Scotland Colleges' Partnership  
Conference of Academies for Applied Studies  
Rector's Conference of Lithuanian University Colleges  
Association of Austrian Universities of Applied Sciences

EURASHE	BE
KIC	MT
SKUPNOST VSS	SI
CASPHE	CZ
ADIUT	FR
CCISP	PT
WeSCoP	UK
KASSS	RS
LKDK	LT
FHK	AS

#### OTHER BOOKLETS IN THIS SERIES

- Booklet 2: Maximising the Business Case for Participation: Designing Profitable Apprenticeship Programmes
- Booklet 3: Effective introductions to your Business: Onboarding Apprentices
- Booklet 4: Assisting Apprentices in Learning to Work: Effective Mentoring



KEEN TO READ MORE?  
[www.learn2work.eu](http://www.learn2work.eu)

 learn to work



“Apprenticeships give an opportunity to SMEs to find and bind a good recruit before bigger companies get the best recruits.”



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. This work is licensed under a Creative Commons Attribution license.

Co-funded by the Erasmus+ Programme of the European Union


Easy Apprenticeships  
for Small Business

2

**Maximising the Business  
Case for Participation**  
Designing Profitable  
Apprenticeship Programmes



KEEN TO READ MORE?  
[www.learn2work.eu](http://www.learn2work.eu)

 learn to work

Easy Apprenticeships  
for Small Business

3

**Effective Introductions  
to your Business**  
Onboarding Apprentices



KEEN TO READ MORE?  
[www.learn2work.eu](http://www.learn2work.eu)

 learn to work

Easy Apprenticeships  
for Small Business

4

## Assisting Apprentices in Learning to Work Effective Mentoring



KEEN TO READ MORE?  
[www.learn2work.eu](http://www.learn2work.eu)

 learn to work



5

...em  
And human

Apprenticeships generate how to support human

10

...profi

By increasing and over

Student environment of the business current employer as result In Sir... for of r... t

5

Apprenticeships are the best way to get higher quality people

By connecting with the finest people in the industry

2

...er  
As they come out of high school

Apprenticeships are the best way to get higher quality people later in their careers

Apprenticeships boost...

learn to work

**Prelom**

**Multinclude**

#MULTIINCLUDE  
IDEAS FOR INCLUSIVE EDUCATION

# Multiplying Evidence based Strategies for Inclusion in Education

#Multiinclude intends to help educational organizations to deploy strategies to create inclusive environments for youth in order to

develop their sense of belonging in school, in their communities and society.



## Multiplying Evidence based Strategies for Inclusion in Education

#Multinlude intends to help educational organizations to deploy strategies to create inclusive environments for youth in order to develop their sense of belonging in school, in their communities and society.

### Multinlude Partners

Malmö university	Utrechtse Hogeschool Utrecht	Associação Brasileira de Estudos per La Escola
Knowledge Innovation Center	Umeå - Kommunens Skolnät Högskola	
The Hague - University of Applied Sciences	Umeå - Upplysningscentralen Skolnät/Högskola	

This project has been funded with support from the European Commission. This publication reflects the views only of the authors and the Commission cannot be held responsible for any use which may be made of the information contained therein. This work is licensed under a Creative Commons Attribution License.



## Analysis of case studies in the #Multinlude database

by Mary Tupan-Wenna, Josefien van Marlen and Simone Aumaj of ECHO, Center for Diversity Policy, The Netherlands, with input from Dr. Eva Davidsson and Dr. Marie Lajon of the University of Malmö, and other partners of #Multinlude.

## Foreword and review

Foreword by Dr. Frank Tuitt, Professor of Higher Education at the University of Denver, United States.

Reviewed by Dr. Marjolijn van der Klei, Chief Diversity Officer at the Ministry of Education, Directorate of Higher Education in the Netherlands.

## 04

1. Foreword by Frank Tuitt

## 07

2. Executive Summary

## 09

3. Multinlude dimensions of #Multinlude

- 3.1 Introduction
- 3.2 IDENLund - Framework
- 3.3 The goals of inclusion
- 3.4 Early school leaving (ESL)
- 3.5 Evidence based practices and culture

## 14

4. Methodology

- 4.1 Introduction
- 4.2 Process

## 20

5. Highlighted cases

- 5.1 Helsinki
- 5.2 Colombia
- 5.3 Mexico
- 5.4 Oslo (Kjeller School) and Oslo (Lindero School)
- 5.5 The Big Bend
- 5.6 Including the inclusive international educational research
- 5.7 Brazil (Brasília)
- 5.8 Copenhagen

## 38

6. Theory of Learning

- 6.1 Analysis of Multinlude cases from a learning environment perspective
- 6.2 Multinlude - analysis from an inclusion learning perspective

## 49

7. Typology of the case studies and the most important findings

- 7.1 Introduction
- 7.2 Target groups
- 7.3 Educational actions
- 7.4 Outcomes
- 7.5 Administrative practices
- 7.6 Success and sustainability
- 7.7 Research approaches

## 67

8. Cities and the urban context

- 8.1 Evidence diversity
- 8.2 Multinlude and pathways in practice

## 68

9. Conclusions & recommendations

- 9.1 Summary
- 9.2 Appendix 1: Summary of the Multinlude project

## Acknowledgements

The #Multinclude project provided us a great opportunity to build a database of cases with ideas for inclusion in education. The #Multinclude database could not have been developed without the input and commitment of all case providers of institutions and organisations in and outside of Europe. We are grateful for the time and valuable insights we received in the process of identifying and interviewing case providers.

