

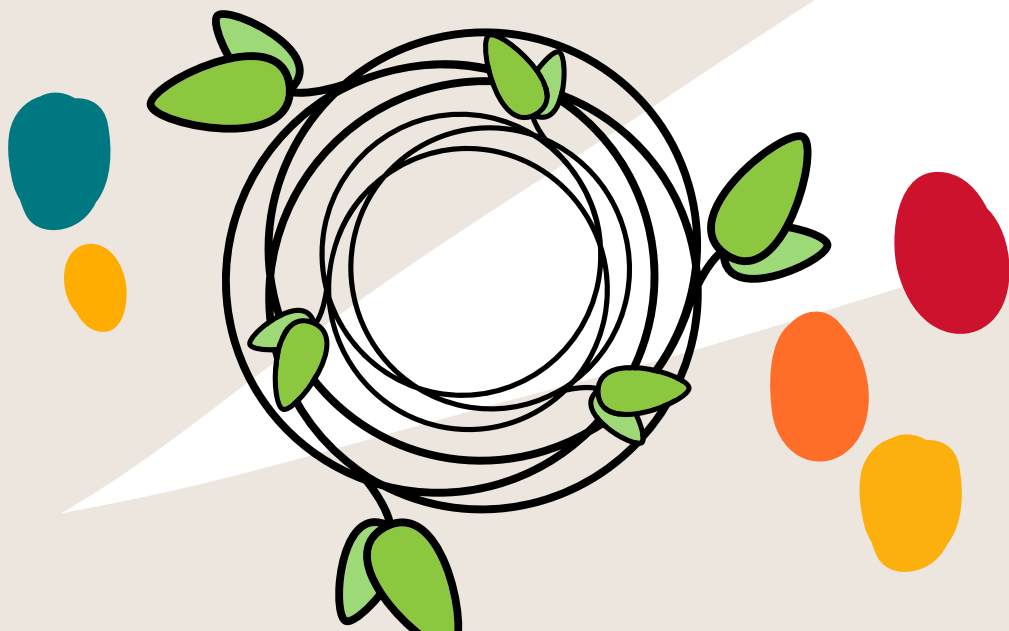


**UNIVERSITÀ
DI TRENTO**

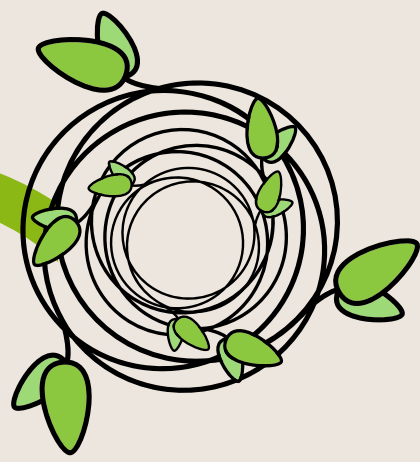
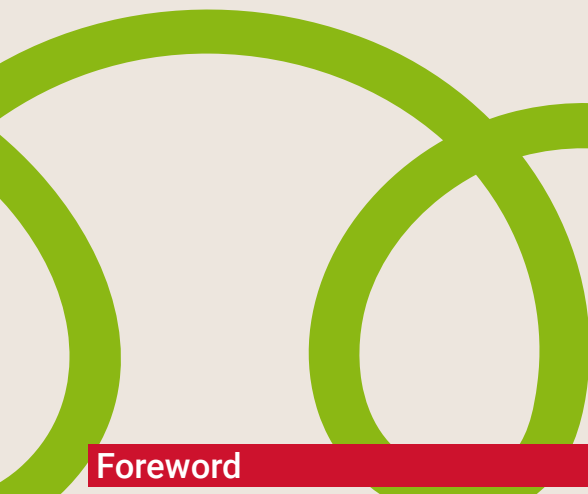
**The University of Trento's
Integrated System of Educational Services
and Parental Support**

