

**Table 3: Reporting on main reform plans for the next 12 months**

<b>Table 3: Overview of main reform commitments for the next 12 months</b>			
<b>Main (new or updated) commitments in the NRP for the next 12 months</b>	<b>Foreseen main measures and indication on whether they are CSR relevant</b>	<b>Timetable or other details on implementation</b>	<b>The estimated impacts of the measures (qualitative and/or quantitative)</b>
<b>Labour Market</b>			
	<b>For older workers</b>		
	<b>New legislation on part-time work for professional reintegration</b> (return to work after sickness absence of at least 6 weeks, Wiedereingliederungsteilzeitgesetz, WIETZ).	Entering into force on 1 July 2017.	The impact assessment accompanying the draft law anticipates 200 cases per year.
	<b>Prevention programme fit2work</b> (see also Table 2): new resp. offer – counselling of employees and employers for preparing a reintegration plan (after sickness absence of at least 6 weeks), enhanced early intervention and publicity, update of impact evaluation.		
	According to the <b>national target values</b> laid down in the Government’s work programme 2013-2018, <b>employment rates for older workers as of 30 June 2017</b> are to be published by the Labour Minister.	Publication by 31 October 2017.	Depending on the result, further action is envisaged (e.g. Bonus Malus system).
	<b>For women</b>		
Increase the participation rate and full-time employment of women; reduce poverty and risks of poverty among women.	Further expanding child care facilities for children under 3 years, promoting qualified child-minder offerings, childcare places in companies.		Increasing quantity and quality of child care facilities according to the Family and Job Compatibility Indicator by regions and the Barcelona targets; increase the participation of women/mothers in education and in (full-time) employment.
<b>Update of the Government’s work</b>	<b>“Employment campaign 20,000” for older</b>	Pilot projects to start from July 2017,	EUR 200 million additional funds for two

<b>programme 2017/18</b>	<b>long-term unemployed:</b> pilot projects in all provinces, with the aim of providing 20,000 jobs per year in municipalities, non-profit associations and enterprises.	evaluation in autumn 2018.	years, halving LTU in the 50+ group. In a mid-term perspective, 20.000 new jobs.
	<b>Modification of dismissal protection</b> in order to facilitate new employment 50+ <b>New intensified counselling and support services</b> (case management) for individuals with multiple placement challenges	To be implemented as of January 2018.	Potential target group of approx. 38,000 persons registered with PES.
	<b><u>For persons with a migration background, esp. recognised refugees and persons with subsidiary protection status</u></b>		
	Labour Market Integration Law (obligatory year of integration, submitted for appraisal); envisaged entry into force 1 <sup>st</sup> September 2017		
	Integration Law (submitted for appraisal)		
<b>R&amp;D</b>			
Public Procurement Promoting Innovation (PPPI)	Ongoing implementation of the Austrian Action Plan on Public Procurement Promoting Innovation (PPPI), particularly via the PPPI Service Center that has been established within the Federal Procurement Agency (BBG). The PPPI Service Center will conduct a variety of measures, e.g. instalment of a PPPI online platform for both demand-side and supply-side; community building events; initiation and implementation of pilot projects via PPPI challenges; trainings for public procurers etc. Not CSR relevant	Evaluation of the PPPI initiative by the end of 2017.	Through PPPI, industry is encouraged to deliver innovative goods and services, i.e. to invest in R&D. Furthermore, the public sector is being modernized and thus able to provide advanced and (eco)efficient goods and services to the Austrian citizens.
R&D concerning the "Great Social Challenges" energy, environment, health	e.g. Energy and environmental Technologies, innovations in Transport/Mobility, Safety and Security, Services Innovations	Enhance quality of life as well as economic and job growth to increase wealth	Impact for society: tailor-made solutions for societal challenges Impact for economy: marketable