Although we share differences in context, language, education systems and policy we do have a common goal: a determination to increase opportunities to create successful pathways for all, to enhance inclusion in education, a sense of belonging for students and staff in different learning environments in and outside the education space and to make sure that all students are encouraged to celebrate their identity and heritage. Through the #Multinclude project we learned that there is a vibrant European and global community of engaged volunteers and professionals who are keen to share experiences and learn from others. The cases however show that inequities in educational opportunities are unfortunately not an exception to the rule. In some contexts, they are even part of a harsh reality. It is for these reasons that opportunities to better navigate and persist in existing education pathways and learning environments are necessary means to truly create equity and inclusion in

**“Although we share differences in context, language, education systems and policy we do have a common goal.”**

We are very grateful for the support and valuable advice of Frank Tuitt to the consortium and for writing the foreword of this publication. We are equally grateful to Marjolijn van der Klei who contributed as the reviewer of the report. Frank Tuitt is a Professor of Higher Education at the University of Denver in the United States. Marjolijn van der Klei is the Chief Diversity Officer of the Ministry of Education Culture and Science in the Netherlands and Senior Policy Advisor at the Higher Education department of the ministry.

### Mary Tupan-Wenno

Executive Director  
ECHO, Center for Diversity Policy

**“...the increasing diversity in society calls for education institutions, local and national authorities to develop policy and practice to provide solutions for growing gaps in access to (tertiary education), gaps in educational success and gaps in career opportunities.”**

In this report another important finding is that in the process of increasing the sense of belonging at educational institutions two other concepts are key: inclusive excellence and theory of learning. Inclusive excellence is the recognition that an educational institutions success and vitality is dependant on their ability to make excellence inclusive. It consists of five dimensions: equity, diversity in the curriculum, campus climate, student learning and development, and organizational transformation. For institutions to reach inclusive excellence, learning environments and conditions are fundamental. The theory of learning positions three important learning environments: the social environment, the pedagogical environment, and the physical environment. The interplay between these learning environments and the following learning conditions: learning through a holistic approach, learning and language, and bridging gaps, make for important dimensions of educational inclusivity.

In conclusion, the increasing diversity in society calls for education institutions, local and national authorities to develop policy and practice to provide solutions for growing gaps in access to (tertiary education), gaps in educational success and gaps in career opportunities. With small investments, the analysed cases can be replicated and scaled up in different contexts with small changes to the specific conditions of those new contexts. By using the four approaches to look at possible interventions in education, we can learn from the cases in the database and work towards new and successful ways of making education more inclusive and successful.



Moreover equity-minded practitioners recognized that students arrive to educational institutions with multiple and intersectional aspects of their identity that shape how they experience and behave (as well as the overall sense of belonging) in the learning environment (Tullt, 2016). In conclusion, this #Multinclude report demonstrates that if educational institutions are to have any chance of Making Excellence Inclusive, they must be resilient in their effort to construct inclusive, affirming and equitable learning environments to avoid falling the students with racial and ethnic, and/or migrant and other minoritized backgrounds who show up in their classrooms and institutions (Tullt, 2008). That is the challenge facing educators around the globe today. Fortunately, for us, this #Multinclude report provides some valuable guidance as to how we can meet it.



“

...in order to make excellence inclusive educational institutions seeking to create optimal learning environments for student with racial and ethnic, migrant and other minoritized backgrounds need to move from a narrow focus on best practices to the development of equity-minded practitioners.

”

# Executive Summary

## 02

In January 2018 the EU funded project #MultiInclude, which stands for Multiplying Evidence Based Strategies for Inclusion started with a consortium of seven partners from different regions of Europe. These partners, who each worked within different educational sectors, aimed to develop a database with evidence-based ideas for inclusion in education. This data base can be found here. The project was conceived to promote, develop and disseminate some of these ideas, thus creating educational pathways that are more inclusive and more successful for children and students in different stages. #MultiInclude collected data from over 70 cases that were selected by their regional partners and proceeded to interview the case providers and analyse the cases based on a carefully created template. The cases were mostly structured around the following goals:

- |                                                                                      |                                                                                                                |                                                                     |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>01</b><br>Creating opportunities and facilitating access to (tertiary) education. | <b>02</b><br>Increasing retention, success, study motivation and sense of belonging for children and students. | <b>03</b><br>Changing policies to fit a more inclusive perspective. |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|

For that reason, this report is particularly interesting for teachers that are searching for ways to make their classrooms and institutions more inclusive. This report is similarly interesting for policy makers on (inter)national levels as well as regional levels, and also for researchers who work in the field of inclusive education. Because of the many factors that contribute to the success and level of impact

of a project, inclusive education cannot be guaranteed by one separate intervention or strategy alone. Based on the analysis of the #MultiInclude cases strategies should ideally be a combination of Context, Coherence & Commitment and Content. These 4C's are interrelated and complementary variables necessary to develop strategies for improvement.

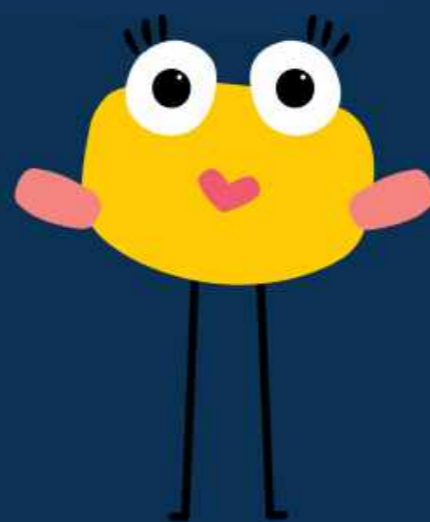
**Context** relates to four identified approaches to impact interventions of inclusive practices. **Coherence & Commitment** are preconditions to ensure sustainable impact and **Content** relates to the identified conditions to improve the learning environment.

