



**International Organization for Migration (IOM)**  

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**The UN Migration Agency**

**Rapid Assessment: RETURN AND REINTGRATION**  
**Mapping Skills Sets of Ethiopian Returned Migrant Workers (RMWs)**

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## Contents

Disclaimer .....	1
Acknowledgment.....	3
Acronyms .....	4
Definition of Key Terms .....	5
Executive Summary .....	7
1. Introduction .....	12
2. Objectives of the Rapid Assessment.....	14
3. Scope and Responsibilities of the Consultant.....	14
4. Methodology .....	15
Methodological Challenges and Limitations of the Study.....	16
5. Overview of Ethiopian Labour Market.....	17
6. Policy and Legal Frameworks.....	19
a) Reintegration of return migrants .....	20
b) Labor, Skill development, and job opportunities .....	21
7. Minister Offices Responsible for Reintegration and Skill development of RMWs.....	23
a) Ministry of Women and Social Affairs (MOWSA) .....	24
b) Ministry of Labor and Skills (MoLS).....	25
8. Skill Development Initiatives by Non-Government Organizations International organizations.....	26
9. Key Findings from Primary Data .....	32
Skill acquired prior, during, and upon return.....	36
Vocational Training through reintegration support .....	36
New skill or Up-skilling needs of RMWs.....	41
Challenges in acquiring new skill or up-skills .....	42
10. Key findings and Preliminary Recommendations .....	43
References.....	47
Annexes .....	49
I. Semi Structured Interview Guide for Returnees .....	49
II.KII Guide for Stakeholders.....	52
III. List of Key stakeholders participated in the interview .....	59
IV. New MOIS Organizational Structure .....	60

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## Acronyms

AGAR	AGAR Ethiopia Charitable Society
AICS	Italian Agency for Development Cooperation
ATVET	Agricultural Technical and Vocational Education and Training
AVR	Assisted Voluntary Return
AVRR	Assisted Voluntary Return and Reintegration
CSA	Central Statistical Agency of Ethiopia
CSO	Civil Society Organization
ETB	Ethiopian Birr
EU	European Union
GIZ	Gesellschaft für Internationale Zusammenarbeit/German Development Agency
GOE	Government of Ethiopia
ILO	International Labour Organization
IOM	International Organization for Migration/UN Migration
JCC	Jobs Creation Commission
JI	Joint Initiative
KSA	Kingdom of Saudi Arabia
MOE	Ministry of Education
MOFA	Ministry of Foreign Affairs
MOLS	Ministry of Labour and Skills
MOLSA	Ministry of Labour and Social Affairs
MOWSA	Ministry of Women and Social Affairs
MSE	Micro and Small Enterprise
NGO	Non-Governmental Organization
TGWs	Technical Working Groups
SIDA	Swedish International Development Cooperation Agency
SNNP(R)	Southern Nations, Nationalities, and Peoples Region
TVET	Technical Vocation Education and Training
UN	United Nations
UNDESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
USAID	United States Agency for International Development

## Definition of Key Terms

<b>Key terms</b>	<b>Definition</b>
Assisted voluntary return and reintegration	Administrative, logistical or financial support, including reintegration assistance, to migrants unable or unwilling to remain in the host country or country of transit and who decide to return to their country of origin.
Bilateral labour migration agreements	Agreements concluded between two States, which are legally binding and are essentially concerned with inter-State cooperation on labour migration.
Country of destination	In the migration context, a country that is the destination for a person or a group of persons, irrespective of whether they migrate regularly or irregularly.
Country of origin	In the migration context, a country of nationality or of former habitual residence of a person or group of persons who have migrated abroad, irrespective of whether they migrate regularly or irregularly.
Country of transit	In the migration context, the country through which a person or a group of persons pass on any journey to the country of destination or from the country of destination to the country of origin or the country of habitual residence.
Deportation	In international humanitarian law, deportation refers to the forced displacement of civilians which is prohibited in times of occupation and non-international armed conflict except when required for their security or imperative military reasons.
Deskilling	In the migration context, the loss or decline of a migrant's skills and/or knowledge after a significant time of unemployment or employment at a lower skill level in the employment market of the new country.
Economic migrant	While not a category in international law, the term is sometimes used to refer to any person who is moving or has moved across an international border or within a State, solely or primarily motivated by economic opportunities
Emigrant	From the perspective of the country of departure, a person who moves from his or her country of nationality or usual residence to another country, so that the country of destination effectively becomes his or her new country of usual residence.
Illegal migrant	Migrants in an irregular situation
Irregular migrant worker	Undocumented migrant worker
Irregular migration	Movement of persons that takes place outside the laws, regulations, or international agreements governing the entry into or exit from the State of origin, transit or destination.
Labour migration	Movement of persons from one State to another, or within their own country of residence, for the purpose of employment.
Low-skilled migrant worker	A migrant worker whose level of education, occupational experience, or qualifications make them eligible to practice a typically low skilled occupation only.

## RAPID ASSESSMENT: MAPPING SKILL SETS OF ETHIOPIAN RETURNEED MIGRANT WORKERS

Migrant worker	A person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national.
Non formal TVET	Employment-oriented TVET programs provided to various target groups, with in a short period of time (3 weeks - 4 months) including school leavers, people in employment, school drop outs and marginalized groups in the labour market
Overstay	To remain in a country beyond the period for which entry or stay was granted.
Psychosocial support	The term “psychosocial” denotes the inter-connection between psychological and social processes and the fact that each continually interacts with and influences the other. The composite term mental health and psychosocial support (MHPSS) is used to describe any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder.
Re-emigration	The movement of a person who, after having returned to his or her country of origin, emigrates again.
Regular migrant	migrant in a regular situation
Reintegration	A process which enables individuals to re-establish the economic, social and psychosocial relationships needed to maintain life, livelihood and dignity and inclusion in civic life
Return migration	The movement of persons returning to their country of origin after having moved away from their place of habitual residence and crossed an international border
Self-employment	When a person sets up in business for themselves rather than working for someone else,
Sustainable reintegration	In the context of international return migration, reintegration can be considered sustainable when returnees have reached levels of economic self-sufficiency, social stability within their communities, and psychosocial well-being that allow them to cope with possible (re)migration drivers.
Up-skilling	Additional skill required in the profession
Under Employment	The condition in which people in a labor force are employed at less than full-time or regular jobs or at jobs inadequate with respect to their training or economic needs
Voluntary return	The assisted or independent return to the country of origin, transit or another country based on the voluntary decision of the returnee.
Vulnerability	Limited capacity to avoid, resist, cope with, or recover from harm. This limited capacity is the result of the unique interaction of individual, household, community, and structural characteristics and conditions.

## Executive Summary

Skill development and job creation are fundamental issues for the Government of Ethiopia. Unemployment and underemployment are highly prevalent among youth. Evidence suggests that those holding less than secondary education are the largest share of unemployed youth. Most Returned Migrant Workers (RMWs) fit into this category. Migration, particularly irregular migration, is also common among young people with less than secondary education.

The unemployment and underemployment of youth within Ethiopia is further exacerbated by the overwhelming numbers of return cases. Migrants are often involuntarily returned, frequently from countries in the Gulf Cooperation Council (GCC) and Yemen.<sup>1</sup> The majority of the returned migrant workers (RMWs) are young and in their working age group with low educational background and skill sets.

Skills training is a learning and practice program that enable a person to acquire knowledge, competence and experience to carry out a manual or mental activity. Making skills training accessible to the youth will contribute to the reduction of irregular migration and the promotion of sustainable reintegration of RMWs into their Countries of Origin (CoOs). Skills training increases economic participation of the youth and RMWs in the labor market and this reduce irregular migration as many young Ethiopians migrate in search of economic opportunity.

### **Methodology, Scope and Goals:**

Considering the large numbers of current returnees and the need for reintegration of Returned Migrant Workers, this rapid assessment was commissioned to conduct a skills mapping in Ethiopian communities hosting a high number of returned migrant workers and to explore how to improve their capabilities and competence to better fit the labour market demands in Ethiopia.

The rapid assessment was based on data collected from both primary and secondary sources. Primary data was collected through semi-structured interviews with eighty-three (Forty-eight female and thirty-five male) RMWs from Addis Ababa City Administration, Oromia, SNNPR, and Amhara regional states. Information was also collected from key informants from fifteen federal and regional level government officials, representatives from local NGOs and international organizations, as well as Technical and Vocational Education and Training (TVET) centers. A comprehensive desk review was conducted to analyze policy and legal frameworks and to identify the role of different governmental and non-governmental organizations in the skill development and reintegration of returned migrant workers.

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<sup>1</sup>GCC counties include Bahrain, Kuwait, Oman, Qatar, The Kingdom of Saudi Arabia, and United Arab Emirates,

**Limitations of the Rapid Assessment include the following:**

The report was based on a small number of participants purposefully selected for the rapid assessment, which cannot be generalized to the entire population. There were varied degrees of responses to the interview questions. Some questions were not answered, and a few RMWs withheld reintegration assistance and income information thinking the interview might bring potential economic benefit to them. A few answers regarding reintegration assistance and income were found to be inconsistent and were later verified and corrected by the informants.

With regards to challenges during data collection, Accessing equal numbers of men and women informants as planned proved difficult. Locating male RMWs, in particular those who had received TVET assistance was challenging. Information obtained from the Woreda level Labor and Social Affairs office demonstrated that male RMWs more frequently relocate themselves by seeking daily labor jobs. In some cases, male RMWs preferred not to be identified or interviewed. To some extent this affected the quality of the results as it made it difficult to evaluate the impact of skills-based training provided to men RMWs.

Additionally, the re-shuffling of federal and local government officials in various ministries offices such as Ministry of Labor and Skills (MOLS), Ministry of Women and Social Affairs (MOWSA) and Ministry of Education (MOE). New staff were not able to provide well-developed information on the issue and departing staff were not willing to provide information. This may have impacted the quality of data collected and result of the output.

**Findings and Initial Recommendations:*****Skill sets of returned migrant workers do not meet labour market requirements***

The rapid assessment found that most RMWs do not have the required skills to participate in the labour market. Comparison of educational attainment based on region of origin showed the vast disparity between urban areas and remote Kebeles and Woredas. RMWs from rural areas were more likely to have attained only primary level education.

The majority of RMWs did not have prior skills before migration. Very few had some TVET training before their migration and bachelor's degree or above during migration. Those who had completed TVET chose to migrate in order to find better pay or because of a lack of job opportunities. However, none were able to use their TVET-acquired skills to secure a decent job abroad. All were involved in daily labour activities in their countries of destination that were completely unrelated to the skills obtained through TVET education.

Throughout their migration, almost all women were involved in domestic work while most men were involved in daily labour activities related to construction, agriculture, animal husbandry, and a very few in driving and teaching.

After their return, approximately twenty-six percent of those interviewed received non-formal TVET education and financial support. This demonstrates that among the vast numbers of RMWs returning to Ethiopia, only a few are able to obtain access to TVETs. Women RMWs who did access TVET programmes largely concentrated on skills related to food preparation and haircare. Men

RMWs who received reintegration assistance preferred becoming involved in non-skill-based activities such as establishing small item shops, animal husbandry, and agriculture to generate income through using financial basic business skills they received through reintegration support. According to key informants, skill-based training for men includes producing construction materials, woodwork, metal work, and driving. The duration of skills-based training varies from 3 weeks to 3 months. Prior to Vocational Skills training, entrepreneurial and life skills trainings are administered for 5 to 7 days.

