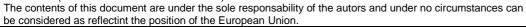| GENERAL INFORMATION	
Title	**Parenting support**
Key words	Equal opportunities, Support, Students with children,
Objectives	--To promote the implementation of equal opportunities on the Trento campus -To promote work/life balance and support educational and professional careers; - To recognize, in accordance with the Enrolment Office rules, the status of "Student with children", in order to support the work/life balance, so limiting the dropout rate of students.
Phase of studies *(Choose all phases it applies)*	Access Retain Graduation
Type of degree *(Choose all degrees it applies)*	Bachelor's Graduate
Level *(Choose all levels it applies)*	National Institutional Faculty Group Individual
Name of the institution	University of Trento
Location *(City and country)*	Trento (Italy)
Target group/s	Students with children
Stakeholders involved	Rector, Prorector for Equal Opportunities and Diversity, Delegate for Educational and parents support services, Delegate for Sports. General Office. Central Management, Student Services, Students' Council, Family Audit Workgroup.

Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	The design phase was developed from January to December 2014 (monitoring requirements, potential start-up of policy actions, design and construction work). In January 2015 the pilot project started. Planned good practices are: - To reinforce tools already existing, such as the University nursery school; - to introduce specific measures in support of parenthood for the student population with children. - To identify solutions for staff working in facilities located far from the university nursery school; - To define a system of services and benefits in connection to the economic situation of parenting students; - Integrate the current offer with temporary educational services (baby parking, playroom, etc.) to facilitate parenting students attendance; -To strengthen services supporting parenting students during the summer; - To promote services in support of "emergencies" linked to work/life balance of parenting students.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	http://www.unitn.it/ateneo/52060/equitadiversita
A2. TIMEFRAME *Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long rung. (max. 70 words)*	The parenting support service has started up as a pilot project in the last trimester of 2014/15 academic year.
A3. NUMBER OF STUDENTS *How many students are involved? Is the number representative considering the target group?*	The registration to the University nursery school grew from 21 members in the academic year 2013/2014 to 30 in the academic year 2015/2016. Also working hours facilitated by parents had a strong increase, with 68 employees a year in 2014 to 90 employees in the year 2016 The same data is logged for employees who benefit from part-time hours: from 158 in the year 2014 to 171 in the year 2016. Parents in receipt of a benefit for nursery school fell from 83 in year 2014 to 76 in the year 2016, it has instead been an increase in parents who benefit from a scholarship for the attendance of their children in educational facilities from 244 in the year 2014 to 274 in the year 2016. As for telework it has seen a sharp increase in 2014 was only

	used by 2 people now has 22 users. The experimental project Holiday Camp " Summerland UniTrento" organized in the summer of 2016 saw the enrollment of 18 children.
A4. SCALABILITY ("volume") *Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)*	The service can be easily scaled up. The only limitation is the amount of economic resources that the University can allocate to this aim.
A5. TRANSFERABILITY (from one context to another) *Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)*	The service is potentially highly transferable to other Universities. Indeed, we can identify similar good practices in other Italian Universities as, for example: - University of Turin - University of Padua - University of Milan - Polytechnic University of Milan - University of Milan Bicocca
A6. ASSESSMENT *Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)*	If no evaluation has yet been done then what is the plan for evaluation? Assessment has not been done yet. Consequently, it would be advisable to collect information about: - the number of people that have benefitted from the parenting support services in the last three years (see A3); - the level of satisfaction of customers about the quality of the services provided.
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	Rector's Office – Secretary of the Vice Rectors via Calepina, 14 - 38122 Trento Tel. +39 0461 281281 segreteriaprorettori@unitn.it

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

B1.1 Self-determination Rate and Justify (max. 70 words) (how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)	Very weakly ☐	Weakly ☐	Well x	Very well ☐
	The service has been created under the pressure of stakeholders raising attention to the increasing phenomenon of parenting students, whose special status was not previously taken in consideration.			

B1.2 Rights Rate and Justify (max. 70 words) (how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)	Very weakly ☐	Weakly ☐	Well ☐	Very well x
	The service assumes that male and female parenting students have the same rights of traditional students to take part in the academic activities.			

B1.3 Access Rate and Justify (max. 70 words) (how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))	Very weakly ☐	Weakly ☐	Well ☐	Very well x
	Access to the service is based on selection criteria based on the economic conditions, academic career, and offspring age of parenting students.			

B1.4 Equity Rate and Justify (max. 70 words) (how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)	Very weakly ☐	Weakly ☐	Well x	Very well ☐
	The service aims to overcome socioeconomic and cultural barriers traditionally excluding parents from attending higher education courses.			

B1.5 Participation *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* x	*Very well* ☐
(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)	Enabling Parenting students to attend university courses demonstrates that becoming a parent does not necessarily mean to suspend or leave the academic path.			
B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	The project is based on close collaboration of internal University services as: - Board of Education - Students Services - General Office - Central Management - Student Services - Students' Council - Family Audit Workgroup			
B3. STUDENT SATISFACTION *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	So far, there are no evidences about the student perception of this initiative.			
B4. STUDENT WELLBEING *How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing?* What kind of evidence there is? *(max. 200 words)*	The service is thought to greatly contribute to improve the psychological, social academic, and physical wellbeing of parenting students involved. Moreover, it might actively spread among other students an idea of parenting as not being in conflict with the ability to continue and be successful in academic studies. However, evidences have to be still collected to endorse these claims.			
C. FINAL REFLECTIONS (based on the previous description of you good practice)				
Success factors *What are the factors required for the successful implementation? (max. 200 words)*	Major success factors were the university ability to attract parenting students by demonstrating that pursuing an academic career was a viable option.			
Sustainability *What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)*	On the long term, sustainability of the project is linked to the economic resources needed to provide proper service as internal nursery school and other services.			

Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	A major challenge would be the future expansion of the service to PhD students and non-tenured personnel.

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)