**Ilustracija**

**Pediatrična klinika Ljubljana**

# POTOVANJE PO MAGICNEM VESOLJU





## GLAVNA JUNAKA

Lili in Bine sta prijatelja, ki se odpravita na raziskovanje magičnega vesoljskega sveta. Skozi vesolje potujeta v vesoljskih ladjah ter spoznavata različne planete in si pridobivata nove prijatelje, ki prebivajo na teh planetih. Bine in Lili nudita obiskovalcem bolnišnice zabavno, a vzpodbudno potovanje, ki je prikazano skozi prijazne ilustracije na površinah bolnišnice.



# VZLETNA PLOŠČAD

Zgodba se prične z vhodom v pediatrično kliniko, ki predstavlja vzletno ploščad. Od tod se z raketo (dvigalom) podamo na potovanje po različnih planetih. Posamezni planeti predstavljajo nadstropja, kjer prebivajo živali, ki so upodobljene skozi piktograme različnih oddelkov.



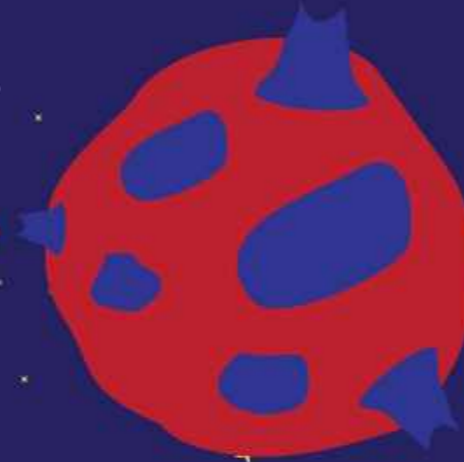
# ORANŽNI PLANET

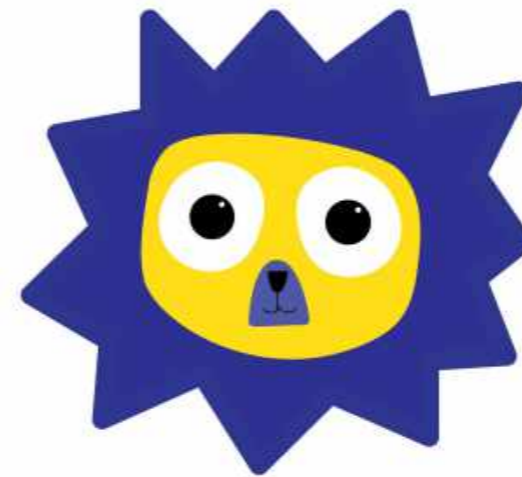
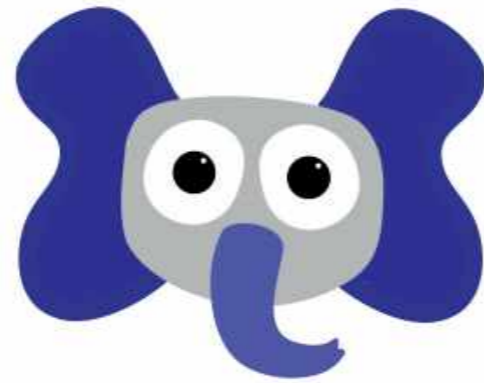
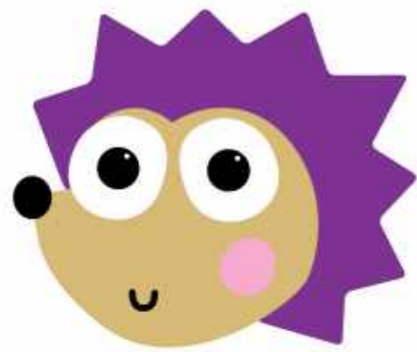
Njegov prstan je okamenela lava, jedro je iz čistega diamanta, kraterji so ostanki trčenja njegovih lun, temperatura na soncu je 320 stopinj, v senci -200. Prebivalci živijo v jamah pod kraterji.