Most RMWs who were unemployed or underemployed and could not sustain their basic financial needs, except a few who had educational training above bachelor's degree, were able to obtain financial reintegration assistance, or had some savings from their migration. RMWs are often unable to maintain sustained financial means because of a dearth of employable skills, lack of access to finance and material resources to get involved in entrepreneurial activities, and because of experiences with violence and abuse during their transit and the deportation processes. Economic problems were also mentioned as a contributing factor to poor social reintegration in communities.

TVETs provided through reintegration support programs do not equip RMWs with adequate skills to enter the labour market and do not necessarily increase their employability. Training is typically short, basic, and entails less applicable experience than is necessary to find employment in the labour market. The training centers also lack the required resources to produce an employable labour force. Some who received vocational skills training were engaged in other activities or employed in other areas to earn their income despite having the skills and certificates required for their trained professions. This demonstrates that the skills provided through TVETs are not well matched with the labour market demand, one factor of under employment.

Through reintegration packages, a few RMWs were provided financial support for agriculture, animal husbandry, and small business establishments. RMWs are trained in life skills, and basic entrepreneurship for a period of one week before becoming involved in income generating activities. Because financial support resources are limited, increasing RMWs' employability through TVETs has significant potential to ensure the sustainability of reintegration. Secondly, few women-focused training options, such as food preparation and haircare training, were available to women RMWs. Some research participants reported that they took the skills training due to a lack of options rather than interest, and furthermore failed to use their new skills to generate income. This illustrates the need to expand skills training options within non-formal TVETs, particularly for women returned migrants.

Overall, the lack of skills both before migration as well as upon return was a challenge for most returnees that prevented them from sustaining their livelihoods. Non-formal and short-term trainings currently provided through reintegration schemes are helpful for the short-term as they improve self-employment but do not increase the long-term employability of RMWs. Improving the quality of skills training, providing options in terms of subject matter, and linking trained RMWs with employer organizations is necessary to increase both the economic participation of RMWs as well as their sustainable reintegration.

***Challenges that RMWs face in acquiring new skills***

RMWs also face challenges to acquire new or additional skills once returned. According to the research participants, long-term absence from the educational system, fear of not having the skills necessary to succeed, and the negative migration experience they had in transit and destination countries are potential challenges. RMWs also face time constraints and the lack of access to financial resources to cover training expenses. It was observed that most participants prefer immediate financial support over long-term skilled-based reintegration programs. While most of young RMWs interviewed for this study have aspiration to start their own businesses, none have the required entrepreneurship or other skills required to run a business.

***Lack of Mechanisms to match labour market demand and skills of RMWs***

There are policy directives in place that support improving the TVET sector to increase the employability of youth. The reintegration directive and TVET Strategy 2008 are essential to laying the foundation for improving access and quality of TVETs to vulnerable groups such as school-leavers, drop-outs, and people without formal education, including illiterate persons, entrepreneurs and employees, farmers and their families, people from marginalized ethnic groups, among others. Additionally, the TVET strategy encourages cooperation platforms to create training programs based on the employers' needs. Cooperative trainings are arrangements and partnership between TVET centers, private/public organizations, and donor organizations to provide trainings based on private/public employer's demand. This facilitates a better match between the labour market supply and demand. The TVET institutions are given the autonomy to develop partnerships for apprenticeships, creating an important opportunity for TVETs to develop enhanced quality skills trainings.

Additionally, there are international organization initiatives under implementation aimed at increasing the participation of youth in the labour market through cooperative models. Future interventions by stakeholders collaborate with such initiatives to help identify gaps and avoid duplication of support while increasing coordination among donors and government agencies within the field of skills education.

***Preliminary recommendations to increase participation of RMWs in the labour market:***

The following suggestions are presented based on the primary and secondary data findings:

***1. Invest in cooperative, demand-based training***

There are favorable legal and policy frameworks that support cooperative, occupational-based TVETs, which are crucial to matching labour market demand with the necessary trained skill sets. To this end, potential donors and stakeholders should collaborate with TVET centers and hiring institutions such as industrial parks, hotels, and other governmental and non-governmental agencies to create special demand-based training programs. Creating such a platform and collaboration will increase marketable skills among the youth and alleviate the mismatch between the trained workforce and the employer demand.

## ***2. Strengthen the capacity of TVETs***

The finding shows a significant mismatch between employer requirements and trained, skilled labour from different TVET centers. This is mainly because of lack of adequate resources in the training centers to keep up with the practical knowledge that the labour market requires, including up-to-date technological machinery for practical application as well as well-trained teachers and trainers. Increasing the capacity of TVET centers' teaching staff and management as a whole and equipping the centers with technologies required is one intervention area that stakeholders must address in order to minimize the mismatch between trained labour and employer demand.

## ***3. Develop training to increase resilience of RMWs and preparation for skill development***

Many returnees noted that they prefer to obtain financial support to establish small businesses rather than become involved in skill-based training programmes. This financial support enables RMWs to generate income within a shorter time frame. Skill-based supports, however, are more likely to enable long-term impact on sustainability of reintegration. Interviewed RMWs also mentioned that they often cannot cope with changes in the educational institution, curriculum, and teaching-learning process, which evolved during their absence. This often left RMWs with the perception that developing their skills through the education and training system upon their return would be very challenging. Therefore, it is important to work towards an education and training system that mitigates the specific concerns expressed by the RMWs in order to assist them with developing their skill sets upon return. It would be beneficial to integrate the importance of skills development into the various brief trainings provided on life and business skills upon their return in order to instill the benefit of furthering skills development in the fields they are interested in. Moreover, as enrolling in skills training after a long absence from the education and training system might prove difficult for the above-mentioned reasons, strengthening the capacity of the skills development centers and supporting potential migrants as well as the youth population in general to develop their skillsets is a more resource-effective manner of addressing unemployment and underemployment. To this end, interventions on education and skills development and job creation opportunities could prevent youth from leaving their homes to migrate irregularly for economic opportunity. Community-based education and skills development programs targeting potential migrants are recommended as effective measures to support sustainable reintegration rather than investing in them upon return.

## ***4. Integrate the Youth Cohort into Decision-Making processes***

The young population of Ethiopia has immense potential if the systems, policies, and directives designed to cultivate their potential are implemented as intended. To drive the implementation of the directives and ensure inclusive and sustainable development, it is vital to involve youth in decision-making process. For instance, youth may have more sway in selecting the type of trainings they want (in most governmental TVET centers trainees are assigned to available trainings options rather than based on their interest)). By incorporating basic surveys on preferred areas of training, incorporating their view in policy and program developments, and in creating platforms where they might lend their voices, would facilitate better matches between labour market supply and demand.

### 5. Invest in One-stop youth centers

The development of skills of youth alone is not likely to solve the unemployment or underemployment of RMWs. New jobs must be created as well as adequate matching of available skills that meet the labour market demands. Efforts addressing the linking of adequately trained labour to labour market need to go hand-in-hand with job creation efforts. Very often, the youth struggle to access labour and skills development information, so the establishment one-stop centers where young people can access training and labour market-related information could serve to link skilled labour with employers and facilitate better matching of skills demand. Such one-stop centers have to be established in close cooperation between government agencies, employers, employees, and TVETs to bring all stakeholders together to share information job opportunities, employment status, available training, and other related issues.

Additionally, there are international organization skill development and reintegration initiatives under implementation aimed at increasing the participation of youth in the labour market through cooperative models and equipping the youth with market-driven skill sets. Collaboration among such initiatives and government led support schemes will help to identify gaps and avoid duplication of support while increasing coordination among donors and government agencies within the field of skills education.

## 1. Introduction

Youth is the backbone of any economy. The economic development of nations is ensured by strengthening the knowledge, skills, and capabilities of this group. Approximately 73 percent of Ethiopia's total population is between the ages of 0 and 29.<sup>2</sup> Youth skill development is therefore a top priority issue for Ethiopia and its labour market. The youth dominated demographic profile of the country pushes the labour force to grow much more rapidly as more youth labour force join the labour market annually than retired people leaving the labour force.<sup>3</sup> A recent study pointed out that about three million youth join the labour force every year.<sup>4</sup> Studies also indicate that there is high unemployment, underemployment, and mismatch between trained skill labour and employer's demand.<sup>5</sup> Youth skill development arguably improves gaps observed in the labour market and will enable the country to create dignified jobs for many of its young people. Multiple initiatives had been taken by the Government of Ethiopia (GoE) to increase skill sets and employability skills of youth through expansion and strengthening the Education and TVET systems within Ethiopia.

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<sup>2</sup>Firrisa Daniel Tessema, National Youth Policy Review: Ethiopia, Colloquium 22-02, available at :  
file:///C:/Users/User/Downloads/Global%20Youth%20&%20Now%2022-02%20(1).pdf

<sup>3</sup>

<https://www.google.com/search?q=National+Employment+Policy+and+Strategy+of+Ethiopia%2C+2009&aq=chrome..69i57j33i160.1040j0j15&sourceid=chrome&ie=UTF-8>

<sup>4</sup> Firrisa Daniel Tessema

<sup>5</sup> Ibid

The unemployment and underemployment of youth within Ethiopia is further exacerbated by the overwhelming numbers of returned migrants that the country is currently experiencing. Migrants are often involuntarily returned, frequently from countries in the Gulf Cooperation Council (GCC) and Yemen.<sup>6</sup> Since May 2017, IOM has registered over 469,000 returnees, of whom 44,074 were registered from January to June 2022. This represents a 43 per cent increase in returns compared to the same time frame in 2021 (30,899).<sup>7</sup> The majority of the return migrant workers (RMWs) are young and in their working age group with low educational background and skill sets. It is also evidenced that most labour migrants to the GCC countries and Yemen involve low skilled jobs and acquire zero to no skills that might help them compete in the labour market against non-migrants. Economic empowerment of these returnees through promotion of skills and facilitation of employment is vital to increase their participation in the labour market. This is crucial not only to ensure sustainable reintegration but also to reduce further involvement of returned migrant workers in irregular migration. Furthermore, investing in youth skill development will help deter involvement of potential young migrants in irregular movements because drivers of migration, for many Ethiopians, are often for economic reasons<sup>8</sup>.

Approximately 64 percent of youth fail to finish secondary education in Ethiopia<sup>9</sup> and the rate of unemployment is high for those having secondary level of education or below.<sup>10</sup> To this end, the importance of Technical and Vocational Education and Training (TVET) programs is immense. TVETs provide a second chance to young school dropouts and those who were unable to access university or college level education, which is the case for most potential migrants and returned migrant workers. TVETs offer them the opportunity to develop their skill sets and participate in the labour market.

Provision of non-formal TVETs<sup>11</sup> through reintegration packages is incorporated in the reintegration directive the country developed in 2018.<sup>12</sup> Accordingly, all stakeholders involved in reintegration of labour migrants incorporate the skill development of RMWs into their programming. However, non-formal TVETs provided through reintegration packages are often short and limited to the basics, raising the question of whether such programs are effective in sustaining the economic needs of RMWs in the long run.

