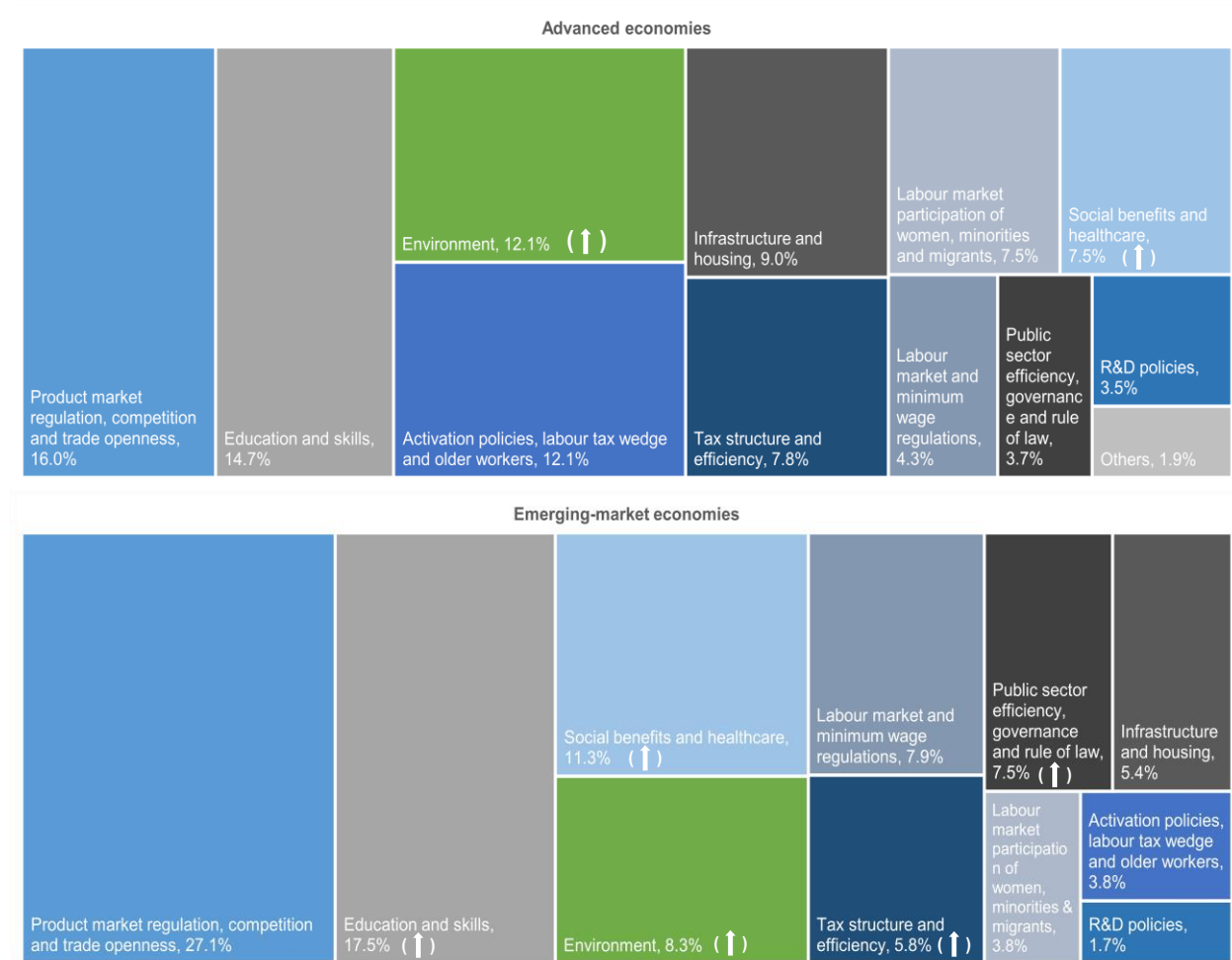


Going for Growth 2021: Shaping a Vibrant Recovery

Overview of 2021 priority areas

Figure 1. Distribution of 2021 priorities across countries



Note: Upward-pointing arrows are associated with priority areas having increased their relative share in the distribution of priorities, with respect to Going for Growth 2019. The group of advanced economies comprises all OECD member countries excluding Chile, Colombia, Mexico and Turkey. These four countries, alongside Argentina, Brazil, China, Colombia, Costa Rica, Indonesia, India and South Africa are labelled emerging-market economies.