The day-care centre

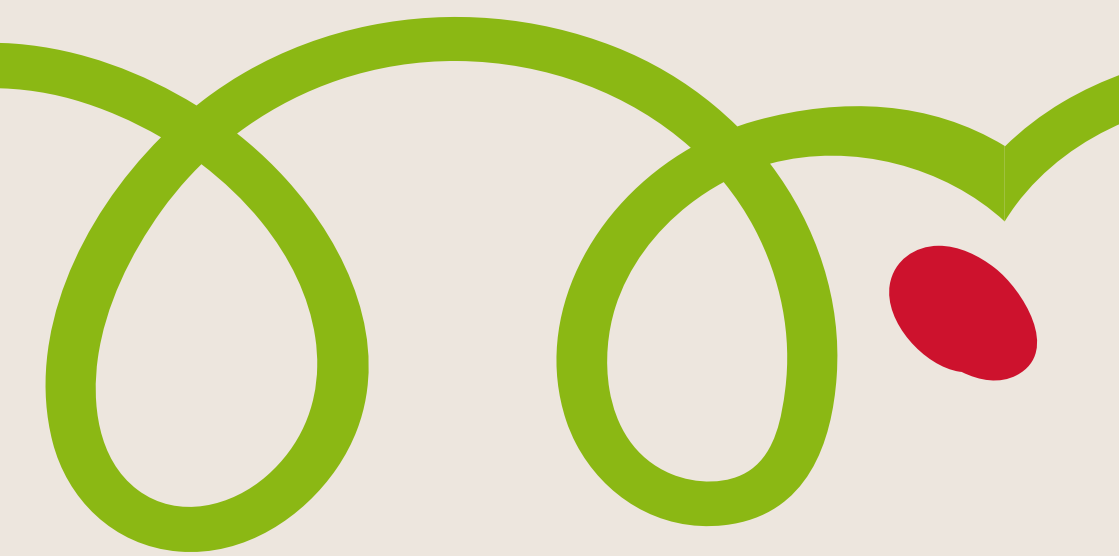
Customer Care Policy







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Foreword

In recent years, the University of Trento has invested significantly in family-work life balance policies, in the knowledge that these initiatives make an important contribution both to the promotion of equal opportunities and to the well-being of those on these working environments. This is particularly true in a context such as that of a university, which is especially demanding for those who work there.

The many projects include paving the way to enable more flexible working hours, investment in teleworking and remote working schemes, parental helpdesks, the provision of shielded spaces (for breastfeeding), special summer activities and events for employees' children (summer labs) and open days for family and friends. Noteworthy, also, is the fact that the University of Trento was the first Italian university to attain the Family Audit certification, with an ambitious and comprehensive plan of action.

However, it should be pointed out that the corporate day-care centre is one of the first projects, chronologically, and also the most significant in terms of investment. The University of Trento's corporate day-care centre was set up in 2006 as a response to the needs of people working at the university. It was conceived at the outset as an opportunity to put into practice knowledge and awareness that has been developed through scientific research at the university, in addition to dialogue with experts of international scope. The attention to relationships, as well as to the spaces and furnishings, the materials used and the involvement of families characterising the pedagogical project have, over time, made it an experiment of excellence at a national level.

Prof. Barbara Poggio

(Vice-Rector for Equity and Diversity Policies)



Introduction

The University of Trento's day-care centre, designed in 2004, started its activities in September 2006 as part of an Integrated System of Educational Services and Parental Support and university policies actively sustained by the Rectorate. These are aimed at promoting a healthy work-family life balance and equal opportunities.

Since 2008, the day-care centre has collaborated in the development of the Network of University Nurseries in Italy, with which it continues to promote activities and events aimed at supporting family well-being and the quality of children's early education.

The nursery has been housed in a prestigious historical building in the city centre since 2015. It is equipped with indoor and outdoor spaces and currently offers thirty places. The service is available to all University staff (lecturers, researchers, administrative and technical staff, language experts, doctoral students and research fellows) and aims to respond to different needs with the utmost flexibility.

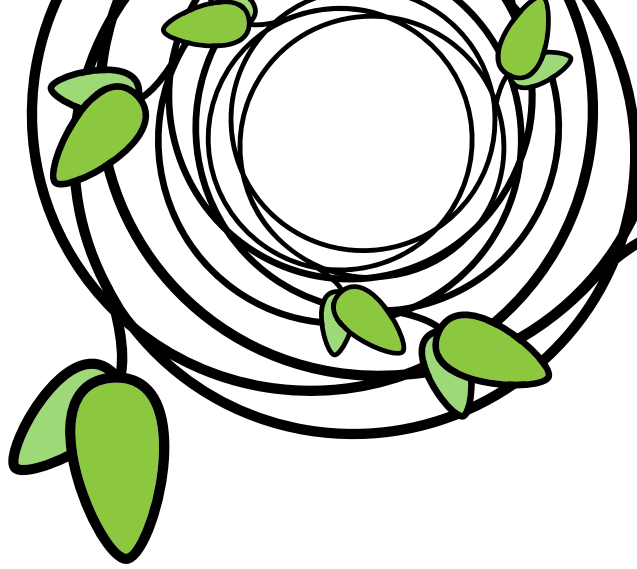
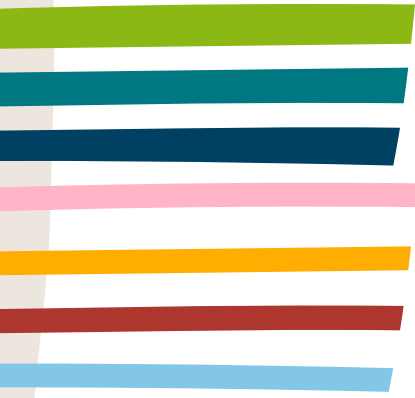
From the outset, the day-care centre was conceived not only as a welcoming place for children in their early years and their parents, but its special feature has also been that of representing a research project within a university sphere. Over the years it has continued to flourish as a pleasant and welcoming living environment, capable of fostering the development of the children who grow there, the educational skills of parents who participate and the professionalism of those who take care of them on a daily basis: in the belief that only a climate of trust and consideration shared between families and institutions can constitute fertile ground in creating future citizens.