This Rapid Skill Mapping Assessment attempted to identify the skills sets of returned migrant workers, available opportunities to further develop their skills, as well as challenges they

<sup>6</sup>GCC counties include Bahrain, Kuwait, Oman, Qatar, The Kingdom of Saudi Arabia, and United Arab Emirates,

<sup>7</sup> [https://eastandhornofafrica.iom.int/sites/g/files/tmzbdl701/files/documents/iom\\_rdh\\_ksa\\_midyear\\_overview\\_2022\\_0.pdf](https://eastandhornofafrica.iom.int/sites/g/files/tmzbdl701/files/documents/iom_rdh_ksa_midyear_overview_2022_0.pdf)

<sup>8</sup> IOM, 2020. Available at: *The Desire to Thrive: Regardless of the Risk perception, expectations and migration experiences of young Ethiopians migrating along the Eastern Route towards the Arabian Peninsula*,

<sup>9</sup>Firrisa Daniel Tessema

<sup>10</sup> Central Statistics Agency, 2021, Available at: [https://www.statsethiopia.gov.et/wp-content/uploads/2021/08/Final-2021-LABOUR-FORCE-AND-MIGRATION-SURVEY\\_Key-finding-Report-.17AUG2021.pdf](https://www.statsethiopia.gov.et/wp-content/uploads/2021/08/Final-2021-LABOUR-FORCE-AND-MIGRATION-SURVEY_Key-finding-Report-.17AUG2021.pdf)

<sup>11</sup> According to TVET strategy, 2008, non-formal TVET refers to employment-oriented TVET programs provided to various target groups, with in a short period of time (3 weeks - 4 months) including school leavers, people in employment, school drop outs and marginalized groups in the labour market for where as Informal TVET training refers to on job training.

<sup>12</sup> Victim migrant returnee citizens' support and reintegration directive No. 65/2018

encounter in acquiring new skills and up-skilling<sup>13</sup>. The rapid assessment explored policy and practice options to create better matching between skills and the labour market to improve existing mechanisms aimed at upgrading the skills of returned migrant workers to meet the required labour market needs.

The report is organized into eight sections. The first section describes the objective of the rapid assessment, followed by scope and methodological approach utilized. This is followed by overview of the Ethiopian labour market, policy and legal frameworks pertaining return and reintegration and skill development, as well as key government stakeholders involved and their varied roles in Ethiopia. Next, the analysis of primary data collected on skill sets of returnee migrant workers from Addis Ababa City and the three regional states of Oromia, SNNPR and Amhara are presented. The last section provides preliminary recommendations on skill development of returned migrant workers in Ethiopia.

## 2. Objectives of the Rapid Assessment

In accordance with the terms of reference, the overall objective of this rapid assessment is to conduct skill mapping in Ethiopian communities hosting high number of returned migrant workers and to explore opportunities on how to improve RMWs' capabilities and competence in order to better meet labour market demands.

**The specific objectives of this assignment are indicated as follows:**

- To identify the skill sets of returned migrant workers, available opportunities to develop their skills, and challenges they face in acquiring new skills and up-skilling.
- Identify available mechanisms and gaps to match labour market and skills of **returned migrant workers** (through policies, government structures, initiatives by the government and partners).
- To explore policy and practice options to create better matching between skills and the labour market to improve existing mechanisms or create new ones to upgrade skills of returned migrant workers to meet the required labour market needs.

## 3. Scope and Responsibilities of the Consultant

The following were tasks of the consultant:

- Collection and collation of information/data on the skills set of returned migrant workers, existing opportunities to develop their skills, challenges they face to acquire new skills and up-skilling, and available mechanisms to ensure recognition of their prior skills and learning.

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<sup>13</sup> In this assessment UP-skilling refers to additional skill required in the profession

- Develop a comprehensive report based on the findings on the data collected.
- Provide preliminary recommendations and guidance to enhance skills development and service provision for the sustainable reintegration of returned migrant workers and members of their families as well as to inform the design of support measures and programming.
- Present the findings of the rapid assessment during the Regional Ministerial Forum on Migration (RMFM) TWG (Technical Working Group) on skills ,youth employment and job creation in Ethiopia and to incorporate feedback from the TWG participants within the final report.

## 4. Methodology

This rapid skill mapping assessment of returned migrant workers was based on data collected through primary and secondary sources. In this rapid assessment, RMWs refer mostly to migrants who have a) left Ethiopia irregularly or regularly; b) have returned voluntarily or have been forced to return; c) who managed to work abroad for at least 1 year, regularly or irregularly; and d) who have been back in Ethiopia for at least 6 months.<sup>14</sup>

Data collection was conducted with returned migrant workers, governmental and non-governmental organizations in Amhara Region, Southern Nations, Nationalities and People's Region (SNNPR), Oromia Region, and Addis Ababa City Administration.

In order to collect the desired data from primary sources, semi-structured individual interviews (which constituted probing questions as necessary) were used (interview tools can be found in Annex I and II). Both men and women returned migrant workers with varying migration and return experience were included in the study. The participants were selected using purposive sampling strategy. A total of eighty three 83 (forty eight female and 35 male) interviews were conducted with returned migrant workers. Fifteen interviews were conducted with key informants from the Government and both local and international NGOs (List of key informant organization can be found in Annex III) Key informants were selected based on their knowledge on exiting reintegration assistance, for RMWs, skill development, job creation policy frameworks, and available opportunities within the country. IOM, the Special Liason office, the Addis Ababa Migration Management Unit, and its regional focal staff assisted in identifying key stakeholders and facilitated initial contact and the scheduling of participants for interviews.

All interviews were audio recorded with the consent of the participants and were conducted in Amharic, outside of the Oromia region where Afan Oromo is the official working language. Once all the relevant data was collected through individual interviews with RMWs and other stakeholders, the data was analyzed qualitatively based on the main themes of the assessment, such as skill sets of RMWs, available opportunities to develop their skills, challenges they face in

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<sup>14</sup> Few participants stayed less than one year and were not able to secure job while in destination, particularly men, however they were included in the study.

acquiring new skills and up-skilling, and available mechanisms to recognize their prior skills and learning as well as their vulnerabilities and protections needs. The analyzed data was further triangulated with data obtained from KII and secondary sources.

Secondary data was collected through a comprehensive desk review of available literature, government policy documents related to skill development, market opportunities, reintegration program evaluations, and ILO and IOM reports. This helped identify relevant information and allowed for the triangulation of data generated from primary sources.

### Methodological Challenges and Limitations of the Study

The first and main methodological limitations of the study arises from the qualitative nature of the research. The report is based on a small number of participants purposefully selected for the assessment, which cannot be generalized to the entire population. Another limitation that is also common to many qualitative studies is the variance in detail of the interview. Some returned migrant Workers did not answer some questions, others withheld some reintegration assistance and income information, thinking the interview might bring potential economic benefit to them. Some answers regarding reintegration assistance and income were found to be inconsistent and later verified and corrected by the informants.

There were some challenges in the data collection process. Accessing equal numbers of men and women informants as planned was a challenge. Despite much effort to balance the number of male and female participants in the rapid assessment, it was difficult to locate male RMWs, particularly in the cities (Addis Ababa, Adama, and Derebirhan). Information obtained from the Woreda level Labor and Social Affairs office shows that male RMWs more frequently relocate themselves by seeking daily labor jobs. This likely relates to the fact that men are often the providers for the family in Ethiopian culture are often more mobile than women. In some cases, male RMWs did not want to be identified and interviewed.

Another challenge was the re-shuffling of federal and local government officials in various ministries offices such as Ministry of Labor and Skills (MoLS), (Ministry of Women and Social Affairs) MOWSA and (Ministry of Education (MOE). New staff were not able to provide well-developed information on the issue and this may have impacted the quality of data collected and result of the output and leaving staffs were not willing to provide information. In addition, most of the officials contacted were not willing to take part in the interview. Some were willing to be interviewed after a repetitive attempt (List of key informant organizations are included in annex III). To mitigate the challenges convenient time and place was selected and phone interview was used with few key informants.

## 5. Overview of Ethiopian Labour Market

The Ethiopian labour market is characterized by high unemployment, underemployment, self-employment, and low levels of wage employment.<sup>15</sup> Among the total youth employed, one-fourth work in the informal sector<sup>16</sup>, which is prone to vulnerability and volatility of income and job insecurity. Labour market institutions in the country are underdeveloped in their ability to protect the informally engaged labour force. Approximately 40 percent of the employed population is seeking additional work and the same percentage of people are self-employed<sup>17</sup>. Most of the employed population was involved in either unpaid family work (49 percent) or self-employment (40 percent). Some studies suggest the high concentration of self-employed people raises a concern as wage-employment contributes more to the development of middle-class society than self-employment.<sup>18</sup> Many young people, both skilled and unskilled, struggle to find dignified employment. Creating decent jobs for its people is still a challenge for the GoE because of high population growth, high urban to rural migration, high dependence on agriculture<sup>19</sup>, and low industrialization, among others.

The following chart shows proportion of employed people per sector at the national level.

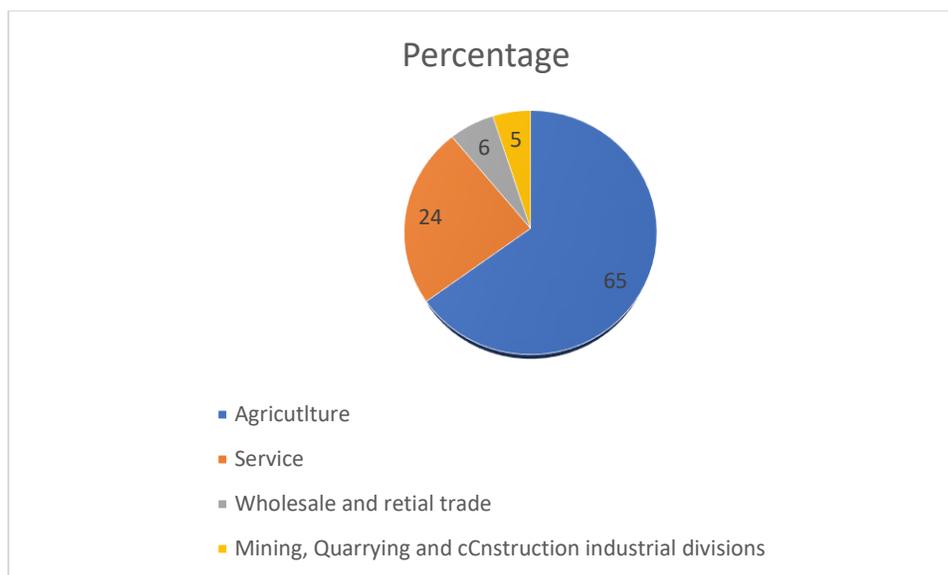


Chart 1. Source: Central Statistics Agency, 2021

Between 2008 and 2018, over 15 million people joined the Ethiopian labour market. The highest concentration of the labour force was reported in Oromia (16.3M), Amhara (11.4M) and SNNP

<sup>15</sup> Jobs Creation Commission (JCC) (2019). State of Jobs 2019. Addis Ababa

<sup>16</sup> ibid

<sup>17</sup> Marielle Le Mat, 2020, Nexus skills/jobs Assessment of youth skills development/jobs Nexus in Ethiopia, available at: <https://www.rvo.nl/sites/default/files/2020/03/assessment-of-youth-skills-development-jobs-nexus-in-Ethiopia.pdf>

<sup>18</sup> JCC, State of Jobs

<sup>19</sup> Agriculture absorbs 77.3 percent of the rural employed while service accommodates 73.4 percent of the urban employed

(Southern Nations Nationalities and Peoples) regions (8.5M).<sup>20</sup> Women have lower labour force participation and employment than young men. Since educational and skill attainment highly correlates with employment opportunities, low employment of women implies also having less education and skill sets.

Youth unemployment is more prevalent in urban areas than rural and in women than men.<sup>21</sup> In Ethiopia, youth refer to persons between the ages of 15 and 29 years.<sup>22</sup> The rate of youth unemployment in urban areas in February 2021 is 23.1 percent of the total population, of which males were 15.9 percent and females were 28.8 percent.<sup>23</sup> Youth unemployment in rural areas is approximately 12 percent of the total population, of which the rate for females (16.4 percent) are more than double males (7.4 percent). Regarding unemployment by region, the highest rate was recorded in Addis Ababa Administration (22.1 percent) followed by Dire Dawa (15.9 percent), while the lowest unemployment rate was registered in Benishangul Gumuz Region (4.3 percent). SNNP, Oromia, Amhara regions amount to 7.0 percent, 6.9%, 7.5% unemployment rates respectively.<sup>24</sup>

According to the Central Statistics Agency data from February 2021, most unemployed persons attended primary education (35.0 percent), followed by 33 percent that never attended. More unemployed persons in urban areas attended primary education, while the unemployed in rural areas virtually never attended.<sup>25</sup> High unemployment is also prevalent among young, skilled, and recently graduated university and TVET graduates<sup>26</sup>, raising the question of the quality of trained manpower and relevance of curriculum within higher-level institutions.