			solutions and products, creation of jobs and growth
Excellent R&D, basic and applied research and innovation	e.g. Competence Centers for Excellent Technologies (COMET), Christian Doppler Laboratories (CD-Labs), Josef Ressel Centres (JR-Centres), Research Studios Austria (RSA), Services Innovations, Program Research Capacity in Industry.	Increase the quality of corporate research to level up the strength in innovation.	Better exploitation of R&D-knowledge Competitive industry, growth and jobs
Alignment of R&D policies, funding and programs	A position on Alignment has been agreed on by the major R&D stakeholders in Austria in 2016. The implementation will be coordinated by a dedicated working group of the FTI task Force (WG Alignment)	Start of the WG Alignment September 2017	More effective use of R&D Funds Better coordination of R&D at national and international levels
Promoting the next generation of highly qualified young researchers	In 2017, the projects of the 6 <sup>th</sup> and final call for proposals of the Programme Sparkling Science will be started: research institutions will involve hundreds of partner institutions from society and industry as well as thousands of young citizen scientists	Projects will start in summer 2017 and finish by the end of 2019.	The estimated budget of the call will allow funding for around 40 projects, involving around 6 000 students from around 100 schools.
Promoting the application of modern crowd sourcing methods R&D	The Austrian Center for Citizen Science, which was founded in 2015, will launch the 3 <sup>rd</sup> call for proposals of the funding initiative "Top Citizen Science". This initiative invites project leaders of ongoing research projects funded by the Program Sparkling Science or by the Austrian Science Fund to apply for additional funding, if they are interested in opening up to the public and generate additional results through citizen science methods. The quality of the applications will be evaluated by a peer review procedure, involving citizen science specialists from Europe and from the U.S.A.	The call shall be launched in autumn 2017, the resulting projects starting in 2018 and finishing 2020.	The estimated budget of the call will allow funding for around 10 projects. We expect more than 5 000 citizen scientists to participate in these projects through web-based crowd sourcing techniques.
Further development of the Joint Programming Initiative, esp. the Project	In 2017, evaluation and selection of projects of the ERANET Climate Services (ERA4CS) call	Budget for Call ERA4CS is € 450 000 from the BMWFV plus "in-kind Funds" and	Promotion of the interdisciplinary field "Climate Services", which connects

JPI CLIMATE	(Horizon 2020); partner in 2017 newly developed 2. ERANET of Horizon 2020 in the field of Climate Services; support of the development of a CSA on Internationalisation of Climate Change Research in Horizon 2020	potential EU-Top up Funds (up to 100%) depending on the results of the evaluation  Horizon 2020 Calls for the new ERANET and the CSA will be in spring 2017 (foreseen budget € 400 000)	scientists, society and industry.
Strengthening of basic research and research infrastructure in Environmental Sciences in order to enable Austrian scientists to collaborate internationally and to provide solutions to existing and emerging societal needs.	ABOL (" <b>Austrian Barcode of Life</b> "-Initiative) is a national collaboration among numerous, renowned scientific institutions and experts, engaged in biodiversity research of Austria. The pilot phase (2014–2017) serves to set up structures for the overall project, and the conduction of four pilot projects.	In 2017 the overall project of ABOL should start.	The infrastructure of the barcodes will allow access an open-access database.
	The <b>Earth System Science Research Programme (ESS)</b> , an inter- and transdisciplinary research programme is jointly run by the BMWFV and the Austrian Academy of Sciences.	In 2017 the ESS programme will start new projects and undertake an interim evaluation.	The ESS programme will support interdisciplinary and long-term environmental research.
	The initiative " <b>Austrian Geological Survey Research (GBA) Partnerships on Mineral Raw Materials</b> " which started in 2015 combines resource policy with research policy.	In 2017 the "Austrian Geological Survey Research (GBA) Partnerships on Mineral Raw Materials" will start new projects and undertake an interim evaluation.	The initiative aims at establishing new research networks of the relevant research institutions in order to strengthen the expertise which is supposed to support the sustainable supply of mineral raw materials.
Implementation of the "Open Innovation Strategy for Austria"	Implementation of the measures listed in the strategy and monitoring of the implementation.	<ul style="list-style-type: none"> <li>Monitoring-report concerning the current implementation of the Open Innovation Strategy for Austria in the Austrian Research and Technology Report (June 2017)</li> <li>Stakeholder-roundtable by the end of 2017 to assess the implementation of the Open</li> </ul>	<p>Involvement of wider public in innovation activities</p> <p>Increase the innovation potential of Austria by using Open Innovation</p>

