

**FOLLOW-UP ON IMPLEMENTATION OF RECOMMENDATIONS FROM OF THE
SECOND CYCLE UPR BY THE ETHIOPIAN GOVERNMENT IN THE AREA OF
ECONOMIC AND SOCIAL RIGHTS:**

THE RIGHTS TO EDUCATION AND THE RIGHT WORK

SEPTEMBER 2018

A JOINT REPORT SUBMITTED BY ETHIOPIAN CIVIL SOCIETY ORGANIZATIONS:

ETHIOPIAN LAWYERS ASSOCIATION

ETHIOPIAN YOUNG LAWYERS ASSOCIATION

CONSORTIUM OF ETHIOPIAN RIGHTS ORGANIZATIONS

1. Introducing the Report

1. The second cycle UPR report of Ethiopia had been reviewed by the UN Human Rights Council in 2014. In line with the specific modalities of the UPR mechanism, Ethiopia had received a total of 252 recommendations out of which 188 of them had been acknowledged. A good amount of these recommendations covers the right to education and work which constitute the specific focus of this submission.

2. This report is, therefore, prepared by a group of Ethiopian civil society organizations working in the areas of human rights and related issues. The main focus of this report is appraisal of the implementation of recommendations related to the right to education and the right to work by the Ethiopian government since the second cycle UPR review. The report is structured in such a way to assess the status of implementation of accepted recommendations pertaining to the specific rights.

3. The preparation of this report mainly employs qualitative methods. Both primary and secondary data have been diagnostically probed so as to spot positive steps and gaps in the implementation of accepted recommendations by the government of Ethiopia. With respect to secondary sources, proclamations, regulations and directives as well as policies, strategies, program documents and periodic reports of government stakeholders have been gathered and reviewed. On the other hand, primary data have been gathered through unstructured interviews conducted with key informants from federal as well as selected bureaus of four regional states.

4. On the basis of the analysis made on both primary and secondary data that, among others, identified the major gaps and loopholes in the implementation of accepted recommendations, specific actions that need to be taken so as to improve the fulfillment of the rights under focus are recommended in this report.

2. Right to Education

1.1 Focus on policies that seek to improve access to and quality of the education sector and continue working on the development of the national education system to ensure access to quality and free education

5. Since the ratification of the International Covenant on Economic, Social and Cultural Rights/ICESCR/ five successive education sector development plans designed on the basis of 1994 education and training policy have been implemented. The currently underway fifth Education Sector Development Plan (ESDP V) of 2015 developed in line with the overarching policy document of the Ethiopian government, the Growth and Transformational Plan /GTP II/, addresses, among other things, access and quality of education. National policy frameworks as well as regional and international commitments relevant to education namely the Education for All /EFA/, Sustainable Development Goals/SDGs/ and the Convention on the Rights of the Child /CRC/ were the guiding frameworks for setting priority areas of the sector.¹ Accordingly, in particular improvement of access, quality, equity and internal efficiency are duly emphasized priority areas.

¹ Education Sector Development Plan; Ministry of Education; 2015; Addis Ababa;

6. When it comes to implementation, special attention is given to the need to expand and realize universal access to primary education in line with the Education for All Goals.² Ensuring increased number of qualified teachers, enhanced level of educational infrastructure, increased number of vocational training institutions, improved pupil-to-textbook ratio, improved pupil-to-class ratio, improved completion rates and reducing dropout rates at the primary level, improved gender parity index are the issues that are given prominence while putting into operation the plan. Regional education bureaus are also putting efforts towards the attainment of the policy objectives appertaining to ensuring access to and quality of education.³ Furthermore, though the apparently overambitious targets set in the ESDP V are yet to be realized, substantial portion of the outcome indicators deal with access, quality, equity and efficiency of education in general and in the context of the most underserved regions of the country.

7. The NHRAP II also underscores the need to improve access and quality of education as outlined in the ESDP V. On top of that, the need to address regional disparities through improving access to primary education in rural and pastoralist areas as well as budgetary allocation to the sector is highly emphasized.

8. In view of this, additional measures to scale up access to education at all levels have been taken by the Ethiopian government. Latest annual education statistics report of the government indicate expansion in the number of educational institutions and enrolment rate, though enrollment rates of female students is still low as compared to that of male students.⁴

9. On the other hand a new curriculum that adopts the principles of active learning and competency-based approach (doing, observing and dialogue) has been introduced in 2017 so as to address problems of quality in the sector. Moreover, Ministry of Education has issued a national education inspection implementation directive aimed at ensuring quality of general education. Another important recent development in this regard is the decision of Ministry of Education to implement exit exam as of next year for all undergraduate programs of all disciplines.