Figure 2. Key recommendations on health and social benefits

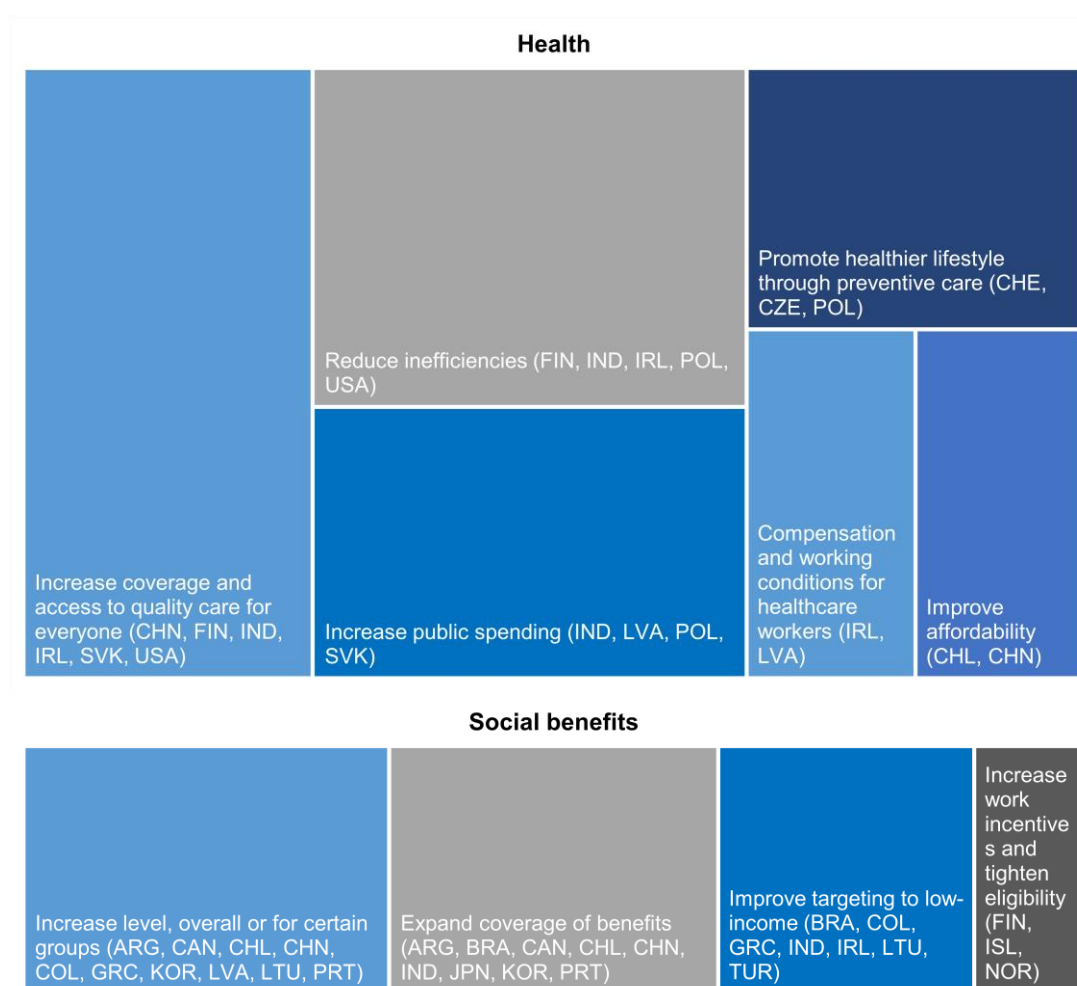
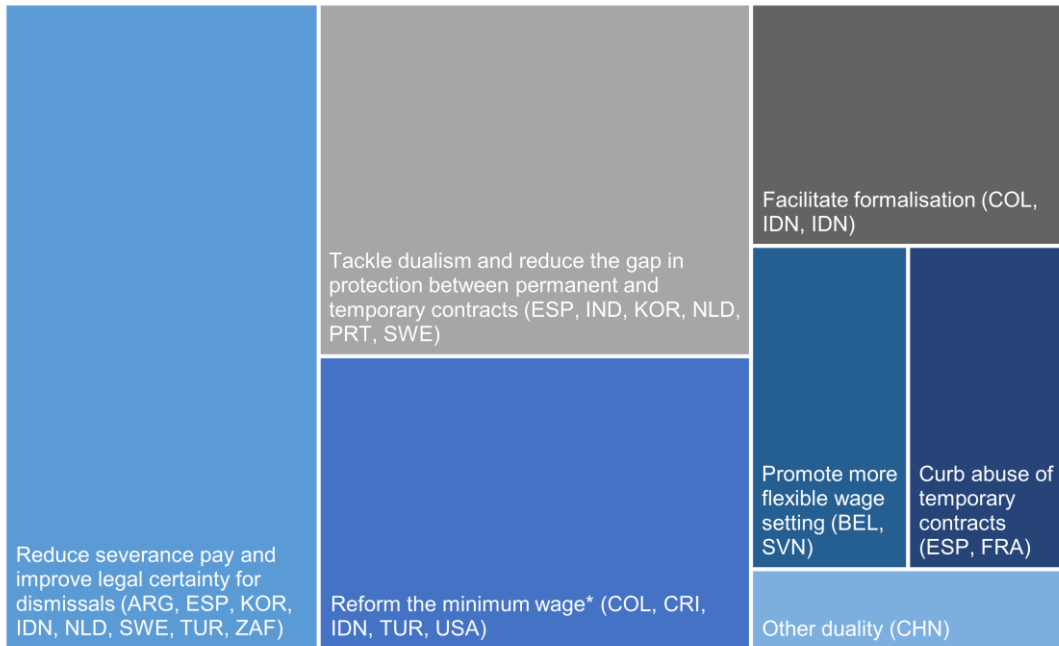