		Innovation Strategy for Austria	
Promotion of gender equality and gender mainstreaming in research	Ongoing implementation of the 50% female quota in university boards and annually reporting about progress; reduction of the gender pay gap at universities;	Annually reporting about progress	Gender equality in decision making positions as well as among young scientists;
	Development and adoption of Equal Opportunity Plans by universities (compatibility of study/work with family obligations and 6 non-discrimination areas).	In the course of 2017 more universities will be adopted their Gender Equality Plan	22 universities submitted their Gender Equality Plan to the rectorate for adoption.
	Follow up study on cultural change in research and science landscape in 2017: development of key parameters for a gender-based model for HEI and Research Funding Institutions.	Results on cultural change study are expected in September 2017	Implementation of selected recommendations of the action orientated study to cultural change in research and science landscape (follow up study 2017, Working group within the Austrian Higher Education Conference on “gender competence”);
	First-time presentation of the “Diversitas Award” for HEI and Research Institutions for services in the field of diversity management in 2016.	Next presentation of Diversitas 2018	“Diversitas” will be awarded every two years and will be published in a brochure in order to make visible the achievements of the universities and research organisations in the field of diversity management.
Implementation of the national strategy on intellectual property (IP strategy)	According to the government programme 2013-2018 the Council of Ministers decided to develop a national IP strategy involving the relevant stakeholders. The strategy, lead-managed by the Ministry of Science, Research and Economy and the Ministry for Transport, Innovation and Technology, has been finalised in Q1 2017.	Approval of the IP strategy in a ministerial council application from 14 February 2017. Implementation of specific measures has already been started and will be continued in 2017. Implementation will be monitored and assessed by an IP-Monitoring Committee.	The main goal of the strategy is the increase of the innovative capacity of the innovation system and the deployment of the potential in the field of IP.
Promotion of Knowledge Transfer between universities, other research organisations and the private sector	Programme “Knowledge Transfer Centres and IPR Commercialisation” 2014-2018 Knowledge Transfer between universities, other research organisations and the private sector shall be promoted within three virtual regional Knowledge Transfer Centres and	2014-2018	Strengthening collaboration in R&D between academia and industry has been a major point in Austria's STI policy for decades. The Austrian RTI strategy aims at improving and stimulating the level of collaboration between

	<p>within a virtual thematic Knowledge Transfer Centre in the field of life sciences.</p> <p>Planned: Founding programme fellowships for academic spin-offs.</p>	2017-2020	<p>universities, public research organisations and the economic sector. For this purpose the Austrian RTI strategy promotes the establishment of knowledge transfer centres. The programme provides incentives for universities to collaborate with other universities and Public Research Organisations in the region and also the pooling of resources between universities at a regional level shall be promoted.</p> <p>Fellowships programme: Scientists and students with innovative ideas should be supported in their efforts to establish their own companies. The fellowship can ensure the financing of salary costs and access to the academic infrastructure. The fellowships will be granted within the context of a competition via the knowledge transfer centers. This measure is funded to the amount of € 5 million per year.</p>
Development of a strategic process of further advancing the Social Sciences, Arts and Humanities		Delivery of recommendations in April 2017	Strengthen research in the Social Sciences, Arts and Humanities. Optimise research conditions using instruments more efficiently.
Implementation of the Strategy for Life Sciences and the Pharmaceutical Sector	In November 2016, the Federal Ministry of Science, Research and Economy (BMWFW) presented a Strategy for life sciences and the pharmaceutical sector. The strategy focuses on research, development, production and application in medical and molecular biology and biotechnology (red biotechnology), (bio-) medicine, veterinary medicine, pharmacy and	Implementation of 27 measures until 2021.	Strengthening the competitiveness of the Austrian Life Sciences and Pharma Sector