Unemployment is concentrated among the youth due to high dropouts from high school, the inability to transition to higher education, and qualifications gaps to meet the requirements of the formal labour market.<sup>27</sup> Such a young working group often considers both regular and irregular migration as a livelihood option.

Labour migration of Ethiopians is dominated by migration to the Middle East and Arabian Gulf, mostly to fill low-skilled jobs. A significant number of migrants travel through irregular channels despite being aware of the risks of irregular migration.<sup>28</sup> This type of migration is most common amongst the youth and is of a temporary nature, where the majority of the migrants return after a few years abroad. Migrants originating from SNNPR mostly travel to South Africa by irregular

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<sup>20</sup> *ibid*

<sup>21</sup> *ibid*

<sup>22</sup> National Youth Policy, 2004, Addis Ababa, Ethiopia, available at: [https://www.youthpolicy.org/national/Ethiopia\\_2004\\_National\\_Youth\\_Policy.pdf](https://www.youthpolicy.org/national/Ethiopia_2004_National_Youth_Policy.pdf)

<sup>23</sup> Central Statistics Agency, 2021

<sup>24</sup> *ibid*

<sup>25</sup> *ibid*

<sup>26</sup> *ibid*

<sup>27</sup> *ibid*

<sup>28</sup> IOM, 2017, National Labour Migration Management: Ethiopia, available at: [https://publications.iom.int/system/files/pdf/national\\_labour\\_migration\\_assessment\\_report.pdf](https://publications.iom.int/system/files/pdf/national_labour_migration_assessment_report.pdf)

means for labour work.<sup>29</sup> According to CSA, 2021, the highest emigrants are found in the GCC countries, with the Kingdom of Saudi Arabia (KSA) as the top destination for approximately 31 percent of all emigrants followed by South Africa (12 percent) and United Arab Emirates (9 percent).

Based on national statistics, in 2021, 62 percent of return migrant workers were female while 38 percent were male. Among labour migrants returned to the country, 77 percent of them returned from GCC countries while 13 percent of RMWs came from African countries. RMWs from KSA alone accounted for 47 percent of the total RMWs. Ethiopians returning from Djibouti accounted for 5 percent of the RMWs, respectively. The tightening of immigration policy by the government of KSA and measures taken to control irregularity in the country resulted in unprecedented numbers of involuntary return cases to Ethiopia. Among migrants who return home, 25 percent plan to re-migrate. Of those who plan to re-migrate, the vast majority are females (70 percent).<sup>30</sup>

According to Central Statistics Agency, 2021, nearly 6 out of 10 RMWs completed primary education.<sup>31</sup> The same source indicates that female RMWs who completed secondary education exceed their male counterparts in number. Competing in the labour market after return is challenging for most as many have little educational background prior to their migration and they obtain little to no skills while in destination countries. Moreover, the high number of RMWs in the country places considerable pressure on the labour market already struggling to provide decent jobs to its young working population.

## 6. Policy and Legal Frameworks

In Ethiopia, there is growing recognition of the need to strengthen policies and investments involving young people. In this section policy and legal frameworks pertaining to return and reintegration of RMWs and youth skill development are discussed. First, policy frameworks that directly or indirectly inform reintegration of RMWs such as the Directive on reintegration of victim migrant workers, the Overseas Employment Proclamation, the Prevention and Suppression of Trafficking in Person and Smuggling of Migrants are discussed. This is followed by a brief description on major government stakeholders involved in the reintegration of labour migrants. Secondly, policy and legal frameworks pertaining to skill development and the major governmental bodies involved in the implementation and their role will be presented. Finally, an overview of Skill Development Initiatives through bi-lateral or multi-lateral cooperation of local and international organizations will be discussed.

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<sup>29</sup> IOM, 2022, Migrating In Search Of the Southern Dream the Experiences Of Ethiopian Migrants Moving Along The Southern Route, available at : [https://eastandhornofafrica.iom.int/sites/g/files/tmzbdl701/files/documents/iom\\_rdh\\_southern-route-research\\_migrating-in-search-of-the-southern-dream.pdf](https://eastandhornofafrica.iom.int/sites/g/files/tmzbdl701/files/documents/iom_rdh_southern-route-research_migrating-in-search-of-the-southern-dream.pdf)

<sup>30</sup> Central Statistics Agency, 2021

<sup>31</sup> *ibid*

a) Reintegration of return migrants

Currently Ethiopia does not have a broader reintegration policy solely focusing on reintegration of RMWs. There are, however, directives and legal frameworks that directly or indirectly inform the reintegration process of RMWs.

***Victim migrant returnee citizens' support and reintegration directive No. 65/2018:*** the directive was developed in 2018 and issued by the Ministry of Urban Development and Housing to give guidance on how to support and assist the reintegration process of victim returned migrants. The directive defines Victim Migrant Returnees as "an Ethiopian citizen who left his/her country of origin willingly or unwillingly; regularly or irregularly without a limited duration of his/her stay abroad; suffered physical, economic, psychological, or social damage as a result of assault or abuse during the travel/ transit or in the destination country and returned back to his/her country".<sup>32</sup>. It states activities and phases of multi-dimensional reintegration support programs to be provided to the victim returnees. The support takes into account the specific needs of the returnees as well as prevailing conditions and capacity of stakeholders. Main frameworks that support returnees include rehabilitation support<sup>33</sup>, social service support<sup>34</sup>, and an economic support<sup>35</sup> throughout different phases. Skills development training is an integral part of the economic reintegration process of Victim Migrant Returnees. Hence, all return and reintegration support packages provided by stakeholders incorporate vocational skills development training. For instance, AVR program through EU-IOM joint initiative for migrant protection and reintegration programme provides various livelihood and job creation assistance to RMWs. This is done in different regions through implementing partners, including local NGOs and Government offices. Thus far, the program supported 6770 and 5759 returnees in reintegration counseling and micro business assistance respectively. Among the same group, around 915 of the returnees received vocational skills trainings and 4213 received entrepreneurship skills development trainings.<sup>36</sup>

***Prevention and Suppression of Trafficking in Persons and Smuggling of Persons Proclamation No.1178/2020 (Amendment of 909/2015):*** is among the legal frameworks that contribute to the protection of labour migrants. While this proclamation mainly focuses on prevention and punishing those involved in trafficking and smuggling of persons, it also discusses reintegration support that should be provided to victim returnee migrants. Section four and five of the proclamation mention supports that must be provided to returned migrants to assist them in re-establishing themselves within the socio-economic environment such as medical, psychological, legal counseling, transportation, material, and technical support.

<sup>32</sup> Federal Democratic Republic of Ethiopia, Victim migrant returnee citizens' support and reintegration directive No. 65/2018

Federal Democratic Republic of Ethiopia, Victim migrant returnee citizens' support and reintegration directive No. 65/2018

<sup>33</sup> Services include temporary shelter support service, screening of health issues and medical support service, psychosocial counselling support service, clothing and food support service, basic household materials support service, transport support service, short term awareness creation and life skill trainings

<sup>34</sup> Services include family reunification, free legal support, social re-integration support and education and educational materials support

<sup>35</sup> Services include training; counselling or job creation service support, starting capital access support, production and marketing places access support and market linkage support.

<sup>36</sup> IOM-EU Joint Initiative Addis Ababa

**The Overseas Employment Proclamation (Proclamation No. 923/2016) and its revised version Proclamation No. 1246/2021:** this legal framework provides a comprehensive framework for protecting migrant workers' rights, including: ensuring that Ethiopians migrate to countries with an exchange agreement; providing pre-departure training; assigning labour attachés to destination countries; providing baseline requirements for employment contracts; and inform individuals of their rights during the migration process. It stipulates a series of requirements for individuals to be legally employed overseas such as age, educational and other competencies required, which are aimed at reducing vulnerability of migrants. The Proclamation also prohibits overseas employment without a bilateral agreement with the receiving country on working condition.

In general, the above listed legal policy frameworks show preventive and proactive efforts the Ethiopian government is taking to prevent human trafficking and smuggling and to ensure better working conditions in receiving countries as these have significant impact on the socio-economic reintegration process of labour migrants upon their return.<sup>37</sup> The protection of labour migrants' rights has received attention following gruesome exploitation and abuse of Ethiopian migrants in some GCC countries, which was followed by a travel ban imposed by GoE in 2013. These proclamations demonstrate significant efforts initiated by the GoE to improve the working conditions of Ethiopians abroad as well as to align the labor laws, social security, and human trafficking legal frameworks to international standards.<sup>38</sup> **In the absence of a comprehensive labour migration policy and a national strategy and policy regarding the socio-economic reintegration of returned migrants** the reintegration directive No. 65/2018 provides step-by-step guidance on how to ensure adequate social and economic reintegration of RMWs and made reintegration support being provided to RMWs across the country. However a well-designed comprehensive national policy on socio-economic reintegration of returned migrants is critical given the overwhelming RMWs cases in the country.<sup>39</sup>

#### b) Labor, Skill development, and job opportunities

Multiple initiatives are being taken by the government of Ethiopia to increase employability of the youth, including establishing the Ministry of Labor and Skills to link skills development and job creation through an integrated approach. The ministry revised its mandate to provide quality

<sup>37</sup> Nisrane, B. L., Morissens, A., Need, A., & Torenvlied, R. (2017). Economic reintegration of Ethiopian women returned from the Middle East. *International Migration*, 55(6), 122-136, available at: <https://onlinelibrary.wiley.com/doi/abs/10.1111/imig.12358>

<sup>38</sup> IOM, 2017, National Labour Migration Management: Ethiopia, available at: [https://publications.iom.int/system/files/pdf/national\\_labour\\_migration\\_assessment\\_report.pdf](https://publications.iom.int/system/files/pdf/national_labour_migration_assessment_report.pdf)  
IOM, 2020, *A Region on the Move*, Mobility Overview in the East and Horn of Africa and the Arabian Peninsula IOM Regional Office for the East and Horn of Africa available at: <https://reliefweb.int/report/world/region-move-2020-mobility-overview-east-and-horn-africa-and-arabian-peninsula>

<sup>39</sup> ILO, 2019, available at: [https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/---sro-addis\\_ababa/documents/publication/wcms\\_711018.pdf](https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/---sro-addis_ababa/documents/publication/wcms_711018.pdf)

education and training that matches labor demand and improves the employability of youth in Ethiopia while also creating jobs. The report discussed under this section describes the existing legal and policy frameworks that inform labor, skill, and job creation targeted towards youth with lower levels of education such as RMWs.

***Labour Proclamation No. 1156/2019***): This proclamation outlines the general labor administration system. It details rights and duties of employers and employees, contract administration, payment, occupational safety and health, in the work environment, conflict administration etc. The proclamation also prohibits employment of children under the age of 14 years. The later version of the amendment focused on ensuring that worker-employer relations are governed by basic principles of rights and obligations with a view of enabling workers and employers to secure lasting, industrial peace, sustainable productivity, and competitiveness through cooperative engagement toward holistic development of the country. It also aims to create a favorable environment for investment and to conform to the international conventions and other legal commitments that Ethiopia accepts and takes part in.