Figure 3. Key reform recommendations on labour market duality



* Key recommendations refer to increasing the minimum wage in the United States and to avoiding too high levels of it (including through regional differentiation) in the case of Colombia, Costa Rica, Indonesia and Turkey.

Figure 4. Key recommendations in the area of provision of infrastructure and housing

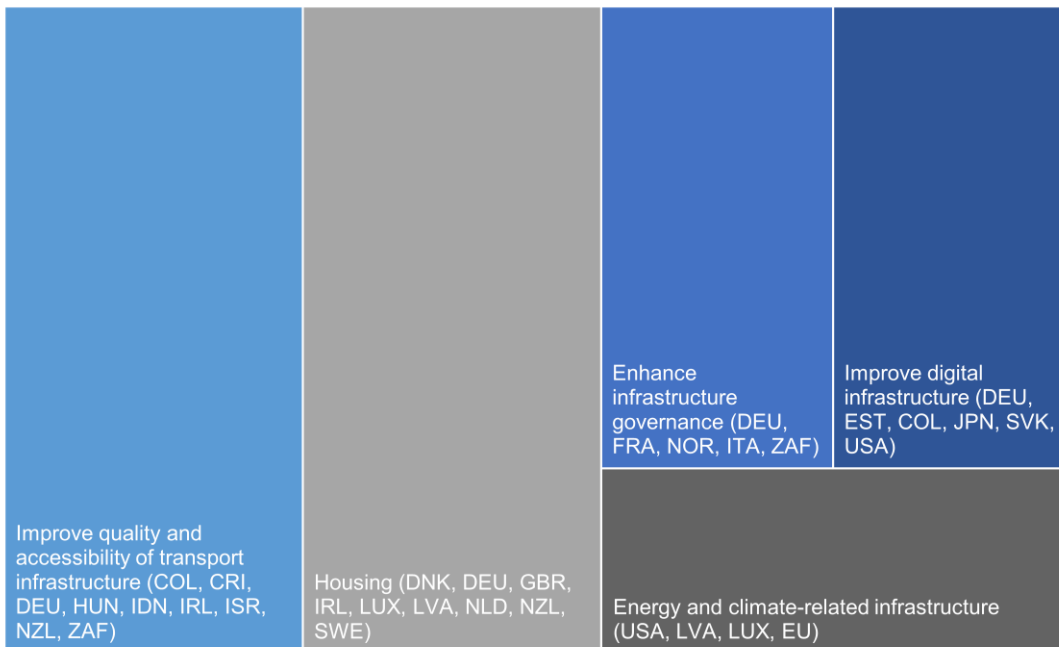


Figure 5. Key recommendations on green growth

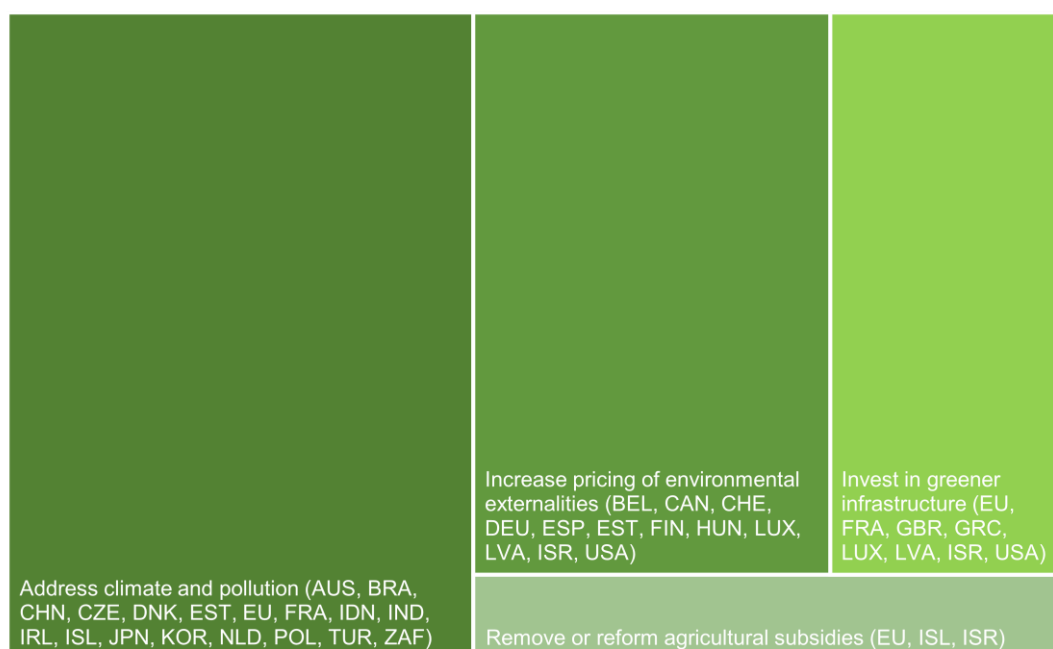


Figure 6. Key recommendations on public governance and rule of law

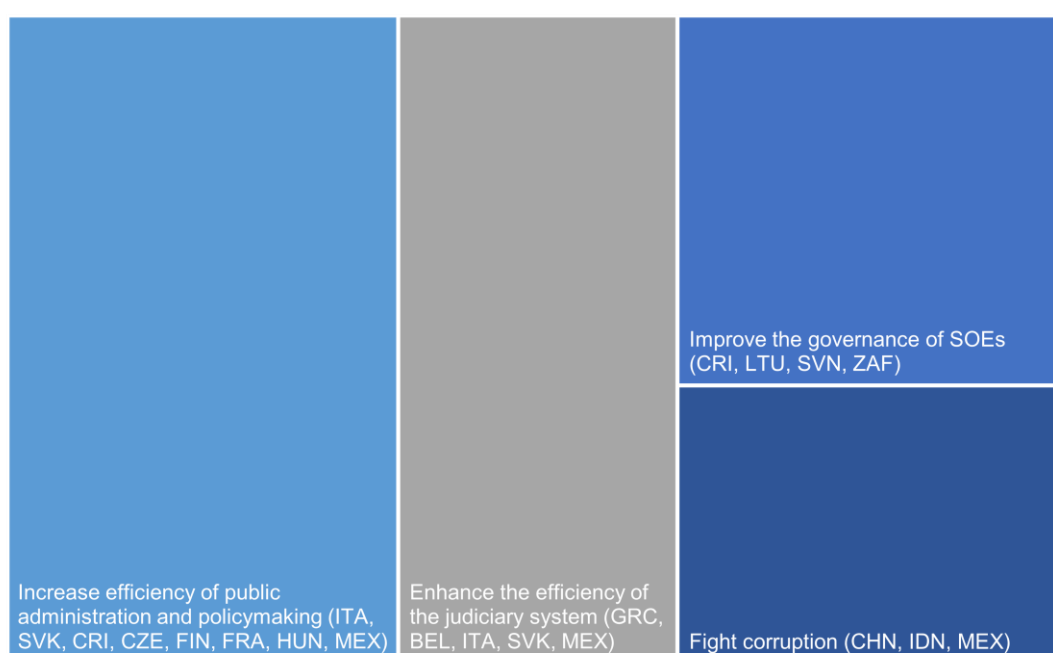


Figure 7. Key recommendations in the area of product markets regulation, trade and competition

Red tape, permits and licensing, barriers to internal trade (ARG, AUS, AUT, BEL, CAN, CHE, CHL, CHN, CRI, CZE, DEU, ESP, EU, HUN, IDN, IND, IRL, ISL, ISR, ITA, JPN, KOR, NOR, POL, PRT, SVK, SVN, TUR, USA, ZAF)	Competition and regulatory policy (AUT, AUS, BRA, CHL, COL, CRI, DNK, ESP, FRA, HUN, IDN, IRL, ITA, KOR, LUX, MEX, NOR, PRT, SVN, TUR, ZAF)	Insolvency regimes (PRT, BEL, EST, EU, GRC, HUN, IND, ITA, LVA, POL, SVK)
	Remove barriers to trade and FDI (ARG, BRA, COL, CRI, ISL, ISR, NZL, TUR)	