	medical technology. 27 measures have been identified.		
Impact Innovation Programme	Widening participation and enabling new forms of innovation processes. Three components: <ul style="list-style-type: none"> <li>• impact innovation</li> <li>• social crowdfunding</li> </ul> customization in R&D projects	Pilot programme started at the beginning of February 2017. 2018-2021	Have new stakeholders been reached? Have new forms of innovation processes been enabled?
Quantum Computing	Supporting the development of a quantum computing demonstrator.	2017-19	
KMU-digital	Support for SMEs in digital change	2017-18	Consulting, concept development and qualification
Digital Innovation Hub	Installation of a DIH in Austria	2017-18	
Foundation for Innovation in Education (“Innovationsstiftung für Bildung”)	€ 50 million for supporting innovation in the educational system (ISCD 0-8 and LLL)	Starting autumn 2017	Positive effects on the quality of teaching and learning; fostering innovation in the education system
<b>Higher Education</b>			
Raising the public budget for the basic funding of universities 2016-2018	Additional € 315 million, 2016-2018	Distributed among 22 universities with the signing of performance agreements in December 2015	Positive effects on the quality of teaching and learning as well as on the study and research conditions at universities.
Higher education area funds 2016-2018	€ 750 million 2016-2018 (i.e. additional € 300 million or + 67% compared to 2013-2015)	The main part of the funds allocation will be based on indicator-reporting throughout the period 2016-2018, a smaller part is competitively allocated depending on the quality of projects	Positive effects on the quality of teaching and learning as well as on the study and research conditions at universities.
Revision of the Austrian University Development Plan	Prioritises strategic measures for the development of Austrian public universities.	Due to preparation of the performance agreements 2019-2021.	The development plan contributes to the improvement of strategic planning in higher education
New model for financing universities – implementation of a capacity-oriented, student-based funding of universities	<ul style="list-style-type: none"> <li>• preparatory measures are deepened by the performance agreements 2016-2018</li> <li>• essential elements of the new funding model are already used in the allocation of Higher Education Area Structural Funds</li> <li>• Government-wide discussion process is</li> </ul>		The measure has positive effects on the quality of teaching and learning and the study and research conditions at universities.

	continued in order to develop further measures related to student-based funding for 2019-2021, until the end of 2017.		
Improving the quality of teaching, learning and the study conditions at universities	<ul style="list-style-type: none"> <li>allowing access restrictions in fields of studies which are in especially high demand.</li> <li>starting discussions with the aim of widen access restrictions for fields of studies in high demand.</li> <li>increase of teaching staff,</li> <li>improvement of teacher-student-ratios,</li> <li>expansion of e-learning etc.</li> </ul>		Positive impact on the quality of teaching and learning and the study conditions. Impact on increasing the number of students who actively take examinations as well as the number of degrees awarded, on reducing the drop-out rate, on increasing the share of higher education graduates.
Reform of teacher education (PaedagogInnenbildung NEU)	Implementation of further measures: <ul style="list-style-type: none"> <li>development of joint curricula in line with the Bologna architecture and the national curricular framework</li> <li>cooperation of universities and universities of teacher education in four regional clusters</li> <li>supplementary funding of scientific staff, esp. in didactics</li> </ul>		The measure has systemic effects on the entire education system in Austria.
Improve the quality of study choice guidance in order to promote well-considered study decisions	Further increase the number of schools participating in the "18plus Berufs- und Studienchecker"		Contribution to reducing drop-out rate in higher education
Improve the social dimension in higher education	Developing a coherent strategy for the improvement of social dimension in higher education		
Qualitative and quantitative development of the Universities of Applied Sciences (UAS)	315 new study places will be financed in 2016-2017 200 new study places will be financed in 2017-2018		Further increase in the overall number of study places. A total of 5 309 new study places should be achieved in 2018-2019. In consequence the number of HE graduates is also increasing (important contribution to achieving the EU 2020 target).
Project "Shaping HEIs for the Future" in	Main objectives: Pronunciation of educational	Implementation of results are expected	The measure has systemic effect on the