***National Youth Policy, 2004***: The policy was developed by the government through the former Ministry of Youth, Sports and Culture aimed at ensuring better economic and social participation of youth in organized manner. The policy was designed following the establishment of Ministry of Youth, sports and culture to fill in the institutional and policy gaps to address youth issues. The policy outlines the importance of education and skill training to the youth to increase decision making and economic participation. However, the policy is generic and doesn't discuss specific mechanisms by which education and training should be tailored to the youth.

***National Technical & Vocational Education & Training (TVET) Strategy, 2008***: This strategy aims to increase the country's overall development and reduce poverty by focusing on human capital development through strengthening the education and TVET sectors. It focuses on increasing stakeholder engagement, capacity building and expansion, and improvement of the quality of an outcome-oriented decentralized TVET system. Outcome-based TVET provides high flexibility in the way TVET can be delivered. The strategy encourages cooperative training system, such as between TVET institutions and employers and a joint training delivery to better respond the needs of labor market. Despite this, the link between TVET institutions and the private sector is not institutionalized. The strategy also established an occupational assessment system and certification open to graduates and candidates from all formal, non-formal or informal TVET schemes. MOLS is currently revising the TVET Strategy to accommodate changes in the labour market and to better match labour market needs with the trainee's capability.

***The Ethiopian National Employment Policy and Strategy (NEPS), 2009***: The development of this policy and strategy document incorporated stakeholders such as ILO, the former Ministry of Labor and Social Affairs, the private sector, and relevant regional bureaus. The objectives revolves around three key dimensions: enhancing social welfare, accelerating economic growth, and achieving political stability. More specifically, the policy provides guidelines for streamlining productive employment and decent working conditions in Ethiopia, to accelerate and sustain economic growth, and to contribute to the reduction of civil unrest that may result in mass unemployment by addressing both the supply and demand side of the labor market. To achieve

the above objectives, the NEPS highlights the importance of improving the quality of general education and TVET education, as well as job creation in the formal sector and fostering entrepreneurship to the working group.

**Education Sector Development Plan (2015/16-2019/20):** This plan was developed by Ministry of Education, and aims at improving the overall quality of education and TVETs. The plan has six priority programmes which are capacity development for improved management, improving the quality of general education, improving access and equity, increasing the quantity and quality of effective and accredited TVET, increasing the relevance of TVET in terms of courses and technologies, producing competent graduates who have appropriate knowledge, skills and attitudes in diverse fields of study

The plan strengthen strategies provided by TVET, 2008 as it acknowledge the importance of collaborative TVET system between industry and training institutions. It also suggests the need for standardized assessment tools to be developed based on occupational standards. The plan supports short-term informal training, on -job training, training involving various combinations of on-job and off-job training and longer-term training to achieve work-relevant skills. Such strategies help to better match skills of trained labour with labour market needs.

**Jobs Creation Commission: Roadmap 2020-2025:** This aims to develop an integrated approach to encouraging job creation through private sector development and skills education initiatives. The roadmap has six objectives: adopting job-rich macro-policies by ensuring macroeconomic stability, building a vibrant local private sector, developing human capital to meet the changing needs of the labor market through improving the level of work-readiness of the labor force, and building more effective linkages between educational institutions and industries. The objective also includes improve the inclusiveness of the labor market by providing targeted services to populations typically excluded from the labor market as well as to vulnerable populations such as refugees, migrants, and people with disabilities.

## 7. Minister Offices Responsible for Reintegration and Skill development of RMWs

Socio-economic reintegration of RMWs requires the involvement and responsibility of a variety of stakeholders with varied roles, responsibilities, and interventions at individual, community, and structural levels. Stakeholders include Federal, regional, and woreda level governmental institutions, UN organizations such as IOM, ILO, and UNICEF, as well as implementing partners. International organizations provide invaluable support in designing different programs on return and reintegration and are active participants in the development of policies that improve the reintegration of return migrants. However, Ministry of Women and Social Affairs (MOWSA) play the biggest role in implementation and coordination of activities related to Psycho-Social reintegration supports while MoLS is responsible in the economic reintegration supports provided to RMWs. These minister offices collaborate with other minister offices such as Ministry of Health, Go and NGO organizations to share responsibility and ensure reintegration of RMWs .**At the Federal and regional levels various governmental and non-governmental organizations are working together to create a strong partnership to better ensure reintegration of RMWS.**

Coordination between government organizations at federal and regional levels is ensured through guide lines provided in the reintegration directive (2018) where different officials from concerned organizations are represented in a committee and participate in decision making process.

### a) Ministry of Women and Social Affairs (MOWSA)

MOWSA is responsible for the affairs of women, children, youth, and the overall social affairs of persons with disabilities, the elderly, the urban destitute, and the poor, vulnerable, and marginalized segments of the Ethiopian population.

According to key Informant interview, support for RMWs provided by the ministry starts upon arrival. The first step in the reintegration process is collecting information on RMWs through one stop centers and identifying vulnerable groups together with other Go and Non NGOs. The most vulnerable are physically or mentally challenged/disabled or the sick, lactating mothers, un-accompanied minors or those who suffered severe injuries. Identification of the most vulnerable Returnee is performed by representatives from MoLS, MOWSA, and other organizations such as Ministry of Health and Ethiopian Public Health Institute etc. After vulnerable returnees are identified then, urgent health care services, foods and clothing etc will be provided. Following, this service, The Ethiopian Disaster Preparedness and Response (a government organization), provide temporary shelter to the RMWs until RMWs return to their families or areas of residence. This process takes up to 2-3 days unless RMWs have severe health condition or do not have contact person in case of minors, where RMWs are transferred to other shelters by stakeholders such as local NGOs for longer rehabilitation service. The office also facilitate re-unification of RMWS with family and close relatives, provide transportation allowance (in partnership with other GO and NGOs). Finally MOWSA disseminate the data on the returnees to respective regional offices for further socio-economic reintegration process. Regional level labour and social Affairs offices share data on RMWS to respective woredas, and the woredas to zone and kebele levels.

Major challenge mentioned in provision of reintegration support at woreda level Labor and Social Affairs Offices was that inaccuracy of data of RMWS. Key informants at regional level mentioned that most RMWs do not provide accurate address at the time of arrival mainly because they relocate to a new place after their return. This makes identification and referral system to zone level reintegration support program difficult.

The key informant interview both at Federal and Regional Levels, identified that the major gap in the socio-economic reintegration process is the fact that the government has limited capacity to address issues of the youth and vulnerable groups including RMWs. It was mentioned only a smaller proportion of RMWs get reintegration support particularly, financial and material or working shades.

*“To be frank, Govt’s capacity is limited. On the other hand, RMWs have high expectation of social and economic support. The federal and regional government in partnerships with other NGOs are providing what is possible to RMWs. However the demand and supply are not in balance. The government also deals with unemployed youth and other vulnerable social issues such as the internally displaced. It is impossible to address the needs of RMWs” only or to reach all in socio-economic supports. They register in their respective localities and wait until resources are available for their reintegration. Key informant, MOWSA, AA*

Among those who received reintegration support, some were able to secure their livelihood while some were not successful because of shortage of financial resources. In few cases RMWs use startup capital provided to them for re-migration purpose. To mitigate this problem different NGOs together with MOWSA are also investing in community based reintegration supports. This has brought two advantages. First, RMWS cannot use reintegration support provided to them other than the intended purpose and second, it also facilitate economic participation of other unemployed youth or potential migrants in the society.

*“There is a critical question from unemployed youth in the community. They say, if you are helping only the RMWs and not us, shall we also migrate in order to be helped”, Key informant WOLSA, Debrebirhan*

It was also identified that MOWSA closely works with MoLS in the reintegration process of RMWS. RMWS are provided training on basic entrepreneurship and business plan development and other skill trainings free of charge. However, TVET centers only receive list to be trained from MOWSA and MoLS and RMWS cannot directly apply to the centers and get the TVETs. In addition to skill development to RMWs, TVET centers also provide oversea job employment trainings and certification. Some of the challenges pointed out by the TVET centers includes lack of commitment by the side of RMWs to complete the training,, resource to support the training with practical knowledge and private/public linkage.

## b) Ministry of Labor and Skills (MoLS)

Currently Economic reintegration of RMWs through skill development and job creation for RMWs are handled by MoLS at federal and regional level. The Minister Office is restructured recently and undertake multiple tasks in relation to skill development and job creation. The New structure has three major divisions which are Job creation, TVETs and employee-employer relationship. (Annex IV shows the new organizational structure of MoLS) Under these divisions multiple sub divisions with specific responsibilities exists. The re-structuring of MoLS and the establishment of a job creation commission under MoLS is a positive step toward achieving better participation of youth in the labor market as well as towards addressing unemployment and underemployment among youth, gaps between skills of trained labor and labour market needs, and sustainable, evidence-based job creation in Ethiopia. Other minister offices such as MOE contribute to the economic

participation of RMWs in the labor market by providing skill recognition acquired abroad, facilitation of education and skill development programs through informal short-term TVET programs at no cost, provided that the RMWs meet the vulnerability criteria stipulated by MOWSA.

According to key informant, MoLS has about 2176 one stop centers where information on RMWs is collected and economic reintegration of RMWs is facilitated. Main economic reintegration services provided by the one stop centers includes Basic Entrepreneurship and TVET training, preparing business development plan and consultation, start up cash assistance, credit facility with local micro-finances and material assistance.

Ethiopia has Formal and non-formal and informal TVET programs. Formal TVET are long term programs having up to 5 stages or levels of training depending the duration and content of trainings. Non-formal TVETS provide short-term technical and vocational training to “a wide range of groups, including school leavers, drop-outs, people without formal education, entrepreneurs and employees, farmers and their families, people from marginalized groups and others”.<sup>40</sup> Non-formal trainings are incorporated in the Reintegration directive and are utilized in the economic empowerment of RMWs. Informal-TVET is on the job training provided by employer companies however, it is not very well practiced in the country and its assessment practice and certification is not well developed .

MOLS is currently revising both the reintegration directive which was developed in 2018 and also the 2008 TVET Strategy. According to key informants, the aim of the revision is to identify the mandate and responsibilities involved in reintegration of RMWs and monitor success and gaps observed in the implementation of the directive. The revision also aimed to improve the quality of TVETs and matching skill sets of trainees with the labor market through. Improving dialogues and platforms to facilitate donors, private sectors and TVETs centers should get emphasis in the revision of the TVETs policy. MOLS also need to consider establishment of integrated data system to monitor state and changing nature of skills that are required by the economy which currently are unavailable.

## 8. Skill Development Initiatives by Non-Government Organizations

### International organizations

There are multiple donor-funded programmes that work with the government. The objectives are mainly to strengthen the capacity of the TVET centers with human, material, and technical supports and resources in order to improve the skill sets of youth and to create a better match with the labor market through the establishment of cooperative training models.<sup>41</sup> Programs and Initiatives on skills development currently being implemented, previously implemented and planned to be implemented by government, bilateral or multilateral organizations, and NGOs are presented below.