# ILUSTRACIJE PLANETOV

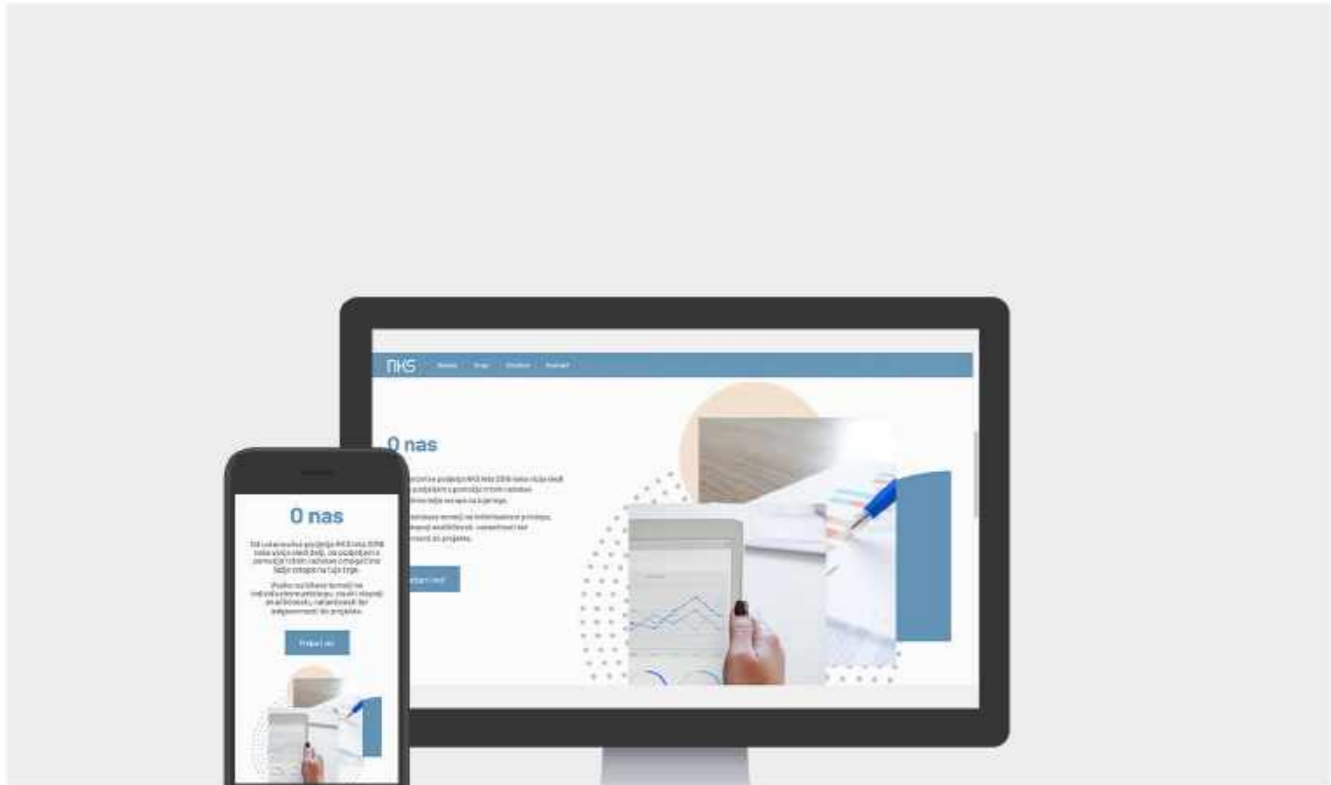
Planeti predstavljajo posamezna nadstropja skozi Pediatrično kliniko.