10. Considering the complicated problems of quality education, the government has recently rolled out a road map to be implemented in the next implementation phases detailing all the required measures.

11. However, there are still challenges that should be addressed. On top of the short supply of measures aimed at addressing problems of access to free and compulsory education, a national legislation on free and compulsory education is yet to be issued. Coupled with the short supply

² Id;

³ Interview with Personnel of Education Bureaus; 2018

⁴Annual Education Statistics Report, 2009 EC; Ministry of Education; Though every attempt has been made to access the Annual Education Statistics Report for the 2017/2018 academic year since it is not yet ready the assessment of the implementation of recommendation is carried out on the basis of the report covering the period 2015/2016

of all the necessary measures in this regard, the absence of such an indispensable legislative framework is adversely affecting efforts by all stakeholders to ensure access to free and compulsory education for all school age children.

12. Though there are efforts here and there; measures to ensure equal participation of girls at the primary level are not given the required attention. There is also huge regional disparity in access to primary education as access to education is critical in rural, pastoralist and semi-pastoralist areas. Though still a subject of controversy amongst many in the field, limited coverage of education provided in the mother tongue of children is also affecting the efforts to ensure universal access at the primary level. Difficulties in ensuring improved retention rates at the secondary levels of education particularly in rural, pastoralist and semi-pastoralist areas is the other challenge that is not being adequately addressed. Deregulation and privatization of primary education where high and unaffordable tuition fees exclude children from low-income families is the other area of concern. Particularly access to quality pre-primary education that seems to be a privilege of children from well-to-do families in urban areas and non-existence of access in most rural areas is still a persistent challenge of the sector.

13. High pupil-to-class ratio, pupil-to-text book ratio, politicization of the education system, lack of effective teachers training and development scheme/insufficient availability of pre-service and in-service training for teachers, weak university-technology linkage, physical environment that is not conducive for the teaching and learning process, lack of practicable quality assurance mechanism, and lack of accreditation of public higher educational institutions are principal factors that negatively impact on quality of education and hence should be addressed by the government.

1.2 Strengthen current measures to ensure primary education is free and compulsory for all across the country

14. ESDP V, among others, includes plan to improve access in pre-primary, primary first and second cycles and first cycle secondary education. The gross enrollment rate in the first cycle (Grade 1-4) of primary education has reached 137.08 % while it is at 72.084% in the second cycle of primary education (Grade 5- 8). Increasing net enrollment rate at the primary level from 96.9% in 2014/15 to 100% in 2019/2020 is the target set by GTP II. Relying on government reports attendance at primary level reached 102%.⁵ Yet there is wide regional disparity in Gross Enrolment Rate/GER/ at the primary level. And female enrolment is also disproportionately lower in most parts of the country compared to Addis Abeba.⁶

⁵2014/15 Educational Statistics Bulletin; Ministry of Education, Addis Ababa

⁶Id; in this regard it has to be noted that female GER is higher than male GER and stands at 159.6% compared to 132.7%.

15. The NHRAP II while claiming primary education is already free indicates efforts aimed at ensuring attendance of school age children at the primary level through extensive awareness raising campaigns targeting parents and guardians are underway. It also emphasizes addressing regional disparity in access to primary education particularly targeting rural and pastoralist areas.

16. That being the case a lot needs to be done to realize free and compulsory education for all school age children. Though the government claims that primary education is free, this seems to be only applicable to the absence of tuition fees at public schools. Yet there are a number of costs that families incur in a bid to ensure enrollment of their children at the primary level. Other than the awareness raising campaigns, still there is no legislative framework that makes it mandatory to enroll ones children to primary education.

1.3 Redouble efforts to provide quality education for children and implement programs that encourage school attendance

17. The General Education Quality Improvement Program II/GEQUIP II/ issued on 2014/15 is provides specific measures in relation to financial support for educational institutions and outlines modalities for allocation of government budget and augment community contribution through school grant.⁷ The grant indicated therein is intended to address quality at the primary level through availing non-salary recurrent expenditure for Alternative Basic Education (ABE) centers and government/public primary and secondary schools. The program requires schools, among other things, to improve the quality of teachers, provide for materials and equipment's, and promote student based learning. For 2015/2016 fiscal year 50 birr per a student (grade 1-4 and the alternative basic education centers), 55 birr per student (grade 5-8), 60 birr (for grade 9-10) and 70 birr (grade 11-12) have been allocated as per the GEQUIP guidelines⁸.