Figure 8. Key recommendations on human capital

Pre-school - Expand quality childcare (ARG, CHE, COL, CRI, CZE, DEU, GRC, HUN, ISR, ITA, MEX, NZL, SVK, USA)	Improve teaching quality, teacher incentives and career options at primary and secondary level (ARG, AUT, BRA, CHL, CRI, ESP, GRC, IDN, ISL, ISR, MEX, SWE)	Improve alignment with labour market needs, increase employer involvement of VET (ARG, BRA, CHL, COL, ESP, HUN, IDN, ITA, TUR)	Focus on disadvantaged students and schools (AUS, AUT, BRA, COL, ESP, HUN, NZL, SVK, SWE)	
		Other priority area at primary and secondary level (HUN, IDN, LUX, MEX, NOR, NZL, SVN, SWE)	Expand apprenticeships and increase the workplace component of training (ESP, ISL, ISR, LTU, MEX, POL, IRL)	
Lifelong learning and digital skills (ARG, AUT, CHE, DEU, GBR, GRC, HUN, ITA, POL, SWE, BEL, EST, FRA)	Tertiary education priority area (CHE, CRI, GRC, HUN, ISL, JPN, LVA, NOR, SVK, SVN, TUR)	Other VET priority area (DEU, LTU, LUX, NOR, SVK, SWE, PRT, ZAF)	Vocational education (BRA, CHL, CHN, COL)	Limit grade repetition (BRA, COL, ESP, LUX)
			Other (AUT, CHN, MEX)	

Figure 9. Key recommendations on taxation