**Spletna stran**

**NKS**



**Spletna stran**

**Elkos**

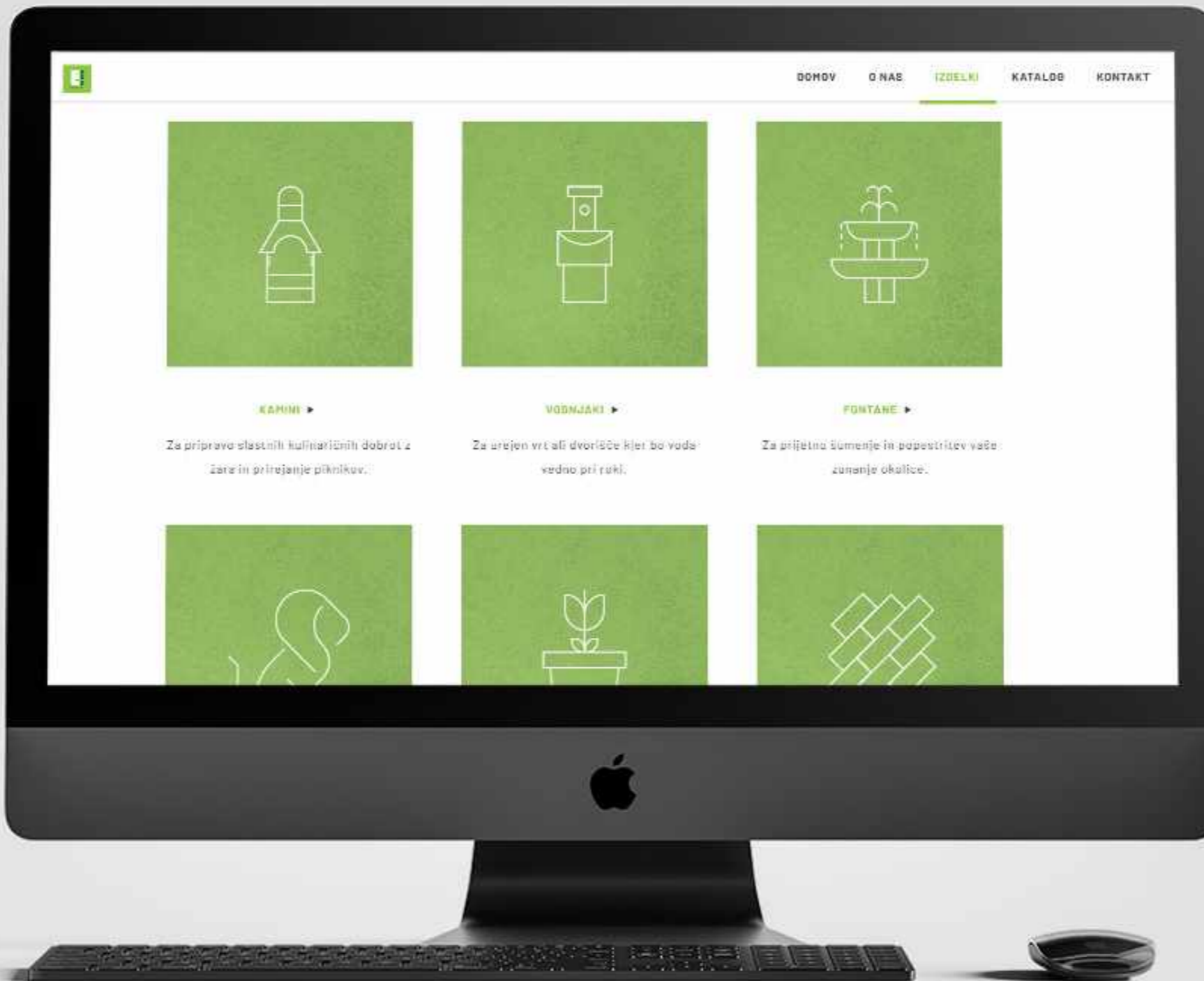


ELKOS

## Prijatelj vaše okolice

[Preberi več](#) ▶





**KAHNI** ▶

Za pripravo slastnih kuhinjskih dobrot z  
zarez in prirejanje piknikov.



**VODNJAKI** ▶

Za urejen vrt ali dvorišče kjer bo voda  
vedno pri roki.



**FONTANE** ▶

Za prijetno šumenje in popestritev vaše  
zunanje okolice.



[DOMOV](#)[O NAS](#)[IZDELKI](#)[KATALOG](#)[KONTAKT](#)

## Elkos d.o.o.

V podjetju Elkos d.o.o. se ukvarjamo s proizvodnjo različnih betonskih izdelkov. V ponudbi najdete široko in raznoliko izbiro proizvodov, med katerimi lahko izbirate.

V našem podjetju izdelujemo različne **okrasne figure, korita, kamine, vodnjake, fontane, tlakovce, pohodne poti in mnoge druge izdelke**, ki vam lahko olajšajo delo pri gradnji ali vam zgolj krasijo domače dvorišče. Zgodotovo ponujamo najbolj raznoliko ponudbo betonskih izdelkov v Sloveniji na enem mestu in s svojo pestro in kvalitetno ponudbo skrbimo, da se stranke od nas vedno odpravijo zadovoljne in da se vedno znova vračajo k nam.

Trudimo se, da vam lahko vedno znova ponudimo raznoliko in pestro ponudbo izdelkov, zato **vsako leto svojo zbirko dopolnimo s številnimi novimi izdelki**. Kar razumemo kako pomemben je dandanes videz okolice, skrbimo poleg funkcionalnosti izdelkov, tudi za estetski vidik in tako

**Spletna stran**

**Detajler**

*Detailer*

[Domov](#) [Storitve](#) [O nas](#) [Kontakt](#)

**Ostro oko  
in spretne roke  
za detajle**



Detailer

Domov Stanjiva D. nas Kontakt



## Keramična zaščita

Keramični premazi so trenutno najučinkovitejša zaščita vozila na trgu. Vasemu vozilu dajejo zaščito pred različnimi dejavniki, kot so: manjše praske, umazanija, UV žarki, pljuči (trabiki), vol in medvedji smole.

[Preberite več](#)



## Globinsko čiščenje

Globinsko čiščenje vozila je poseben postopek, ki temelji na mikrom čiščenju, s katerim odstranimo tudi trdovratnejšo umazanijo, najprejtno voljavo ter vake.

**Ohranjeno vozilo, ki tudi po letih uporabe izgleda skoraj kot novo, je ustrezno vzdrževano in negovano.**

**Ostro oko in spretne roke za detajle**

#### O nas

Pri Detailer.si smo veliki ljubitelji jeklenih konjičkov, zato jim posvetimo posebno veliko pozornosti. Užijmo se nazaj, da mora biti vozilo urejeno, temeljito odličeno in dezinficirano, barva pa mora imeti globok sijaj. Svoje delo opravljamo z največjo natančnostjo in preciznostjo.

Ponujamo vam raznolik izbor storitev med katerimi lahko izbirate. Več o storitvah si lahko preberete s klikom na spodnjo povezavo.

[Več o storitvah](#)

#### O naših kvalitetah

Večkoli si presežemo vaše pričakovanja, ker nas odlikujejo naslednje vrednote:

Perfekcionizem



100%

Vztrajnost

100%

# Kontakt

Oglejte si naše kontaktne podatke  
Veselji bomo vsakega s posebnimi storitvami.

Pokličite nas

041 238 275

Pišite nam

[info@detajler.si](mailto:info@detajler.si)

[Delovni čas](#)

[Kje smo?](#)