The emotional well-being of adults, parents and staff alike is the crucial starting point on which to base positive nurturing methods for children in their first three years. The point of view of each adult, together with the observation of each child, is the basic criterion for every educational action implemented.

Through the active collaboration of parents and experts at a national and international level, the service has become a genuine privileged observation point for intercepting the needs of new children and parents in the context of the constant process of social transformation. It is a small laboratory which continues to advance areas of research and reflection in the sector of education and in empirical experimentation of new organisational and training practices, in addition to promoting and enhancing parental knowledge. This research continues to move forward with everyone's contribution in the relentless discovery and evaluation of the creative potential of young and old alike.

Prof. Barbara Ongari

(Research Project Head)

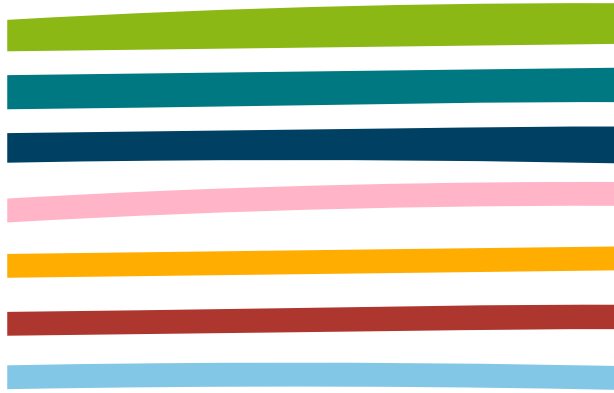
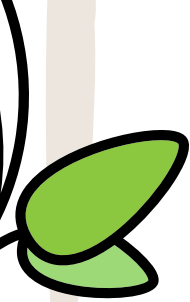


OBJECTIVES

- To offer educational opportunities to the children of employees and scholarship holders, with a view to supporting parents and upholding policies facilitating a positive work-life balance.
- To contribute to improving the quality of life of employees and their families by means of a project and experience of education which pay maximum attention to the needs of mothers and fathers.
- To develop innovative pedagogical and organisational models in the field of early childhood education and care, family support and training for educators.

CONDITIONS

- The day-care centre is designed to be a place where life and relationships can be experienced and exchanged in a pleasant and welcoming manner, not only for the children, but also for staff and parents, as people, each with their own individual characteristics, needs and resources which must be recognised, listened to and evaluated in a constructive manner.
- As a university nursery, it is an active part of a network of experiences and similar projects ongoing in other Italian and foreign universities. This collaboration helps to develop the levels of quality achieved thus far, including contributions from other research and innovation centres.
- The concrete implementation of the objectives and aims of the pedagogical model is entrusted to a legal entity, chosen through a public tender procedure. The Contractor provides educational and auxiliary staff with the services, equipment and tools necessary to ensure the service's functionality, in accordance with the guidelines defined by the University



GENERAL PRINCIPLES

- **Equal rights of users.** The University ensures equal conditions of use and equal treatment in the provision of services to all users. This takes place without distinction of sex, race, religion, language, political opinions and with the prohibition of any unjustified discrimination.
- **Impartiality of service providers.** The University adheres to the principles of objectivity, neutrality and impartiality in its behaviour towards all its users.
- **Continuity of the service provided.** The University undertakes to guarantee the continuity and regularity of the service provided to its users. Any interruptions due to unforeseeable situations or circumstances beyond their control will be promptly communicated to users. The University also undertakes to minimise, as far as possible and in compliance with applicable regulations, the length of any service disruption.
- **User participation.** The University undertakes to ensure and encourage the active participation and involvement of users in the provision of the service through access to complete and up-to-date information on activities in progress and through the possibility of submitting complaints, observations, reports and suggestions aimed at achieving a better management and provision of services.
- **Service Efficiency and Effectiveness.** The University pursues the goal of continuous improvement in the provision of services and in the management of resources in terms of efficiency, effectiveness and quality. It will choose solutions on a management, organisational, procedural and technological level that are deemed the most functional.
- **Protection of personal data.** The University guarantees that its users' personal data will be processed in accordance with the provisions of Legislative Decree No 196 of 30 June 2003, "Personal Data Protection Code".



THE DAY-CARE CENTRE

A Nursery of people

The day-care centre is a place for living and fostering relationships, which offers opportunities for growth through which each child, each according to their own rhythm and individuality, can enrich their experience and find contexts and support to develop. In order to grow up well, every child needs to find stability and continuity in relationships with adults and companions in the nursery.

The nursery offers a lively, safe and comfortable environment for the emotional well-being of all those who spend the day there, not only the little ones but also the adults who have the task of looking after them.