order to turn a prioritised goal of the university development plan into action.	profiles of universities and Universities of Applied Sciences (UAS); foster complementary design of range of subjects; foster permeability within the higher education sector.	in June 2017 and will be carried out via performance agreements and other steering instruments concerning the higher education sector	education system in Austria.
Reform of the student support system	Planned amendment of the Student Support Act with following measures: <ul style="list-style-type: none"> <li>• increase of the study grants</li> <li>• increase of the income limits concerning the calculation of study grants</li> <li>• special support for mature students (over 27 years)</li> </ul>	The measures should come into effect by beginning of the winter semester 2017/18.	Contribution to the national strategy for the social dimension, especially for students with low socio-economic background.
<b>Education</b>			
<b>School autonomy measures</b>	<ul style="list-style-type: none"> <li>• Schools can be organized in so called “clusters” comprising different types of schools</li> <li>• Head teachers may select new personnel and decide on staff in service training</li> <li>• Enhanced flexibility of opening hours, duration of class hours as well as class sizes and sizes of learning groups</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Quarter 2017: Adoption of the law in the National Council</li> <li>• Preparation of the implementation.</li> </ul>	More effectivity and efficiency in school administration. Strengthening pedagogic collaboration between schools.
<b>School organisation measures, Departments of Education</b>	<ul style="list-style-type: none"> <li>• As part of the educational reform, administration on provincial level will be organised within one educational board (“Bildungsdirektionen”)</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd Quarter 2017: Adoption of the law in the National Council</li> </ul>	More efficiency in school administration.
<b>“Chancenindex” (Opportunity index)</b>	<ul style="list-style-type: none"> <li>• Allocation of educational resources (teaching-hours) to schools shall partly depend on the socio-economic backgrounds of their pupils</li> </ul>	<ul style="list-style-type: none"> <li>• In school-year 2016/17, resources dedicated to the integration of refugees are allocated to schools on the basis of an index scientifically derived from social and economic data of their pupils</li> </ul>	Improved equality of opportunities for all pupils without distinction of their social and economic backgrounds
<b>Neue Oberstufe (NOST) – New upper secondary level</b>	<ul style="list-style-type: none"> <li>• Condensation of learning activities through shorter grading and exam intervals induced by the new semester</li> <li>• The early warning system will be extended</li> <li>• Needs-based support measures learning</li> </ul>	<ul style="list-style-type: none"> <li>• NOST-pilots since the academic year of 2013/14</li> <li>• Full implementation as of the academic year of 2017/2018 at all upper secondary school forms</li> </ul>	Strengthened individualization, competence- and output-orientation. Reduction of the number of students repeating school years Reduction of the number of drop-outs

	<p>will be established, e.g. “Individual Learning Coaches” for students with learning deficits (“Individuelle Lernbegleitung”)</p> <ul style="list-style-type: none"> <li>• Promotion of talents and support for particularly gifted students</li> <li>• New professionalization measures for teachers</li> </ul>	<p>commencing at year 10 and offering courses of at least 3 years duration. Opt-out model-schools will take up as of the academic year 2018/19 or 2019/20</p>	<p>Provision of a sufficient number of trained and qualified learning counsellors for all schools</p>
<b>School 4.0 –going digital</b>	<ul style="list-style-type: none"> <li>• Digital basic education (including media education) is anchored in the curricula of primary and lower secondary schools.</li> <li>• The digital competences of the teachers are strengthened by means of continuing education at the university colleges of teacher education (PH).</li> <li>• By the end of the school year 2020/21 all schools should have an internet connection and a high-speed WLAN.</li> <li>• As of 2017, all pupils in the 5th grade and 9th grade as well as the teachers will be equipped with an adequate digital terminal (tablet, notebook, etc.) along with the broadband/WLAN development. A financing model will be drawn up by summer 2017.</li> <li>• Digital teaching and learning materials are made available via a central portal.</li> </ul>		<p>Improved digital competences of the pupils at the end of the 8th grade Strengthened digital competences of teachers. Creation of the best possible infrastructure conditions at schools and quality-assured content for effective digital education.</p>
<b>Improvement of school entry-phase, strengthening primary schools, basic competences</b>	<ul style="list-style-type: none"> <li>• Improve the education of kindergarten teachers, transitions from kindergarten to primary school and strengthen basic competences.</li> <li>• The last kindergarten year and the first 2 years of primary school shall be understood as a joint school-entry-phase. In the entire elementary stage, teaching across age groups shall be possible.</li> <li>• Provision of language support courses if</li> </ul>	<p>Ongoing work on curriculum development. Nationwide implementation of the new school entry-phase with clear education objectives and evaluation as of school year 2016/17.</p>	<p>Improved basic competences and increased employability. Enhanced educational outcomes. Better transitions.</p>