**Plakat**

**UNECE**

## UNECE Gender-Responsive Standards Initiative



*Participation of men and women in standardization technical committees.*

♂ 85%

♀ 15%

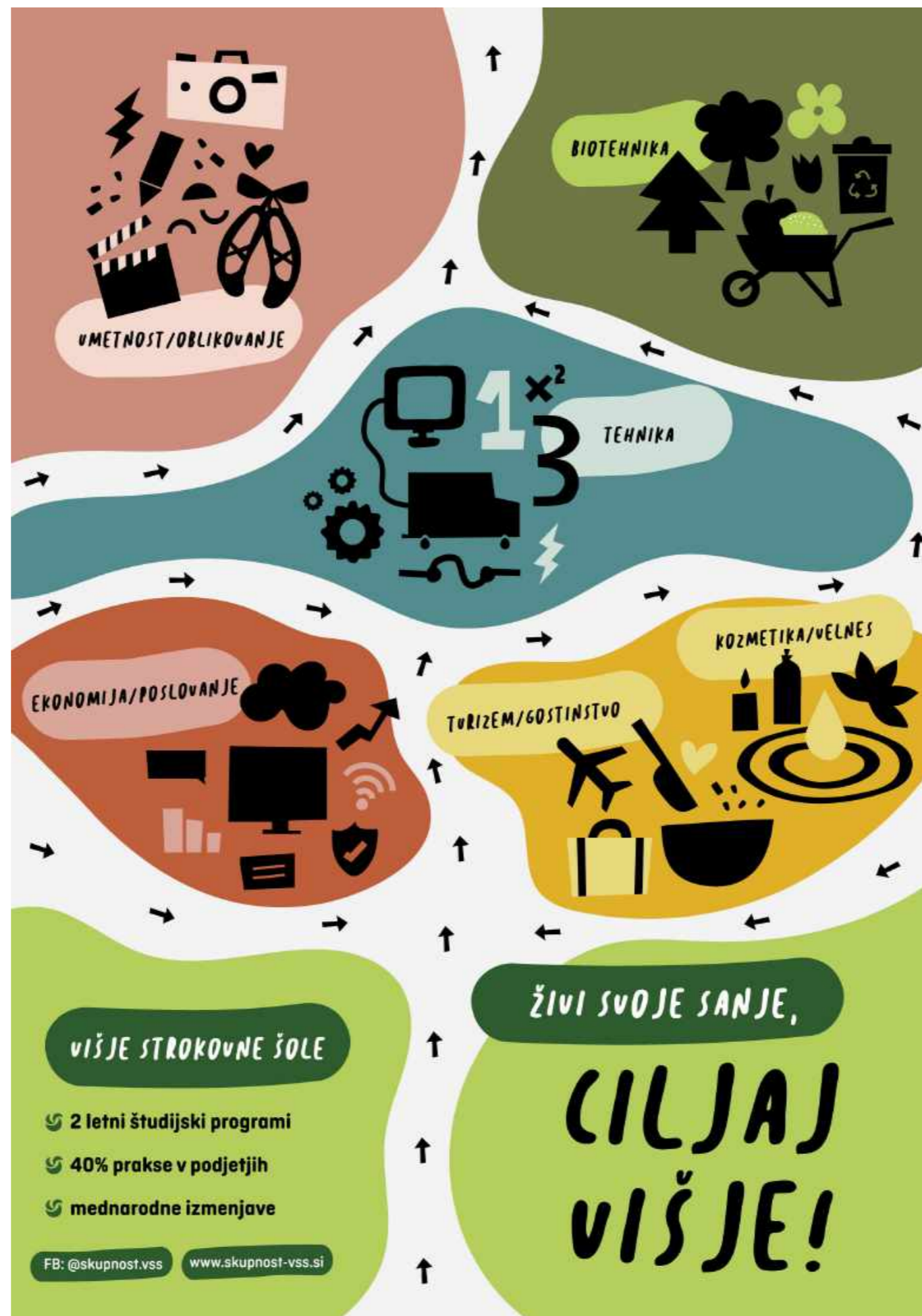
**“Women  
deserve  
to have  
an equal  
say in the  
technologies**

### **Standards matter**

The products that we use in our everyday lives – from protective equipment used in industry to car seat belts - are all designed to standards. Standards do not just to define the “what” - i.e. the desired characteristics of product/equipment we use at work and in everyday life. They also define the how organizations work to ensure performance, quality, and the sustainability of their operations.