The presence of a professional caregiver and a reference peer group allows each child to develop the necessary confidence to face the experiences offered by his/her environment with curiosity: from the exploration of spaces and materials, to the building of meaningful relationships with the people with whom they share their daily experiences.

The stability and continuity of relationships with adults and companions are, therefore, the criteria that guarantee the quality of the relational climate, the possibility of building a climate of trust and the creation of emotional bonds between adults and children.

In short, the organisational model of the University of Trento's day-care centre is based on offering each child:

- **A designated professional caregiver**, as a stable figure and a key-person for each group of children. This ensures each child the possibility of always finding a secure emotional reference, to demonstrate emerging skills to and feel the drive to grow;
- **A stable group of companions**: The different groups of children are (as far as possible) organised according to age. Each small group (4-8 children) is a privileged context for peer-to-peer relationships and fosters opportunities for experiences



that enrich and consolidate personal developmental achievements. Naturally, the way in which each group is organised and its size varies according to age and the pragmatic needs of the moment, against the background of the goal of ensuring that children receive highly individualised attention and that adults can manage their activities calmly throughout the day;

- **A room as a base**, intended as a key living space for each group, organised according to the specific needs of the different age groups, the children's personal characteristics and the caregiver's personality. This designated room thus becomes a place of emotional belonging where each of the children can recognise something of themselves and of the others and where the activities, rituals and exchanges typical of each small group during the educational day take place.

The nursery is a pleasant and welcoming place, not only for the children but also for adults, where stability and continuity are the prerequisites for peaceful growth.



Flexibility and attention to individuals


Flexibility is the basic criterion on which the presence of children and parents at the day-care centre is organised. That is, the possibility of setting out the general rules of the service's operation on the basis of individual needs and requirements.

The specific characteristics and needs of each child and his or her parents become the starting point for organising not only the initial settling-in period, but also the children's subsequent stay during the day, the rhythms of arrival and departure, and the times of separation/meeting up with family members.

Flexibility is therefore the relational and organisational competence expressed by those who work in the nursery. The following are therefore encouraged by the educational team:

- Highly personalised ways of settling in;
- The possibility for parents to bring and pick up their child in a way that is not rigidly predetermined, but by agreeing with the professional caregivers on times and methods, naturally within the chosen time slot;
- The presence of the parents on a daily basis, even after the first settling-in period, to encourage the building of experiences in the child's mind that are characterised by continuity and sharing.

Each child's welcome is based on the careful consideration of individual needs, to be harmonised with those of the group.



The day-care centre is a meeting point and a place for co-constructing the child's growth narrative and enriching parental skills.

Relations with families

Communication with families is a special focal point, both in the management of daily life and in specific or difficult moments of growth.

In addition to individual meetings dedicated to taking stock of the behaviour and needs of each child at that time of development, occasions are organised for parents to build, together with experts and professional caregivers, shared paths of reflection on the significance of the experience their children are going through.

Small group meetings are also organised between the reference caregiver and the parents of the children in the same group, in order to exchange opinions on some important aspects of everyday life together: play, relationships between children and between children and adults, growth transitions and pedagogical guidelines. These meetings, which are also supported by videos, slides and exhibits not only offer a time for adults to think about their own child and themselves as parents, but also represent precious opportunities for dialogue and exchanges of ideas between parents of young children. These occasions give them the chance to get to know each other better and to share experiences and emotions relating to each one's individual history, big or small, and to address educational issues based on experience. Parents are also invited to take the time, where possible, to spend a few hours of the day at the day-care centre with their child and his or her companions, participating in all aspects of daily life in order to learn more directly about some aspects of their child's emotional and social development in a non-family context.

Sharing the educational project with the families is important, not only to allow the children to develop their own skills and developmental functions, but also as a resource to be brought into play in educational planning. Participation in day-care centre life can be shared at different levels, depending on the availability, interests and personal skills of the parents who are encouraged to propose initiatives, moments of exchange, workshops and various activities in order to enrich educational activities with personal suggestions and proposals.

Participation

In order to deal with particularly complex issues or contingent situations, or simply in order to analyse/propose initiatives and projects within the nursery, a Participation Committee may be set up, in which parents, teachers, the University and the Service provider are represented. The aim is to discuss the needs of each component in an organic and concrete manner, with a view to continually improve aspects of communication and coordination between all those involved, in various ways, in the educational project and in the Service's organisation.