18. In a bid to improves access to quality education for children with special needs '*MasterPlan for Special Needs Education/Inclusive Education in Ethiopia 2016-2025*' was launched on October 2016⁹. It targets children who are at risk of repetition, dropout and exclusion due to learning difficulties, disabilities or socio-emotional problems and that are sometimes misunderstood as being unable, lazy, or misbehaving. The main strategic direction adopted in this regard aims at making the education system inclusive through developing the capacity of teachers in identifying learning difficulties and impairments, providing support systems as well as facilitating active learning in all children.

⁷ The Manual for Educational Organization and Management, Community Participation and Finance (Blue Book) provides modalities for administering community contribution for availing, managing and administering primary education in their localities; it contains monetary and non-monetary contributions from each community residing in rural and urban areas of the country.

⁸The School Grant Program Directive; Ministry of Education; June 2015

⁹<http://www.moe.gov.et>

19. In terms of availability of educational materials and other facilities at primary schools we find the following figures that are applicable at the national level¹⁰. The pupil-to-text book ratio for primary schools is 3.83; this indicates that on average children has access to just fewer than 4 textbooks when they go to school. There is also wide regional variation with Harari having the highest pupil-to-text book ratio at 6.41. Somali has the lowest pupil-to-text book ratio where there is less than one textbook per child. The total number of textbooks in primary schools is over 74 million, with 36% of these textbooks being classified as language textbooks.

20. Availability of electricity at primary schools is 24%. Harari, Dire Dawa and Addis Ababa have higher proportions of schools with electricity as compared to other regions of the country. Just over half of primary schools have access to a radio, whereas only 9% of schools have access to video playing equipment. Only 11% of primary schools have an appropriate water facility that meets the needs of the students and teachers that attend the school, while only 4% of primary schools have all the required elements – water, sanitation and hand washing facilities - that are indispensable to protect children’s health. Although many schools have some WASH facilities, there is a huge gap in this regard in most educational institutions. Regional disparities should also be emphasized as some regions like Somali have the lowest proportion of these facilities as compared to Addis having most schools with complete WASH facilities. Similarly, about 73 per cent of schools in Tigray and Oromia, 49 per cent in Afar, and 44 per cent in Amhara regions are without latrines.

21. Issuance of different directives namely, a directive providing for immediate school feeding program (November, 2017); the structure and administration of reading (book) clubs in Primary and Secondary schools (2017) and the improvement of alternative basic education center/ABE/ (November, 2017)¹¹ are some of the measures taken to encourage school attendance at primary level. Though not adequate, efforts are underway to put into operation school feeding program in most primary schools so as to address problems of school dropout and ensure improved retention rates. Nationally only 8% of schools have school feeding programs and this statistics is higher in Afar /39%/as there has been a large response to the 2008 drought and providing food in schools was considered as an important emergency response intervention.

22. A joint government and humanitarian partner’s document entitled ‘*Ethiopia: Humanitarian Requirements Document (2017)*’ has also been issued to address vulnerability of the education system to natural and manmade disasters and accommodate the needs and priorities of refugee children and children who are victims of internal displacement¹². Lack of water /as 76% of schools is without water/ and school feeding were identified as major contributors to student

¹⁰The 2015/16 General Education Bulletin, the Annual Education Statistics for the year 2017/18 is not ready yet during the preparation of this document

¹¹Supra note 10

¹² Out of the 738,000 refugees in Ethiopia, 57 per cent are children, putting additional pressure on the Ethiopian education system. The education sector was severely hit by the El-Niño induced drought as well as the new drought affecting lowland areas in eastern and southeastern parts of the country. The findings of the 2016 needs assessment found that 138 schools in Oromia and 13 in SNNP regions have been closed due to the ongoing emergency.

absenteeism and reduced learning abilities in the context of emergency situations¹³. In such contexts, particularly in 2016, the loss of assets and livelihoods has also immensely compromised the capacity and purchasing power of parents and caregivers to send their children to school.