**Plakat**

**Višje strokovne šole**



**Osebna blagovna znamka**

**Simplaner**

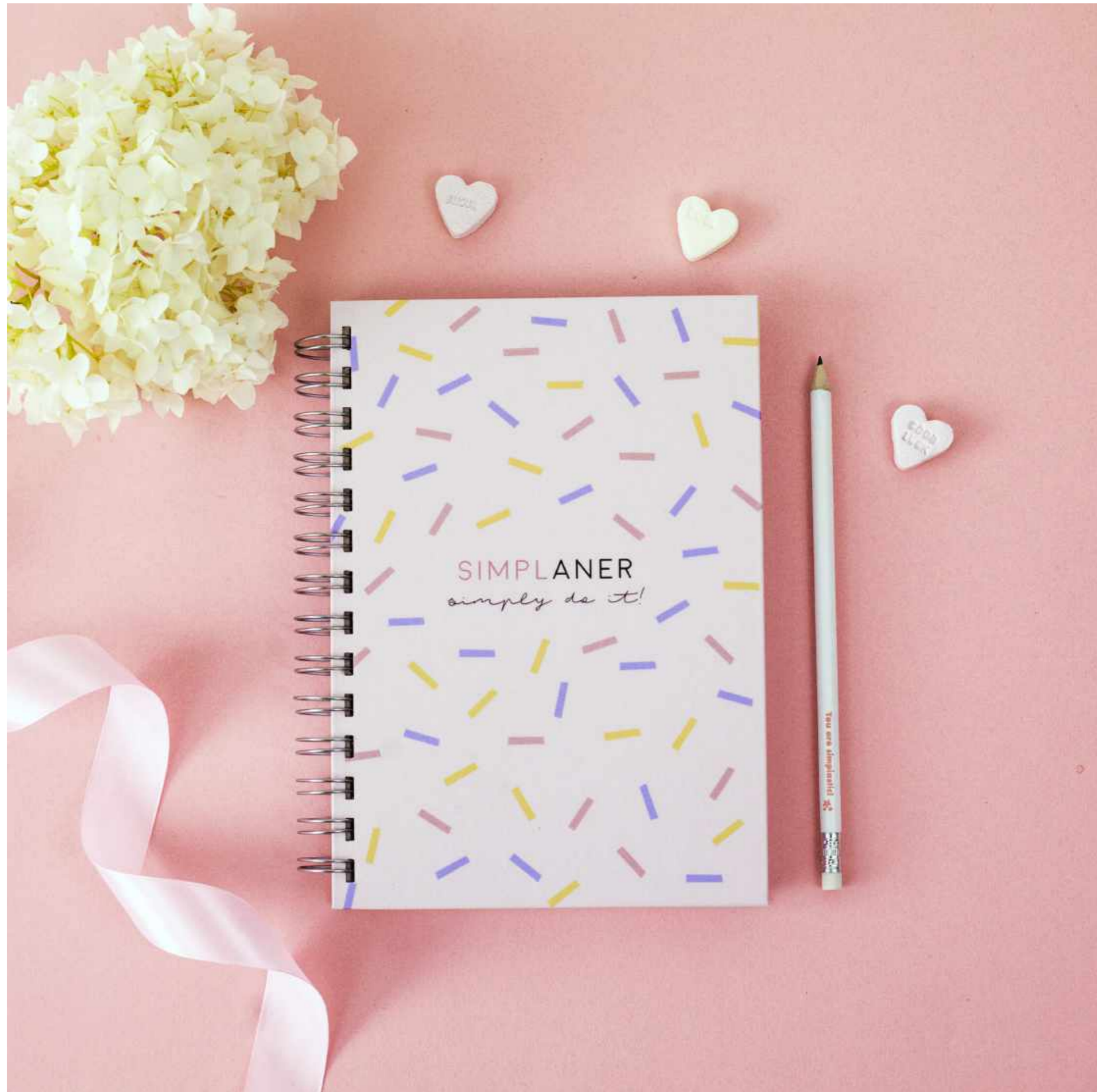




SIMPLANER  
*simply do it!*

2019







**Spletne pasice**

**Oblikovanje spletnih pasic**

**MULTINCLUDE WEBINAR**

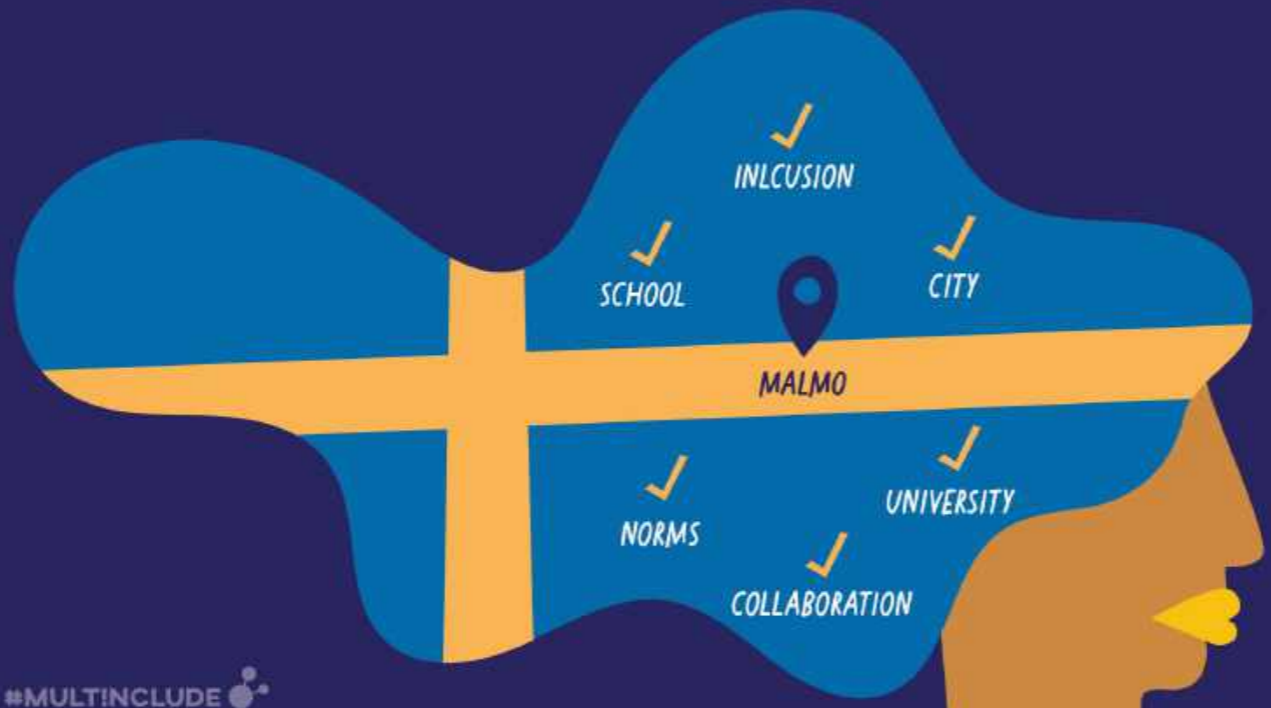
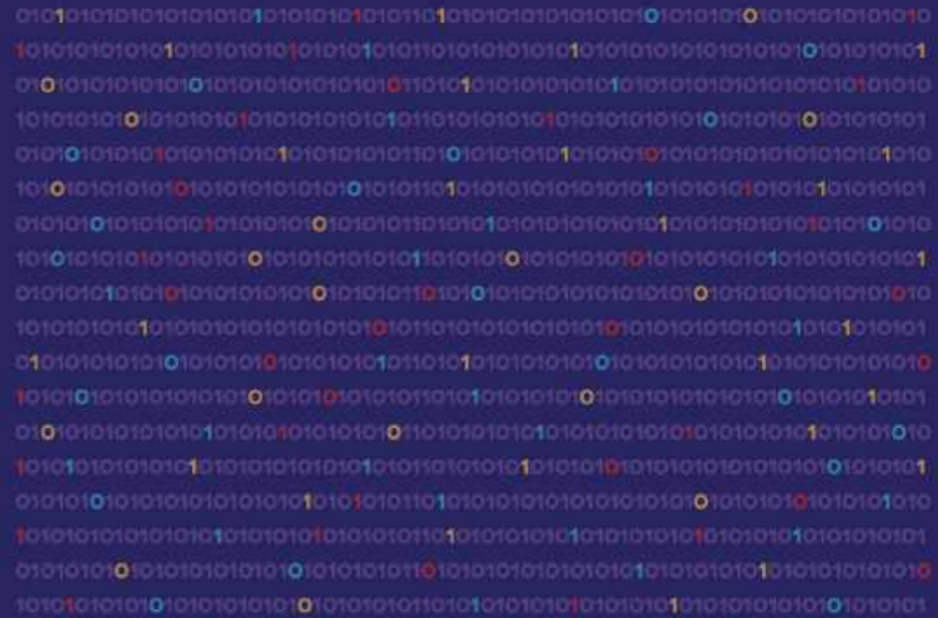
30 SEPTEMBER 2019 16:00 - 17:00