The Group is composed of:

- 3 parent representatives
- 1 teacher representative
- the internal coordinator
- 1 member of the support staff
- 1 contact person representing the Service Provider
- the University's administrative contact person
- the University's pedagogical coordinator
- the University's Project Head

Who works at the nursery

- **The professional caregivers** who are responsible for ensuring the quality of the children's physical and emotional experience during the hours spent at the day-care centre. They also support the evolution of developmental skills typical of the children's age, in accordance with the pedagogical guidelines of the educational project and in constant synergy with the families;
- **The internal coordinator** who is in charge of internal organisation and documentation, communication with parents, and assisting and supporting the work of the teachers under the supervision of the University's pedagogical coordinator;
- **The support staff** who take care of the nursery spaces, ensuring their tidying up, cleaning and hygiene, aware of the common responsibility towards the well-being of the children and of all those involved in the service lifecycle;
- **The Service Provider's contact persons** who contribute to the realisation of the project by ensuring the quality of the service through ongoing liaison with all parties involved: the staff working at the day-care centre and the University's contact persons (administrative manager, pedagogical coordinator and project manager).
- **The Service provider's administrative contact person** who manages administrative procedures relating to enrolment, the compilation of ranking lists and the settling of fees; the administrative contact person maintains relations with the Service provider with regard to the implementation of the service.
- **The pedagogical coordinator** who is responsible for the implementation of the pedagogical/educational model proposed in synergy with all parties involved in the management/use of the facility's services (staff, children, families and Contractor). The pedagogical coordinator is a reference point for parents and for dealings with the outside world (other educational and cultural agencies in the region, libraries, museums, organizations, associations, etc.);
- **The academic project head** who, as the author of the project for the University of Trento's Integrated System of Educational Services and Parental Promotion, supervises and guides the project with regular meetings with the Working Group and the individual contact persons. The academic project head designs training plans on an annual basis and evaluates the effectiveness of the pedagogical project and the implementation of the proposed model.

All the professional caregivers, including the in-house coordinator and auxiliary staff, make up the day-care centre Educational Team.

The Educational Team meets regularly on the basis of the operational needs that emerge in the course of everyday activities, according to procedure that includes educational planning, training, supervision by the pedagogical coordinator and/or the academic project head, and participation in workshops and seminars.



The environment as a “third educator”

Starting from the assumption that the spaces in which educational experiences take place have a high emotional and symbolic value for those who frequent them and the way in which they are organized strongly influences the quality of relationships and the nature of the experiences themselves, special attention is paid to the preparation of the environment: well-kept, comfortable and stimulating spaces that support the idea of the day-care centre as a *living space* for children, teachers and parents. Careful attention to the quality of the spaces, play materials and furnishings is based on the idea that each child should be able to feel welcome, to experience things independently and together with others, to find corners and situations designed for him/her, but which he/she can modify.

Furnishings are chosen on the basis of safety, pleasantness and aesthetic harmony as well as for their user-friendliness for children and adults. They are arranged and organised in such a way as to be functional not only to facilitate the performance of daily activities, but also to encourage self-organisation, planning and exploratory curiosity in the children.

Games and materials are chosen and differentiated with reference to the different stages of development and potential uses. Specific preference is given to natural and unstructured materials possessing multifunctionality features that favour creativity, in order to encourage the implementation of rich and diverse experiences at a perceptive and manipulative level.

Outdoor space is also of fundamental importance in the pedagogical project. Given the current prevailing family lifestyles, the continuity of experiences between indoors and outdoors represents crucial added value for growth.



The outdoor space is equipped to meet some of the basic needs of the little ones, acting as a place for the creation of centres of interest to be co-designed by the parents and the children.

The way the rooms are set up is based on the consideration of the daily living needs of all the people in the day-care centre: children, parents and teachers. As far as the former are concerned, the organisation of spaces, furnishings and the choice of materials are based on the specific needs of the different growth ages: there are therefore key reference areas for each teacher and her group of children with different characteristics for the first, second and third years of life.

Since the possibility for parents to spend a few hours at the day-care centre with their children is not only desirable during the period of initial acclimatisation, but is sought after at all times of the day and week, a welcoming environment has been designed for formal and informal meetings between adults, for looking at and borrowing books, for taking moments to relax while taking a tea/coffee and for meetings dedicated to workshops.

For professional-caregivers, day-care centre spaces and furnishings are also inspired by the criterion of comfort. These are therefore chosen to ensure that they can provide educational utility without being cumbersome, not only during activities in direct contact with the children, but also during training and meetings between adults.

The day-care centre environment integrates the fundamental functions carried out by the parents and teachers and is in itself a third educator.



Nutrition

Nutrition is an integral part of the overall educational project. Lunch and snacks at the day-care centre encourage socialising, support the child's independence, and ensure a healthy diet and food quality.

The preparation of food for meals and snacks is carried out by specialised staff who are also personally responsible for guaranteeing the quality and correct preservation of products not only when they are delivered from suppliers but also when stored, as established by the HACCP system. Most of the products come from organic farming (e.g. pasta, rice, biscuits, rusks, jams, oil, baby food, dairy products, etc.) in accordance with the specifications.

Meals must be provided in accordance with applicable provincial Dietary and Nutritional Tables.

The Service provider is bound to provide special diets for children who require them, following paediatric instructions.