23. Given the magnitude of current outbreak of internal displacements in different parts of the country and their impact upon the right to education of children should be given due attention by the Ethiopian government.¹⁴ The programs that are underway in this regard should target these severely affected areas where as close to 3 million people, most of which are children, are currently victims of internal displacement.

1.4 Allocate greater resources so as to significantly improve school enrolment and literacy rate among women and girls

24. Gender parity index stands at 0.91 in 2015/16, which is below the target set in ESDP V that is 0.94¹⁵. It is hoped that nationally perfect parity that is 1 will be attained at the end of ESDP V. However, a lot has to be accomplished in this regard in many parts of the country. This is because the existing figure is highly influenced by parity index of the capital Addis that is 1.20 and does not give due attention to the high regional disparity in this regard. GTP II and NHRAP II also plan to enhance the enrollment rate and the participation of women and girls in education at primary and secondary levels. GTP II in particular set the gender parity targets for different levels of education¹⁶. An important positive development to note at this point is increment of budget allocation to ensure a perfect parity index has increased¹⁷.

1.5 Continue supporting educational institutions, both public and private to enhance their efficiency

25. One amongst the overarching policy objectives of ESDP V is capacity development geared towards delivery of quality education. Decentralization and participatory management of education that comprises communities, students and families is highly emphasized under the

¹³ Id.

¹⁴ Recent information reveals that 147,366 school children are internally displaced in six regions: Afar, Gambella, Harari, Oromia, Somali and Tigray.

¹⁵ 2015/16 Education Statistics Abstract, Ministry of Education; Addis Ababa.

¹⁶ Primary school first cycle (1-4) gender parity index from 0.93 in 2014/15 to 0.99 in 2019/20; Primary school second cycle (5-8) from 0.95 in 2014/15 to 0.95 in 2019/20; maintain secondary school first cycle (9-10) GPI at 0.94 from 2014/15 to 2019/20; increase the secondary school cycle (11-12) from 0.85 in 2014/15 to 0.92 in 2019/20; increase the ratio of female trainers in TVET institutions from 17% in 2014/15 to 32% in 2019/20; increase the ratio of female leaders in TVET sector from 2% in 2014/15 to 12% in 2019/20.

¹⁷ The government has budgeted (in capital and recurrent) a total amount of 43,272,667,372 ETB, in 2017/2018 fiscal years as compared to the 32,927,483,990 ETB (in capital and recurrent) in 2015/2016 fiscal years.

plan. Local administration /woreda/ is also given the autonomy in allocation of financial resources on the basis of needs of each and every school located in their localities as well as management of material and human resources. A wide ranging institutional support and development measures are covered therein.

26. In this regard reconsideration of the structure of the education administration, roles and responsibilities of stakeholders at different levels of engagement, accountability for resource-related output targets, consistent application of performance planning and management tools/Balanced Scorecard (BSC)/, coordination, improving allocation of funds/responsive funding system post-secondary education, development of and capacity building in relation to financial planning, management and reporting systems, skills development for teaching staff and other personnel and provision of the required resources in a sufficient manner are prioritized.

27. A higher education proclamation and a directive applicable to accreditation of private higher learning institutions that incorporate support packages geared towards ensuring quality education has also been introduced.

28. In spite of the above policy framework, facts on the ground are indicative of the huge gap to operationalizing such commendable policy objectives. Particularly efforts in supporting private educational institutions should be given due attention. Lack of recognition for the role of the private sector towards the realization of national objectives applicable to education is negatively affecting their contribution particularly at higher education levels. For instance, access to private educational institutions is highly restricted by the high cost of educational inputs such as land and buildings. Access to financing in the form of bank loans is the other issue that is negatively affecting accessibility of education at these institutions.

1.6 Ensure the inclusion of human rights education in the curriculum

29. It is to be noted that civics and ethical education is given as one subject in all schools starting from grade 5. The main focus of this subject, among others, is democratic self-government. In addition, cultural and civic aspects, which are designed in such a way to develop better citizenship in the learners as well as prepare them for the next cycles, are also part of the subject. This subject given at secondary level specifically aims at developing personality traits that create informed, responsible, competent and committed citizens.