	needed. Change of modus of performance assessment. Competence-oriented curricula. Focus on basic competences and cultural skills.		
<b>Improving reading and language competences, in particular of pupils whose first language is not German</b>	<ul style="list-style-type: none"> <li>• Extension of the language courses for ‘ex-matricular pupils’ whose second language is German until 2018/19</li> <li>• Implementation of language start groups additional to language support courses</li> <li>• In-service training for teachers for USB DaZ</li> <li>• Monitoring the evaluation of the language support courses and language start groups (until Jan 19)</li> <li>• Monitoring the use of diagnostic instruments in language support courses and qualification of teachers who teach such courses</li> <li>• Commissioning the second phase of developing an instrument to enable all primary teachers to interpret the language development of their pupils in German (USB Plus, further development of USB DaZ) conducted by the BIFIE</li> </ul>		Improved language and reading outcomes of children, in particular those with a migrant background and/or from a socially disadvantaged background. Pupils will acquire language skills they need to follow lessons and towards improved academic performance. This will also make it possible for them to participate actively in lessons and improve their integration into the class. Better transition between kindergarten and the school-entry phase.
<b>Pilot regions with a single type of school for the 6-14-year-olds</b>	The education reform commission of the Austrian government suggested setting up pilot regions for comprehensive schools for the 6-14 year-olds, aiming at removing early tracking. 15% of all schools may participate in these pilots.		.
<b>Further expansion and development of all-day school places</b>	<ul style="list-style-type: none"> <li>• Investment-programme of EUR 800 million from 2014-18. Additional EUR 750 million will be invested from 2017-2025</li> <li>• Overall, up to 270,000 places are to be offered by 2024/25, representing a rate of</li> </ul>		Improving equal opportunities and compensating for socio-economic disadvantages. All-day schooling offers opportunity for increased interaction which has a positive effect on pupils

	<p>up to. 40%.</p> <ul style="list-style-type: none"> <li>• A legislative package to increase the quality is implemented as of school year 2015/16, measurements of standardisation in quality will be implemented in 2016/17 and 2017/18..</li> </ul>		<p>with migrant backgrounds, on the atmosphere in schools and on social interaction. All-day schooling is also of great importance (and proven effectivity) with regard to social and labour market policy issues (e.g. the compatibility of work and family life, women's employment).</p>
<b>Educational and professional career guidance</b>	<ul style="list-style-type: none"> <li>• Promotion and support of students in their educational and career choices along individual interests and talents. Professional career and education guidance as a compulsory exercise throughout secondary school level I</li> <li>• Embedding the relevance and concepts for "ibobb" in quality assurance mechanism on regional and school level.</li> <li>• Drafting new regulations for specific functions (co-ordination, counselling) of "ibobb" in schools.</li> </ul>		<p>Contribution to the achievement of the EU 2020 education target by reducing the number of changes between schools and of early school-leavers through well-prepared education and career choices.</p>
<b>Combatting dropping-out, including youth and apprentice coaching</b>	<ul style="list-style-type: none"> <li>• Implementation of National Strategy on preventing early school leaving</li> <li>• Provision of support and career orientation for students/ apprentices at risk of dropping out.</li> <li>• Provision of "Übergangsstufe" (as a preparatory form) to avoid drop out of pupils in the first year (9th grade) of a vocational school or college</li> <li>• Extension of the youth coaching programm is planned</li> </ul>		<p>Further reduction of the rate of early school leavers and dropouts Strengthened communication, cooperation and coordination between the different support systems in and for schools (psychologists, school social worker, pedagogues, youth coaches).</p>
<b>Compulsory education and training until 18 ("Ausbildung bis 18")</b>	<ul style="list-style-type: none"> <li>• Further development of the commitments and measures regarding all-day school places, career guidance, reading and</li> </ul>	<p>Implementation 2017 and beyond Strengthening of a strong cooperation</p>	<p>Contribution to the achievement of the EU 2020 education target by reducing the number of early school-leavers</p>