<sup>40</sup> Edukans Foundation (2012). Technical and Vocational Education and Training Mapping in Ethiopia. Addis Ababa: Edukans Foundation and Learn4work, available at: <https://edukans.org/wp-content/uploads/2018/04/Mapping-Report-Ethiopia-2012.pdf>

<sup>41</sup> Marielle Le Mat, 2020

## RAPID ASSESSMENT: MAPPING SKILL SETS OF ETHIOPIAN RETURNEED MIGRANT WORKERS

Initiative /program/Timeframe	Fund source and Management	Project focus/purpose	Specific objectives/Actions	Implementers
Stemming Irregular Migration In Northern And Central Ethiopia (SINCE) ( 2015–2020)	Funded by EU, managed by the Italian Embassy	Reducing irregular migration from Northern and Central Ethiopia by improving the living conditions of the most vulnerable population, including potential migrants and returnees with specific focus on youth and women	<p>Strengthening the capacities TVET centers</p> <p>Promoting Public Private Partnerships</p> <p>Matching of youth to the labour market through one-stop-service centers</p>	Multiple NGOs  ILO <sup>42</sup>
Plan of action for job creation 2020-2025		Improving the link between skills, education, and the labour market	<p>Provide upskilling to youth currently in the formal education system and others such as secondary school dropouts</p> <p>Job Creation Commission intends<sup>43</sup> to offer, in collaboration with private sector actors, short-term skills education for youth ages 15 – 29</p> <p>Plans to reform career development centers at all universities and TVETs to serve as one-stop career centers</p>	
Eshi-Fund Since 2019	German Development Bank	<p>Ensures coordination of efforts among donors involved in skills education and minimizes duplication of efforts</p> <p>Ensure alignment of efforts with government policies.</p>	First round budget planned on improvement of the Ministries’ IT database systems and on capacity building of management of MoSHE at both the regional and federal level. federal level and in the regions (including the Federal TVET Agency, Federal TVET Institute, and TVET colleges)	MoSHE <sup>44</sup>

<sup>42</sup> Supported the Youth Employability Services Centre (the YES Centre) in Bahir Dar (2016-2019/20 technically and financially, The YES Centre provides a physical space where young people can go to so as to register as job seeker, access skills training, and be linked to future employers.  
<sup>43</sup> JCC was looking for donors who can support the pilot and startup of this project but not the rapid assessment did not find out the status of the project.

<sup>44</sup> Currently, MOSHE does not exist as a standalone Minister office.

## RAPID ASSESSMENT: MAPPING SKILL SETS OF ETHIOPIAN RETURNEED MIGRANT WORKERS

Industrialization project Since 2019	German Development Bank	Supports TVET colleges close to industrial parks so that the demand of the industrial parks will be supported by these TVET colleges	Improving the linkage between the industrial parks and the colleges' curriculum, equipment of workshops, and provision of additional teacher training	MOSHE
Sustainable Training and Education Programme (STEP) 2018 – 2021	Co-funded by the Norwegian Agency for Development Cooperation and the European Union commissioned by the German Ministry for Economic Cooperation and Development (BMZ)	Provides quality and equitable education and training relevant for the demands of the labour market	Increases employment for graduates of vocational and higher education institutions in Ethiopia's industrial growth sectors.  Cooperative vocational training in collaboration with the private sector, and support for employment-oriented higher education through improving labour market data management systems.  Improving Teachers' and trainers' professional pedagogical skills	GIZ, MoSHE and its agencies and institutions
Livelihood Improvement for Women and Youth in Addis Ababa (LI-WAY) 2017 – 2022	SIDA <sup>45</sup>	A market development approach to skills education, in order to improve the livelihoods of youth in Addis Ababa	Invests in demand driven skills education  Works closely together with private sector companies to align the skills education with labour market needs.	Addis Ababa TVET Agency
East Africa Skills for Transformation and Regional Integration Project (EASTRIP) 2019 – 2024	World Bank	Increase the access and improve the quality of TVET programs in selected Regional TVET Centers of Excellence and to support regional integration		
SKILL UP 2018 - 2019	ILO <sup>46</sup> & Norwegian Ministry of Foreign Affairs	Assist the enhancement of skills systems in multiple countries in Africa <sup>47</sup> , including Ethiopia  Social and economic development by strengthening the capacity	Improving the quality of the skills development system in Ethiopia  Strengthening inclusion in skills development	MoE

<sup>45</sup> Swedish International Development Cooperation Agency

<sup>46</sup> The ILO assists constituents in these countries to develop or reform their skills systems. The ILO uses its long-standing expertise and experience as an added-value and seeks to maximize the impact of country-level work by producing global knowledge products, give visibility to common challenges across countries, convene international discussions and use global expertise to strengthen the capacity at the country level

<sup>47</sup> The SKILL-UP Country Projects are located in Ghana, Ethiopia, Lebanon, Malawi, Senegal and Tanzania.

RAPID ASSESSMENT: MAPPING SKILL SETS OF ETHIOPIAN RETURNEED MIGRANT WORKERS

		of the country's skills development system to become market-driven		
POTENTIAL (USAID) 2015 – 2019	USAID	Promote opportunities to unemployed and underemployed Ethiopian youth aged 15-29 in rural areas and towns to attain the skills, knowledge, and social capital that lead to increased income and long-term economic self-sufficiency	Providing rural youth with literacy, numeracy, and life skills training alongside vocational and entrepreneurship development activities through partnerships with training, small business, and microfinance institutions. Civic engagement approaches with employment activities and TVET and youth friendly health services.	Save the Children and partner organizations
Promotion of Sustainable Ethiopian Agro-industrial Development (PROSEAD) 2019 -2023	EU	Build environmentally friendly agro-industrial parks in four regions: Amhara, Oromia, the Southern Region and Tigray	Work with farmers to increase supplies of quality raw materials needed by food manufacturers in these parks; train unemployed women and youth in related jobs to address the skill mismatch and provide microfinance and small grants to create opportunities for small agri-food businesses.	The EU has partnered with the Government of Ethiopia and other organizations
Agro-processing sector development	Italian Agency for Development Cooperation	Agro-processing sector development, including value chain development  The programme has a TVET component in Amhara, Tigray, SNNP and Oromia	The TVET strengthening component includes purchasing of equipment and reference books, technical assistance in terms of capacity building at federal, regional, and TVET college level, revision of Occupational Standards, training of trainers, the establishment of multi-stakeholder platforms at regional levels, and support for the establishment of cooperative trainings	Federal TVET Agency and GIZ.

## RAPID ASSESSMENT: MAPPING SKILL SETS OF ETHIOPIAN RETURNEED MIGRANT WORKERS

Bright Future for Agriculture Maastricht School of Management 2019 -2021	Dutch Ministry of Foreign Affairs and managed by Nuffic as part of the Orange Knowledge Programme	Strengthen the ATVETs <sup>48</sup> colleges to be able to serve the agro-industry, connected to the agro-processing parks		Maastricht School of Management with the Ethiopian Federal TVET Institute
Better Education for Africa's Rise II (BEAR II) 2017 - 2021	UNESCO project supported by the Republic of Korea	Enhance the relevance, quality, and perception of TVET systems through specific sectoral interventions, particularly on the agro-processing sector.	Improving the use of labour market intelligence for the training of the agro-processing sector Improving governance of skills needs assessment anticipation Adapting qualifications and curricula to changing skills needs, Improving the quality of TVET teachers Design and implement leadership training for heads of TVET institutions Providing career guidance to help improve the perception of TVET.	
Youth in Agroecology and Business Learning Track Africa (YALTA)		Support young agripreneurs to apply 39 agroecological principles and to co-create networks around them		Knowledge Programme for Food Security, the BoP Innovation Center, other partners within the AgriProFocus Networks
Textile and garment in Mekele Ended 2021	Italian Agency for Development Cooperation	Public-private-partnership approach in the Mekele Centre of Excellence college UNIDO has supported the college with machineries that are also used in private companies, to align skills development with labour market demands.	The TVET college is also supported by trainings aligned with private sector occupation standards and guidelines, and trainings for middle management, and the development of soft skills.	NGOs

<sup>48</sup> Agricultural Technical and Vocational Education and Training

## RAPID ASSESSMENT: MAPPING SKILL SETS OF ETHIOPIAN RETURNEED MIGRANT WORKERS

Capacity-building and job creation for youth and women in the textile sector in migration prone areas of Ethiopia 2015 -2019	UNIDO	Creation of decent and productive job opportunities for young women and men through the development of strategic sectors such as the textile and garment industry	Development of local capacities in the textile industry through a public private partnership approach. Enhancing employment opportunities and revenue-generating activities in regions of origin and transit of migrants to enhance the professional skills and employability of young people Facilitating responsible private investments in African agro industries and boost intra-African trade and exports of products	Ministry of Trade and Industry
Training Institute for Commercial Vehicle Drivers in Ethiopia: a private public partnership project to support specialized skills development in Ethiopia	UNIDO & SIDA	Creating productive employment opportunities for Ethiopian youth in commercial vehicle driving and improving the shortage of skilled labour in the transport industry.	Partnership model, the training school will provide up to two years of training	Selam Children's Village, Swedish International Development Cooperation Agency (SIDA), Volvo Group and Federal Transport Authority

Table1: Skill development initiatives involving bilateral and multilateral cooperation between the Govt and int. org.  
Source: Marielle Le Mat, 2020 Assessment of youth skills development/jobs Nexus in Ethiopia

Such bilateral and multilateral initiatives are contributing to skill development and better economic participation of youth. Most of them are based on gaps observed in the country in matching labour market and skills of trained labor. Major focus of the interventions include increasing quality of trained youth and matching labour market needs with trainee's skills through strengthening the capacities TVET centers and, promoting Public Private Partnerships

Most of the projects are a showcase for cooperative model training and public private partnership with the government. The private sectors are involved in the formulation of the curriculum or setting occupational standards required for the job, NGOs providing financial and technical advice while the government developing appropriate regulation and certification of the trained youth. Some challenges of the implemented donor-based skill initiatives include lack of coordination among different donors and programmes leading to duplication of efforts and unbalanced resource allocation among centers and regions. The capacity and commitment of collaborating programme partners at federal, regional, and TVET institutional levels was also another challenge. To improve coordination among stakeholders the following mechanism are suggested by different studies. First, establishing sector skills council to coordinate activities in respective sectors and to

strengthen the private sector involvement. Second, establishing a technical working group where donors and government actors come together to avoid duplication of efforts and strengthen collaboration. Another significant issue in such bi-lateral and multilateral skill training initiatives is sustainability of project implementation and bringing long term impact. Projects targeting single TVET centers risk lacking sustainability. This is because there is no overall system change that could bring long term impact. System change requires adjustment in policies, practices, relationships between different actors to solve problems observed in the TVETs. To this end, it is recommended for future efforts to focus on system change and cooperation in planning and executing projects is required rather than addressing the issue in a fragmented manner. In addition, institutionalizing partnerships between training centers and private sector actors through Memoranda of Understanding (MoUs) was suggested to ensure sustainability of the intervention outcomes and to increase sense of ownership.

### 9. Key Findings from Primary Data

Many of the RMWs who took part in this rapid assessment had returned from GCC countries. At national level RMWs from GCC countries take the highest proportion accounting 70 percent compared to RMWs from other destinations.