30. It can be deduced that some aspects of human rights education are basically provided within the framework of civic and ethical education and other subjects. However, the curriculum framework does not mention ensuring human rights promotion and protection as one objective of the civics and ethical education. Knowledge, skills and values of different aspects human rights that are the cornerstones of human rights education do not seem to be adequately addressed in the existing civics and ethical education. Hence, there is need to incorporate human rights

education in the existing curriculum of primary general secondary and preparatory levels. Currently, it is only in law schools and interdisciplinary legal disciplines that human rights education is delivered as a separate subject. Thus, it is quite indispensable for the country to comprehensibly integrate human rights education in the curricula as a common course at all levels of education.

3. Right to work /Labor Rights

3.1. Take new measures aimed at strengthening the existing mechanism to reduce unemployment in the country

31. The National Employment Policy and Strategy of the federal government is the main policy document that serves as a guiding framework for the implementation of initiatives in this regard. The policy incorporates strategies that aimed at accelerating productive employment in the formal private sector; promoting self-employment and supporting the informal economy, supporting universal and compulsory education on entrepreneurship, ensuring effective and efficient public sector employment are incorporated in the policy document. Accordingly, new measures have been taken in this regard in the reporting period.

32. In line with the above strategic objectives, increasing the number of employed citizens from 5.28 million in 2014/15 to 12.06 million by 2019/20 is the target set under GTP II. Similarly the NHRAP II emphasizes the need to continue efforts to create more jobs in the small and medium scale industries until 2019/20. Eradication of the pervasive rural unemployment by the same year through creation of employment opportunities in the agriculture sector is also the main area of focus in the NHRAP II. On the other hand, strengthening private employment exchange agencies in order to ensure their compliance with existing national legislation is the other target set to be achieved until the year 2019/20.

33. Moreover, the 2015 Urban and Rural Safety Net Strategy, and Federal Urban Job Creation and Food Security Agency Establishment Council of Ministers Regulation No 374/2016 were introduced. The Agency is established having the main mandate of spearheading the implementation of the strategy and detailed plans issued there under.

34. Even though, a total of 101,706 citizens were expected to be covered under the urban safety net program during the fiscal year 2015/2016, the plan was not fully executed due to delay in the establishment of the Agency; and only preparatory activities have been implemented which continued same until the following year 2016/2017. On the contrary, the rural safety net program has commenced in 2016/2017 fiscal year and a total amount of ETB 1,756,533,870 was allocated for 8 regional states and 1,109,845 individuals have directly benefited. Yet 14% of the allocated budget has not been utilized.

35. Industrial park proclamation No. 886/2015 which, among other things, aims at creating job opportunities for the unemployed has been enacted in 2015 and close to ETB 2.3 billion has been allocated for the construction of industrial parks in different parts of the country. But ensuring occupation of some of the parks by tenants is still a daunting task for the government.

36. The Ministry of Labour and Social Affairs claims that it has managed to create job opportunities for a total of 2,712,388 unemployed citizens that is way beyond the target set in this regard which was 1,050,000. Yet the workers were employed for a fixed term and gender inequality was very pervasive.

37. On the other hand, in the fiscal year 2016/17, the Federal Urban Job Creation and Food Security Agency was able to register 1,743,071 (83%) unemployed people (940,269 were men and 804,802 women) and 70 % (1,223,407) were unemployed youth. Government data shows that, in the fiscal year 2016/17, the government sector was able to create jobs for 1,172,678 citizens and 566,338(70.78%) individuals were able to secure employment in publicly owned mega projects. This means that a total of 1,739,016 (83%.20) jobs have been created by the public sector alone. In addition the government reported to have created 159,600 (100%) jobs in food security sectors and other developmental programs. An examination of the budget proclamation of the government also reveals that a total of ETB 7,380,640,610.00 has been allocated in connection with availing job opportunities for the unemployed.

38. Despite the commendable efforts of the government to address the pervasive unemployment in the country, unemployment remains to be the most salient trait of the Ethiopian workforce. According to the 2016 World Bank report, 17% (24.7 female and 9.4 male) of the labor force is out of work. A lot remains to be done in putting into practice government blue prints that principally aimed at addressing the challenges of unemployment in both the urban and rural contexts.

3.2. Continue strengthening small and medium-scale enterprises to create more job opportunities for the youth

39. GTP II and the NHRAP main focus in this regard is capacity building, ensuring availability of financial resources, access to resources such as land and creation of market linkage for medium and small scale enterprises. In view of this, entrepreneurship development centered project that aims at providing support for existing and new entrants to the small and micro enterprise sector was one of the initiatives that targeted at building the institutional capacity of such enterprises thereby enhance their capacity to absorb most of the unemployed youth. As part of the implementation of this project in 2016/2017 fiscal year various trainings and business

development services have been provide (for 693 enterprises), and a number of jobs were created (for a total of 28,502 citizens) in the 220 enterprises that are covered under the project.