	languages competences, school-entry phase and primary schools, reform of vocation education and training and combatting dropping-out (cf. relevant commitments).	between different stakeholders (ministries, institutions, social partners, ...)	
<b>Integration of refugees in schools</b>	<ul style="list-style-type: none"> <li>• Implementation of language learning courses and language start groups at compulsory schools (increase in the number of posts from 442 to 850 in school year 2016/2017)</li> <li>• Implementation of “Mobile Intercultural teams” to provide targeted support for schools and teachers in the reception and integration of refugee children and adolescents into the school and class community</li> <li>• Accompanying pedagogic integration measures at primary schools and New Secondary Schools (NMS): 250 post distributed to the school places according to an equal opportunities index, derived from the first language of the pupils and the proportion of parents with compulsory education as highest educational level.</li> <li>• 85 posts for school social work to support schools with special social challenges, especially schools with a high proportion of children with a refugee background</li> <li>• Language support courses and language start groups at academic secondary schools, part-time vocational schools, intermediate vocational schools and colleges for higher vocational education (AHS, BHS, BMHS and BS): 50 new posts from the 2016/17 school year</li> <li>• Provision of „Übergangsstufe“ (transition</li> </ul>		<p>The package of measures supports efforts to accommodate the integration of asylum seekers and refugees into the education system.</p> <p>Students without any or with low command of German language are better prepared to enter/continue (vocational) education and training, resulting also in a reduction of the rate of early school leavers and dropouts.</p>

	<p>classes) at AHS and BMHS: 99 courses in schools year 2016/17.</p> <ul style="list-style-type: none"> <li>• Basic education / literacy: 1200 additional basic training places in 2017 (thus a total of 2,400 places) in the framework of the adult education initiative for 15 to 19-year-old refugee youths who are no longer of school age and who have no links in their previous educational biography to the Austrian secondary school system. A special focus is on increasing the proportion of girls in this training segment.</li> </ul>		
<b>Further developing Austrian adult education system</b>	<ul style="list-style-type: none"> <li>• Implementation of the Agreement according to Section 15a of the Constitution between the Federal Government and the provinces in order to continue the Initiative for Adult Education from 2015-17. Starting the Evaluation for the period 2015 - 2017</li> </ul>	A third program period from 2018 to 2021 is in preparation	Reduction of the number of persons without basic education, increase in the number of persons with basic educational qualifications, increase in the permeability of the education system
<b>Energy and Climate</b>			
	<p>Austria's „SUSTAINABILITY ACTION DAYS“ is an annual country-wide Initiative to promote and visualize the manifold multi-stakeholder engagement and their scope of action for sustainability in Austria. Its aim is to increase awareness for sustainable development and foster networking in the SD community. Jointly organized and managed by the “Sustainability Coordinators” of the 9 Austrian federal provinces and the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management the Initiative commonly contributes to the goals and</p>	In 2017 the sustainable action days will take place from May to June.	It strengthens the visibility of bottom – up approaches within all mayor stakeholder groups to contribute to sustainable development across the 3 dimensions, addressing a total of 15 thematic fields of actions.

	Initiatives of the EU2020 Strategy and the implementation of the Agenda2030.		
<b>New Energy and Climate Strategy</b>	Presentation of a new Energy and Climate Strategy 2030, with a perspective toward 2050. This will be an integrated strategy of the federal government. This will lay the foundation toward achieving our energy and climate goals until 2030, by setting out the framework for investments (and therefore growth and jobs). The main fields will be renewables, energy efficiency, infrastructure, and also innovation, research and environmental technologies.		Fulfilment of the 2030 energy and climate goals.
<b>Reform of Renewable Support</b>	Austria is currently working on two reform acts to the Green Electricity Act 2012, in order to establish the conditions for a further enhancement of the use of renewable energy. The two reforms will bring significant additional investment in renewable electricity. This will lower CO2 emissions and create growth and jobs.		

**Explanatory notes to Reporting Table 3:**

Apart from measures relevant for the achievement of the national Europe 2020 target, only key reform commitments for the next 12 months should be included. The reporting table should cover in more detail measures not yet reported in Table 1 or 2 or cross-references to Table 1 or 2 otherwise. Information on impacts should be provided to the extent available.