The daily rhythm meeting children's growth needs

Care times

During their time at the day-care centre, the children experience stable and recurring moments day after day - changing, lunch, rest, arriving and leaving - dedicated to the care of their physical and emotional well-being, in which the fundamental needs of each child are recognised and valued and become the object of affectionate communication with their key carer.

In the flux of daily life, these highly individualised rituals, based on each individual's characteristics, potential and rhythms, mark time, restoring security, stability and continuity to the child.

Through the repetitive nature of experiences and the caring gestures of the day-care centre, based on affection, empathy and sensitivity, the children gradually build the capacity in their mind to orientate themselves to the times of the day, in the spaces and in the succession of daily actions/interactions.

These situations which are rich in sensations, as well as being a privileged space for listening and for relations between the caregiver and the child, offer continuous opportunities for discovery, learning and growth to be shared with companions in the group.

The specific activities, differentiated according to age, space, the time of day, methods and margins of flexibility in care situations - lunch, changing, resting - give children the possibility of actively taking part in each of these moments, gradually experiencing the pleasure of doing things themselves towards the conquest of ever greater autonomy.

Detailed attention to the context and organisation of individual moments and the transitions between them is a fundamental part of the care work at the day-care centre. This is precisely because it guarantees children in this age group the possibility of recognising, anticipating and constructing a thought process based on relational experience.

Constant communication between the key caregiver and parents regarding the various aspects of caring for the child - menus, preferences and eating habits, methods, rituals, personalisation of objects and furniture for hanging clothes and taking the afternoon nap, the greeting and seeing family members at the end of the day- supports and nurtures daily educational practice, through the search for methods, strategies and small rituals shared and built together by the day-care centre and the family.



Play and materials

The day-care centre accompanies supports and promotes each child's development path without forcing it, by offering *opportunities* for emotional, social and cognitive *growth*, in order to give each child the chance to build a positive self-image through relationships with companions and sensitively listening to adults.

In the first three years of life, the child's primary developmental task is to *recreate the world*.

Play, as a situation of complete involvement, the free search for meanings and the continuous re-elaboration of experiences, has a fundamental role in this process of the child's creative re-construction of experiences.

This is why play materials at the nursery are designed and chosen to encourage learning through exploration, discovery, curiosity, creativity in using things as well as original thinking.

Free play occupies an important part of the child's day and usually takes place in the group room base. Rooms for different groups are carefully organised to avoid noisy atmospheres or an excessive amount of stimuli and objects.

A well-equipped and well-identified space tacitly orients children towards an appropriate use of what is provided and fosters in children the ability to concentrate and the possibility to organise their own play themselves.

The presence of materials placed in precise, easily visible and accessible places in different rooms also promotes the ability to choose and make decisions.

In the long periods of free play, the teacher observes and supports - through an attentive but not invasive presence - the exploration and research paths that the children spontaneously embark on - alone or in a group - both on a relational level and in terms of knowledge of the physical space and objects.



Proposals for organised play - although open, flexible and oriented towards recognising the contribution of the individual children in the group - occur within a more defined and characterised context than free play periods.

The pleasure of experimenting, creating, discovering, building, interacting and transforming things and oneself is the basis for the development of the possibility of implementing thought and planning through the use of the hands, the senses and the whole body.

Naturally, play materials and activity proposals are differentiated for children in their first, second and third years of life.

As with all other aspects of life at the day-care centre, choices relating to play proposals are the result of shared reflection in the Educational Team. As well as guaranteeing coherence between educational thinking and daily practice, this shared planning keeps the search for meaning high among adults, generating new insights and developing the range of possible proposals.

Considering every child as being special and getting to know them in their unique individuality.

Ongoing training and supervision of staff

The promotion of ongoing training and supervision of staff is carried out by the University, according to the *open day-care centre* and *reflexive doing model*.

Training and supervision centred on *reflexive doing* aim to develop and clarify a shared thought on the different aspects of educational work and to deepen the operational devolvement of the proposed psycho-pedagogical model, specifically:

- Times and spaces for the individual relationship between the professional caregiver and each child;
- Management of homogeneous and transversal groups of children by age;
- Educational work tools: observation, planning, evaluation and documentation;
- Networking with other University departments and educational and cultural services in the area (e.g. libraries, museums, creativity workshops, etc.);
- Early identification of communicative discomfort, adjustment, social adaptation and support for disability, with the setting up of early preventive interventions in collaboration with services with different institutional mandates (health, welfare/social and legal) in at-risk cases or those already in the care of the aforementioned services;
- Multiculturalism, as a special focus on different cultures, with the aim of enhancing the specificity of habits, behaviours and lifestyles;
- Evolution of the awareness of the characteristics of one's professional role, starting from one's specific training and personal history.

An *open day-care centre* training approach is favoured in addition to intensive training days scheduled annually at certain times (e.g. prior to the launch of the service), aimed at building and consolidating the Educational Team and fine-tuning the psycho-pedagogical model. Trainers' daily support of professional caregivers' work allows them to share observations and reflections regarding the behaviour of individual children and adults' emotions. This collective observation enables them to focus together on educational targets and methods to achieve constructive relations between adults.