40. Creation of market access to the enterprises through facilitating exhibitions and bazaars, outsourcing government development projects and awarding sub-contracts is the other notable initiative implemented by the Agency towards ensuring enhanced institutional capacity of the enterprises. Financial capacities of the enterprises have been enhanced as a result of such initiatives. As part of the capacity development initiatives, access to land and production as well as market shades have also been created during the 2016/17 fiscal year. What is more, the promotion of domestic saving, and access to loan and credit services has helped the enterprises to settle their outstanding debts. In the same period, the enterprises have reportedly created a big share of jobs for the youth.

41. The reporting period has also witnessed some encouraging measures with respect to allocation of budget towards enhancing self-employment. Though its effectiveness is still a subject of controversy, the government has introduced Ethiopian Youth Revolving Fund Establishment [Proclamation No 995/2017] aiming to provide youth with financial and technical support to enable youth realize their productive potential and ensure their direct participation in economic activities of the country through engagement in organized income generating ventures. Under the proclamation, beneficiaries of the fund would be youth falling within the age range of 18-34; organized under micro enterprises. The source of fund is budget allocated by the Federal government and it is established with a fund amounting to ETB 10 Billion. However, the budget has not been directly distributed for regional states in 2016/2017 due to the failure to finalize a process in the Commercial Bank of Ethiopia and other small and micro finance institutions. In addition to this, in 2017/2018, the government has also allocated a total amount of 62,445,470 ETB, for the Federal Small and Medium Manufacturing Industry Agency for management and administration, development, facilitation and transformation as well as capacity buildings of the industry.

42. Even though, the efforts made in this regard are worthy of appreciation issues of sustainability are still a concern for most of the beneficiaries of the initiatives. Most of the enterprises are of the view that unless the capacity development initiatives continue with renewed commitment from the government side with the current economic slowdown that seems to continue in the foreseeable future as well as limited access to financial and other resources, it might be such a daunting task for most of this enterprises to ensure their sustainability.

4. Concluding Remarks and Recommendations

4.1 Education

43. Given the existing situation applicable to the education sector, the government of Ethiopia should give particular attention to address the persistent challenges of access to primary education by availing quality public education at this level. What is more, it should also address problems of quality conceded by the government through developing appropriate, policies, strategies and actions plans geared towards addressing the existing challenges of quality education in the country.

44. The government in the next implementation phases of ESDP V programs should emphasize efforts aimed at ensuring availability of support for educational institutions so that they ensure quality education for children. The initiatives in this regard should target observed gaps in the availability of educational materials and other school facilities. Initiatives that would ensure participation of children with special needs and reduce dropout rates should be intensified.

45. The government should support private educational institutions through allocation of land and ensuring easy access to financing. Strategic partnership with the private sector should be emphasized by the Ethiopian government so as to address access, equity and quality problems of the education sector. All the necessary support should be facilitated so that the private sector meaningfully contributes towards addressing challenges of the education sector.

46. Enacting legislation that makes primary education compulsory should still be considered by the government of Ethiopia. At the same time, improved access to quality public education through allocation of ever increasing resources should be highly emphasized by the government.

47. Given the gender gap in education, efforts in this regard should be intensified with specific targets and follow-up framework so as to achieve parity at all levels of education as well as close the gap in the enrollment and literacy rate among women and girls. The regional disparities in rural, pastoralist and semi-pastoralist areas should also be given due attention in the next implementation phases of ESDP V and subsequent plans of the education sector.

4.2 Work / Employment

48. The major problem in relation to employment are widespread unemployment and underemployment as well as lack of decent work. To further reduce unemployment and realize the right to work, the government needs to take targeted measures to increase urban employment; introduce minimum wage in the private sector; accelerate and expand the proper implementation of urban and rural safety net, accelerate the utilization of the Youth Revolving Fund to create job

among the youth; expand support to SMEs, and ensure appropriate utilization of other budget allocated for creation of jobs.

49. Government should also introduce safeguards to fully implement the right of Ethiopians to pursue a livelihood of their choice anywhere within the national territory and address structural constraints that restricts individuals' preference to work outside of their designated region.