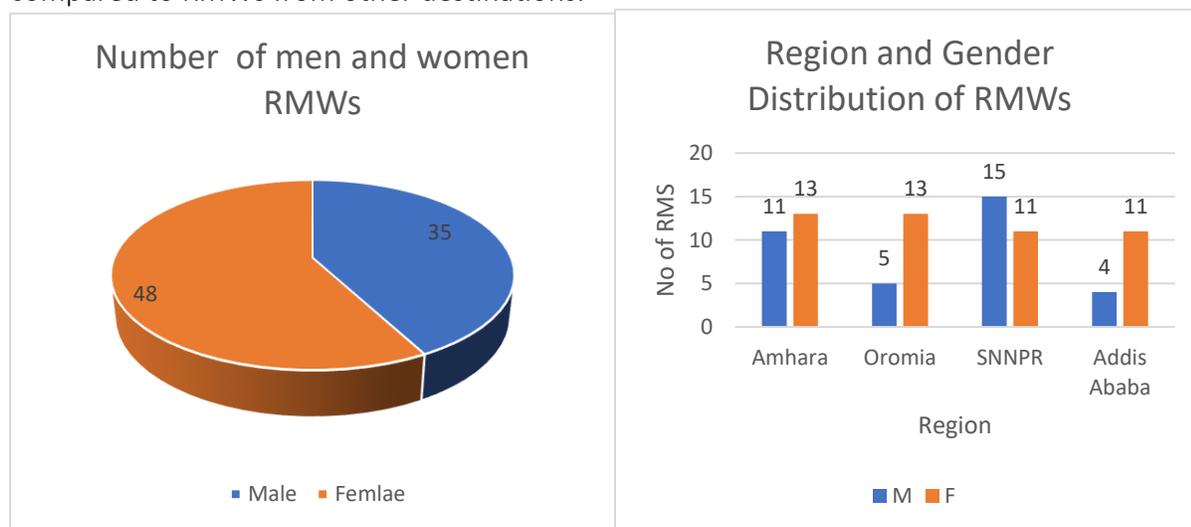


Chart 2 No. and sex and region of RMWs participated in the assessment

Almost all of the interviewed RMWs indicated that their reason for migration was economic, meaning the majority were seeking employment opportunities while a few were searching for better pay. Consistent with other research, the primary data showed that women tend to travel in regular ways. In some cases, however, the regular/irregular dimension was blurred as some learned that their migration was irregular once they arrived in the host countries, thus contributing to their vulnerabilities and exploitation. Despite traveling regularly from Ethiopia, the majority of the women had irregular status upon return, because they either left their employers to get better pay or overstayed their visa period. Male migrants largely traveled through the desert by foot, car, and boat to reach the countries of destination with the help of smugglers and brokers. Many of them underwent arduous journeys. Many were imprisoned along their journeys, ranging from

6 months to a maximum of 4 years. Almost all came by airplane either voluntarily or involuntarily. Many of the interviewed RMWs returned with psychological trauma from their experiences of abuse, harassment, and violence or imprisonment, which according to the informants, contributed to poor social reintegration and community acceptance.

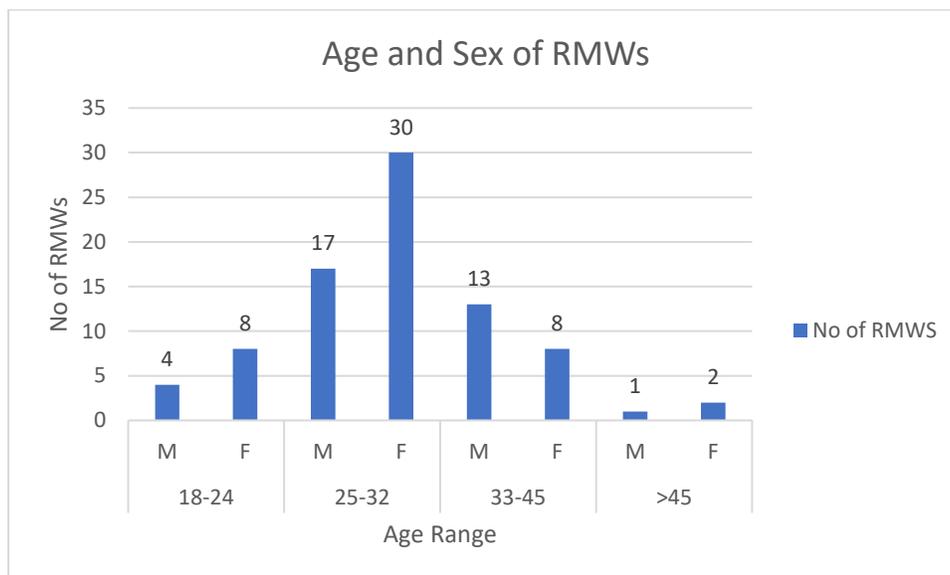


Chart 3: Age range of RMWS

The data shows majority of the RWMs are considered youth and of working age. This has implications for the labor market as RMWs are joining a market that is already struggling with, high unemployment and underemployment.

Many of the RMWs stayed in the host country for an average of 5 years, the least amount of time being 1 year<sup>49</sup> and the maximum 13 years. This could partly be explained by the nature of targeted RMWs for the purpose of this rapid assessment. As the rapid assessment was focused on skill development, it targeted RMWs who were able to secure jobs while abroad. Most who secured employment, particularly male RMWs, were those who stayed long enough in destination countries.

Despite their long stay in destination countries, the great majority failed to sustain their economic needs after their return outside of a few RMWs who were well educated, able to get reintegration assistance, or had some savings from their migration. Most RMWs interviewed remitted their earnings to fulfill the needs of their family members at home and were not well prepared for their return and reintegration. For example, one interviewee from SNNPR region, who owned a van and worked as a driver during his stay in KSA for 13 years was able to invest some of his earning to buy a property in Butajera Town, which enabled him to secure livelihood for himself and his 6 children.

<sup>49</sup> Though insignificant in number, there were RMWs that stayed less than a year in their destination countries, and returned from borders and transit countries.

As the KSA law does not allow foreigners to own permanent property, the van he owned and paid for was registered by his sponsor’s name. According to the informant, the sponsor received an equal share of the migrant’s earning without contribution outside of settling the legal matters and resident permit for the migrant. When the COVID-19 pandemic broke out and the country was put on a lockdown, the RMW came to Ethiopia for a Family emergency to go back shortly to KSA. Soon, a travel ban was issued by the KSA government to citizens of a number of countries, including Ethiopia. Because of the travel ban, he was not able to go back to KSA and work or claim his property. However, since he had some savings and property in his local area, he was able to resell it and establish a grain mill shop in the remote kebele of Witta.

Those who returned voluntarily were RMWs who finished their contracts, left due to sickness, or had disagreements with their employers. There were also RMWs who were unable to work in the host country because of their illegal status and/or the COVID-19 pandemic interruption as well as political and economic deterioration of host countries such as Yemen and Lebanon.

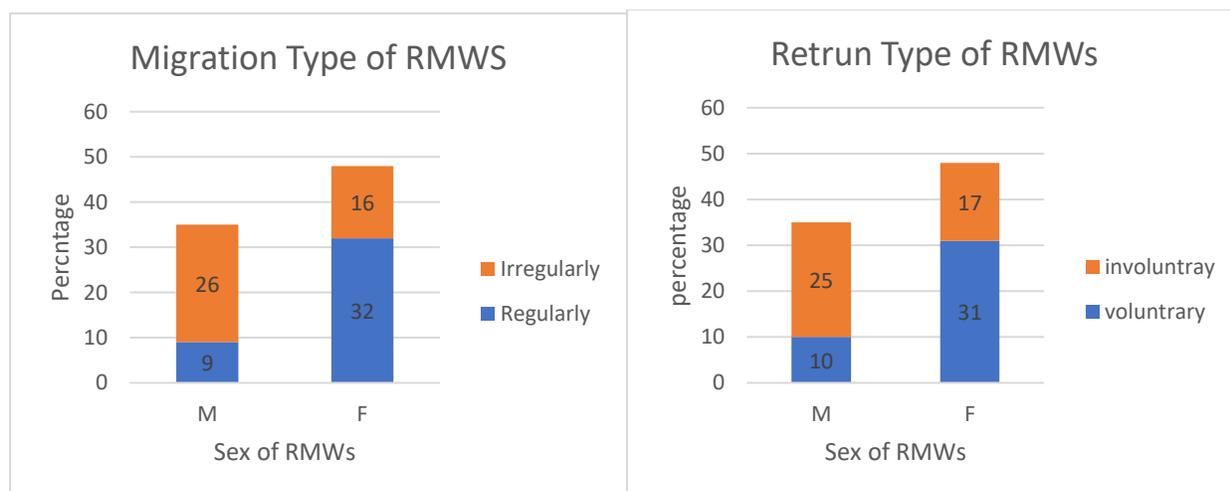


Chart 4: Type of migration and Return

Under normal circumstances, those deported by host country governments because of their undocumented status can be categorized under involuntary or forced return cases. Many of the migrants, however, were jobless because of the COVID-19 pandemic regardless of their status and sought deportation options to return to their home country. In most cases informants reported themselves as being returned as the return was “voluntary”, even though they were imprisoned and later deported. Some knowingly handed themselves to the police in order to come back to their country. This implies that the normal categorizations of voluntary and involuntary may not always accurately measure vulnerability of the RMWs.

Women showed a highest proportion of high school level education attendance as opposed to men. This is explained by the tendency of young men in rural areas to leave school early and engage in either subsistence unpaid agricultural activities in family farms or in low wage labor in their localities. These tendencies often hinder their chances of progressing to the high school level.

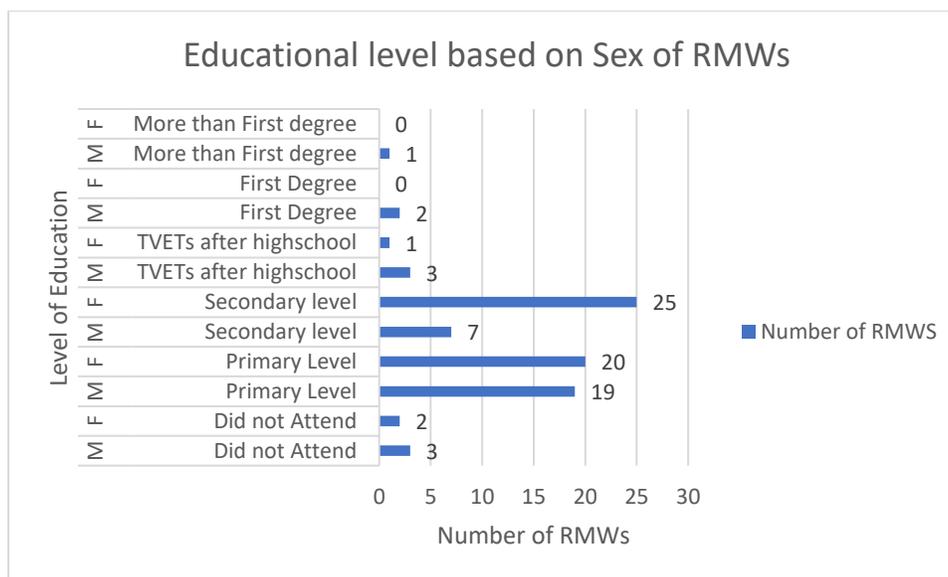


Chart 5: Educational level of RMWs

Comparison of educational attainment based on region shows the majority RWMs originated from Addis Ababa and Adama city had high school level education, whereas those from Amhara (Debrebirhan and Showarobit) and SNNPR (Butajera, Witta Kebele) regions had primary level education. This shows the disparity in access to education between urban areas and remotely located kebeles and Woredas.

Men RMWs, originated from Addis Ababa and Adama, had above high school education training, including one PhD RMW. Handful of women had achieved higher education or trainings. RMWs who had college level TVET indicated that they migrated because of lack of job opportunity or to seek out better payment. Despite having skills training and some job experience before their migration, none of the skilled RMWs could use their knowledge to secure a better job either in their country of origin or in destination countries, rather they deskilled and sought out daily labour activities.

*“I attended a three-year Building and Electrical installation program from Butajera polytechnic college, however after my graduation, I couldn’t find a job, and few of the work opportunities I had were through referral of some people. I earned very little for that, and it barely covered the cost of living. I became dependent on my parents. I was frustrated and decided to look for job opportunities abroad together with my friends....I suffered a lot in the hands of brokers and smugglers, the journey on foot and by boat was so hard until we reached Saudi Arabia...After staying for a while I found a job as a camel shepherd. I knew nothing about taking care of camels but I had no option than accepting the offer. However, after working for a month the employer refused to pay my salary...I left that job and got another one, to assist in construction work”. RMW, SNNPR*

The above quote extracted from an interview demonstrates the multi-dimensional problems which are common to youth migrant workers, starting from difficulty in finding a dignified and

decent job, lack of job matching centers, forcing many to rely on referrals, to reliance on irregular migration and the risks and vulnerabilities that come with it.