PROCEDURE FOR ADMISSION TO THE SERVICE

Day-care centre opening hours

The day-care centre is open from Monday to Friday, from 1st September to 31st July of each academic year, with the following timetable:

- Full-time 8.00am - 5.30pm
- Part-time in the morning 8.00am - 2.30pm

Any family requiring full-time attendance may, if necessary, extend hours up to 6.30pm. This is subject to notification of the teachers and the University's administrative contact person (at least two days in advance).

Users

The service is intended for children aged between four months and three years who are children of the following University staff categories:

- Academic and research staff
- Permanent and fixed-term Technical and Administrative Staff
- Collaborators and Linguistic Expert (CEL) staff and former lecturers
- PhD students
- Research fellows

Enrolment application

Enrolment applications may be submitted from 1st March to 30th April of each calendar year, provided that the child's date of birth is before the expiry of the application deadline.

Enrolment applications must be sent to the Human Resources Department secretariat, in addition to any requests for information and/or clarification. The application process complies with the procedures described in the notice sent out at the beginning of the registration period.

Admission criteria for drafting and publication

The service is designed to accommodate 30 children. Applications submitted in the stated period for the different types of attendance times will be ranked as follows. Fixed-term and permanent technical and administrative staff have priority admission to the nursery.

The relevant offices will take into consideration the family's socio-economic situation in accordance with the criteria specified below. Subsequently two separate classification lists will be drawn up: one for Technical and Administrative Staff (TAS) and CEL, and the second for all remaining staff. The ranking for other applicant categories will be drawn up once the classification list for TAS and CEL is full.

1. Details regarding the child:

Mental, physical and/or sensory impairments must be documented by supporting evidence: absolute priority.

2. Details regarding the family:

- The presence of only one parent (only one parent acknowledged, legal separation or divorce with exclusive custody to only one parent, widowhood) *8 points*
- The presence of more than 50% disabled persons in the household (the disability status must be formally acknowledged by the relevant health authority):
 - a. Parent *6 points*
 - b. Other cohabiting family member *4 points*

The above score is doubled if the disability factor is greater than 80%;

- The presence of other children in the household (in addition to the registered child) under the age of 10:
 - a. up to the age of three (not yet reached) *2 points for each child*
 - b. from three to six years old (not yet reached) *1.5 points for each child*
 - c. from six to ten years old *1 point for each child*

The number of points are multiplied by two from the third child onwards (the registered child must also be counted). Specifically, the points awarded to the youngest child, excluding the registered child, are doubled;

- Parents' employment at the time of the application deadline:
 - a. Full-time *5 points for each parent*
 - b. Holder of a research fellowship and doctoral scholarship *5 points for each parent*
 - c. Part-time over 24 hours *4 points for each parent*
 - d. Part-time from 19 to 24 hours *3 points for each parent*
 - e. Part-time up to 18 hours and part-time lecturers *2 points for each parent*

The points specified above are multiplied by 2.5 if there is only one parent.

3. Household Income:

Household income is defined as the **total net household income** (UNICO, 730 or CUD), before deductible expenses and **divided by the members of the household at the time of enrolment** (e.g. divided by three if there is only one child, by four if there are two children, etc.). For this purpose, doctoral scholarships and research grants are considered as income, as is income not subject to taxation in Italy and declared abroad (e.g. the Reverse Brain Drain).

- Household income less than or equal to EUR 6,000/year *2 points*
- Household income higher than EUR 6,000 and less than EUR 13,000/year *1 point*
- Household income higher than EUR 13,000/year *0 points*

Married or unmarried parents are considered to be members of the household, even if their residence is different from that of the child.

In the case of a legal separation or divorce, the income of the parent to whom the child is entrusted is taken into account, including periodic child support payments.

In the event of equal points being awarded by applying criteria 1 (situation of the child) + 2 (family situation) + 3 (household income), priority will be given to children from households with a lower income.

In the event of equal income, priority will be given to the youngest child.

The list showing the ranking of eligible applications will be published by mid-May and will be valid for the whole educational year: the Administration reserves the right to draw on it if places become available during the year due to other users giving up their places. In the event of new places becoming vacant during the year, the Administration reserves the right to assign a nursery place on the basis of age compatibility in the group in addition to the number of children in the group, regardless of the order in the ranking list.

The educational year begins on 1st September each year; admission is permitted no later than 1st November (fees are, however, payable from the start of the educational year). A child who does not start attending by this date loses his or her place at the day-care centre and any fees already paid will not be refunded. If a child is admitted during the year, the start of attendance cannot be postponed until the following month, except in exceptional cases.

In the event of absences of more than two months, the place at the nursery will be retained (subject to the payment of fees due) only if absences are due to illness, duly documented with supporting evidence, exceptional circumstances or institutional reasons related to the profession of the parent employed by UniTrento. In the above cases, the child's withdrawal from the nursery can be agreed with the family and the right to re-admission in the following educational year acknowledged.