**S4D (SCRATCH FOR DISABILITY):**

# Coding for all

<P> ("**REGISTER NOW!**") </P>

HOSTING INSTITUTION: DSCHOLA ASSOCIATION, ITALY



#MULTINCLUDE

**MULTINCLUDE WEBINAR**

11AM

**11. DECEMBER**

**Inclusion or Tolerance**

A city perspective on inclusive education

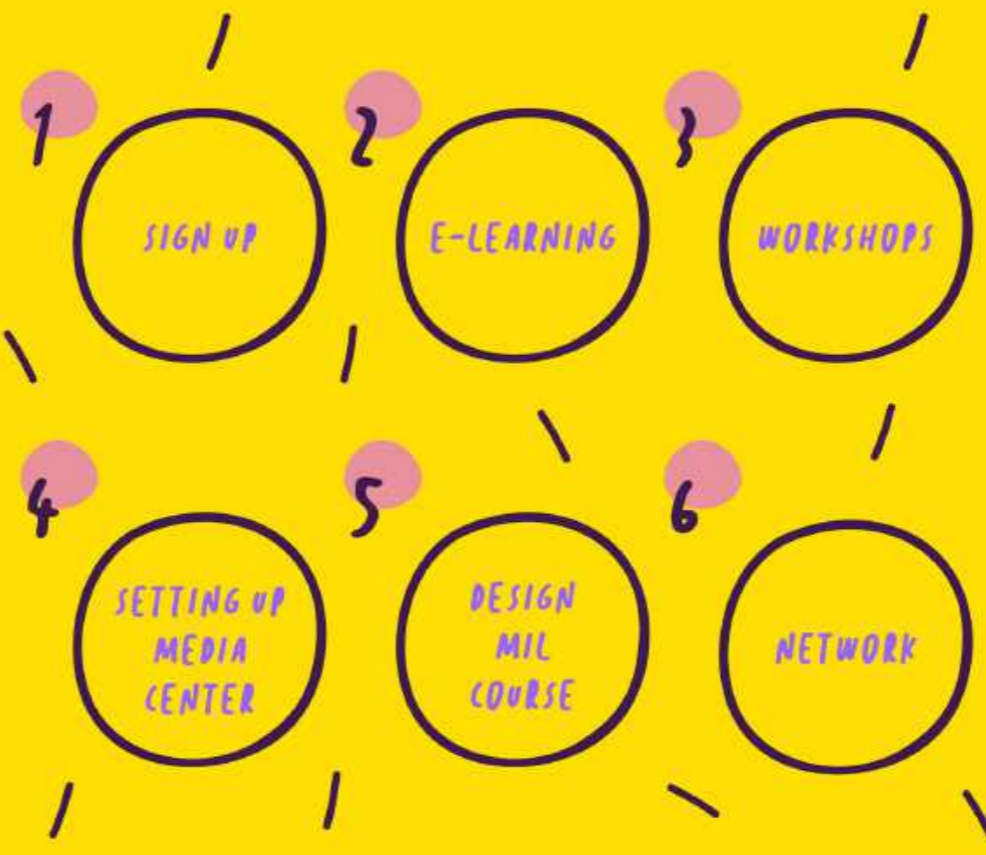
**REGISTER NOW!**



1 AND 8 DEC 2018

## MEDIA IN ACTION:

PRACTICAL APPROACHES  
TO MEDIA LITERACY



### MAKING INCLUSION WORK

**Higher Education is  
where #IBelong @UOS**

- 20.11.2019 at 9.30-16.00
- Osnabrueck Castle room: 11/213
- Hosting Institution: Osnabrueck University, Germany



The value of developing and using MOOCs for refugees and migrants in the European context

---

A 5-week free online course starting 8th January 2019

[SIGN UP NOW!](#)