Families who have been excluded are guaranteed priority (+7 points) in the waiting list for the following educational year.

The acceptance of a place at the day-care centre must be confirmed by the parent within 10 days of the ranking list's publication, subject to the payment of an advance on the fee of EUR 102.00. This advance will not be refunded in the event of relinquishment.

If the place offered (on the chosen timetable) is relinquished, the applicant is automatically placed in the last position on the waiting list for the current educational year and is not entitled to a higher score in the waiting list for the following academic year.

If the relinquishment refers to a place in a different timetable from the one chosen, the applicant does not lose his/her position in the ranking and will be contacted again if places in the chosen timetable become vacant during the year; he/she is also entitled to a score increase (+7 points) in the waiting list for the following academic year. The 7 points are also awarded if the relinquishment is due to the impossibility of attending most of the academic year due to institutional commitments, which must be supported by evidence.

4. Attendance fees

The fee for the service is calculated on the basis of the Family Economic Condition (ICEF) of the child's family, which will be calculated through certification obtained from authorised tax centres.

The University reserves the right to make changes to the fees indicated below for educational years subsequent to 2020/2021.

The attendance fee for a **full-time** placement in the 2020/2021 academic year will be calculated on the basis of the ICEF calculation. This must be submitted to the University when accepting the place.

The maximum full-time fee for the 2020/2021 educational year amounts to EUR 380.00.

The fee will be reduced on a percentage basis for the **part-time** service. The reduction is equal to 70% of the full-time fee.

The maximum part-time fee for the 2020/2021 educational year amounts to EUR 266.00.

Please note that in the case of an ICEF indicator equal to 0, the minimum fee of €40.60 will be applied.

The fee also includes meals, snacks and anything else necessary for the care of the children (nappies, etc.).

If more than one child from the same household uses the same service, the fee for each child subsequent to the first will be reduced by 40% in the case of siblings and 50% in the case of twins.

The late collection service will be invoiced as part of the monthly fee at an extra cost of 15 Euro a day for the 2020/2021 academic year. A similar fee will also be charged if the parent is more than 5 minutes late in arriving at the nursery, with respect to the chosen time.

In addition, the fee is due even if the postponement/delay, previously communicated to the facility, is not actually used. This is designed to ensure regular compliance with the contractual conditions signed between UniTrento and the service provider.

The fee is due for the entire period of the child's enrolment in the day-care centre, specifically from the date of the child's admission, even in the event of delayed admission, until the end of the academic year.

In the event of early withdrawal, which must be communicated at least 20 days in advance, the fee is due until the end of the month in which the child stops attending. In the case of late notice, the fee is due until the end of the month following the end of attendance.

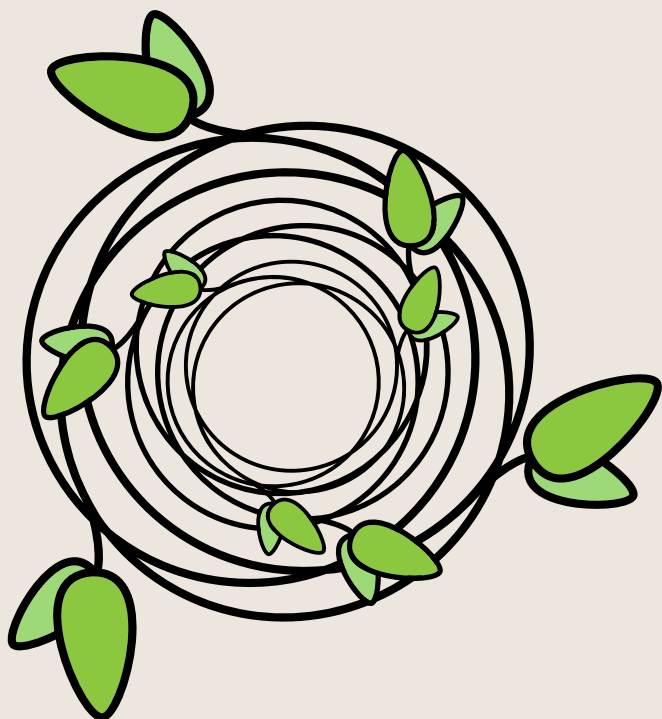
If the child withdraws after 30th May, the full fee is also due for the months of June and July.

The fee is due, and will not be reduced, in the event of absence, even if prolonged, except in the case of hospitalisation, for which the monthly fee will be reduced only for the days spent in hospital.

The child will retain the right to attend until the end of the academic year in progress should the parent's relationship with the University cease or change for whatever reason, in terms of having access to the corporate day-care centre service.¹

1 It should be noted that, pursuant to applicable legislation (Article 39 of Legislative Decree No. 151 of 26 March 2001), female workers using the corporate nursery service are entitled to half the breastfeeding break.







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