Three of male informants who had higher education stated that they were able to obtain professional employment while in the destination country (Sudan). They continued work in these professional positions after their return using the skills and knowledge they acquired abroad. According to information obtained from MoE, RMWs are entitled to obtain recognition for skills and knowledge acquired abroad if they bring the necessary documents and certificates. This was also confirmed by informants who had higher level trainings.

About half of the RMWs who have primary and secondary level education, did not have their certificate of completion at hand. Many stayed for abroad for long periods of time and did not know the location of their certificates or they did not think it is important to acquire a certificate. The records or certificates can be retrieved from MOE if there is a need. This may present significant challenges, though, given the outdated record management and administrative bureaucracy that exists in Ethiopia. Given the time elapsed and requirement of presenting certificates to attend TVET or continue formal education, not having the certification at hand may create a significant delay if RMWs want to develop their skills or continue their education.

### Skill acquired prior, during, and upon return

The majority of RMWs who participated in this study did not identify as having any skills prior to their migration. Many of them were students in primary or high school, particularly those originating from the city of Addis Ababa and Adama town, while others were involved in unpaid farming activities with family members and petty trading activities such as selling of food items and clothes.

During migration, almost all interviewed women were involved in domestic work, while men were involved in daily labor activities related to metal work, agriculture, animal husbandry, and driving.

Lack of skill prior to and during their migration was a significant challenge for most of the RMWs to support themselves economically upon return. The vast majority of rural informants are still dependent on their families for financial needs or tied to unpaid farming activities with families or close relatives. Furthermore, the lack of securing livelihood was mentioned as a barrier to their social cohesion and acceptance within the community. This shows the considerable challenges RMWs face in their socio-economic reintegration process.

### Vocational Training through reintegration support

Individual reintegration support programs aim to promote the RMWs economic self-sufficiency by supporting to set-up of small businesses, promoting the (re-)joining the local labour market, and increasing RMW's skills through enrollments in education or vocational trainings and/or utilization

of newly acquired skills and knowledge.<sup>50</sup> Twenty-six percent of those interviewed received non-formal TVETs upon their return and/or financial support, implicating that only a small number of RMWs obtain access to TVETs, compared to the large majority of RMWs coming back to Ethiopia. RMWs interviewed for this assessment from Amhara and SNNPR regions, particularly at woreda and kebele levels mentioned that reintegration assistance often stops at post arrival support and basic life skills training and no further economic reintegration support is provided. Key informants from MOLS and MOWSA explained this might be related with limited resource capacity of the regions as well as gaps in referral and implementation at lower level. Moreover, they explained both federal and regional level administrations deals with high numbers of unemployed youth that are seeking equal attention and livelihood support.

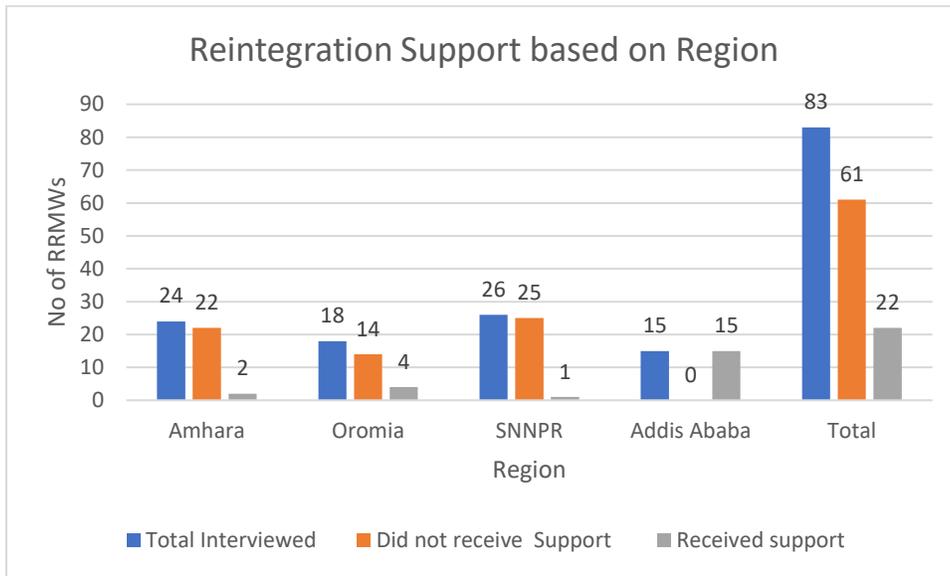
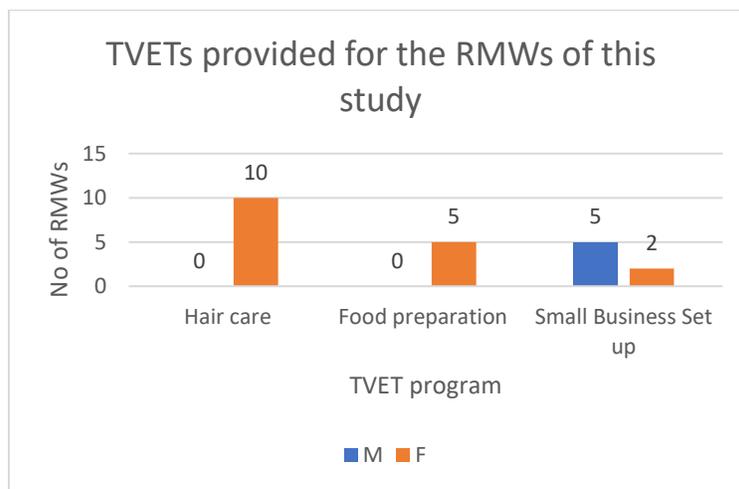


Chart 6: Reintegration support based region



<sup>50</sup> IOM, 2017.

Chart 7: TVETs provided to RMWs

On skills trainings provided through reintegration support, women largely concentrated on skills related to food preparation and hair care. Men RMWs who received reintegration assistance were involved in non-skill based activities such as establishing small item shops, animal rearing and agriculture to generate their current income. According to key informants, available skill-based trainings for men included production of construction materials, wood work and metal work, as well as driving. However, most RMWs prefer to get financial support to establish small businesses that involve in skill based trainings. The assessment found out that, the RMWs who were supported financially were able to generate income and sustain their economic needs.

From Ten women RMWs who received Hair care training Two of them were able to open small hair salon with the financial support they received after the training for starting up the business and another two were employed. The remaining did not use the TVETs skills they have received. Among the five women RMWs who received food preparation none were able to secure employment or be self-employed. This shows, the contribution of reintegration support programs in creating economic opportunities is very limited. But it can be also noted that most of the supports that enabled the RMWs to generate income are not skill-based. Moreover, whether the provision of reintegration assistance has a longer impact and assists RMWs to sustain their economic needs in the long-run remains to be seen.

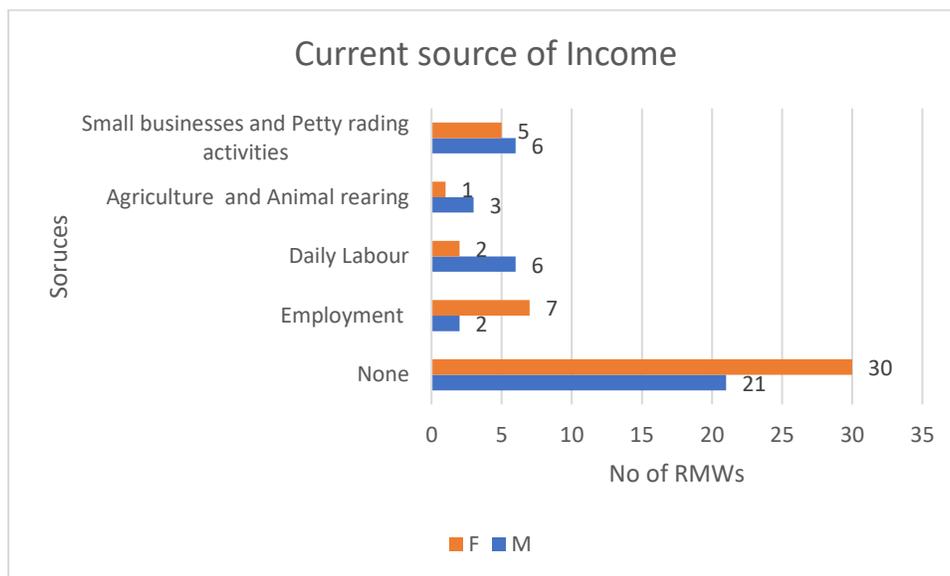


Chart 8: Current source of income

Daily labor refers to an informal job available on daily base. Employment is one source of livelihood for returnees. Among the interviewed, only 10% were employed in service sectors and not all of them were related with TVETs provided through reintegration support. Almost none secured employment through the TVETs provided. Employment sources for women included waitressing and/or serving as saleswomen in small shops and hair salons while for men. Driving Bajaj<sup>51</sup>. The

<sup>51</sup> A small three Wheel car used for public transportation purposes

assessment found that, most women returnees trained in hair care and food preparation were doing other things unrelated to the acquired skill, such as selling coffee on the street or serving as salesperson in cloth shops or cafeterias. Few others also mentioned the salary they would earn utilizing those skills could not cover the transportation cost required to be employed and for this reason they choose to stay at home despite having the skills and certificate

*“I have a certificate on Food preparation but most restaurants and hotels said that the skill I have is not enough ...The certificate might help in the future. I am currently employed in small clothing shop. The salary I get is so little, it barely covers my daily expenses. They pay me about 2000 birr”. RMW, Addis Ababa*

*“I was trained in women hair care and I was able to secure a job after my training... worked for a few months and stopped it because the salary I earned couldn’t cover my transportation cost, let alone other things....now I am selling coffee on the streets. The income is better”. RMW, Oromia*

The majority of those who did not have any source of income have little hope to secure decent livelihood in Ethiopia and are very vocal about their remigration plans.

*“I travelled to Saudi Arabai twice illegally, if I got the chance I will go again. What should I do here? There is nothing to do here. It is very difficult to cross the sea but it is better to go and die instead of sitting and doing nothing here”. RMW, SNNPR*

*“I am currently contacting my friends in KSA to facilitate my migration, I have been there twice and I know the struggle of reaching there but at least I was able to support my family and provide food for my two children” RMW, Oromia.*

*“I saved nothing for myself while I was there, I sent some to my family and the remaining I used it for living expenses while I was there. I want to go legally now so that I can save something for myself” RMW, Amhara*



**Helen Aregahegn, Addis ababa**

Helen received reintgraion support through AGAR-Ethiopia, one of implmenting Partners of IOM, she started taking food prepartion skill training but did not finish it because her interst was in handcrafting. Currently her source of income is selling different handcrafts and ornaments. She taught the skills of making diferent types of ornaments online and do not have certificate. She sells her products through her personal connection. According to her, challenges in selling her products relates with lack of linkage with the potential market and lack of working shade.

*“Trainings provided by stakeholders should be based on interest. Otherwise resources are invested but not used by the returnees. It is a huge waste” For example, I took training on food preparation just because I was provided the opportunity but never finished it nor used it. My interest was in handcrafting...the TVET options provided were limited. Now I am earning my income by doing what makes me happy”.*

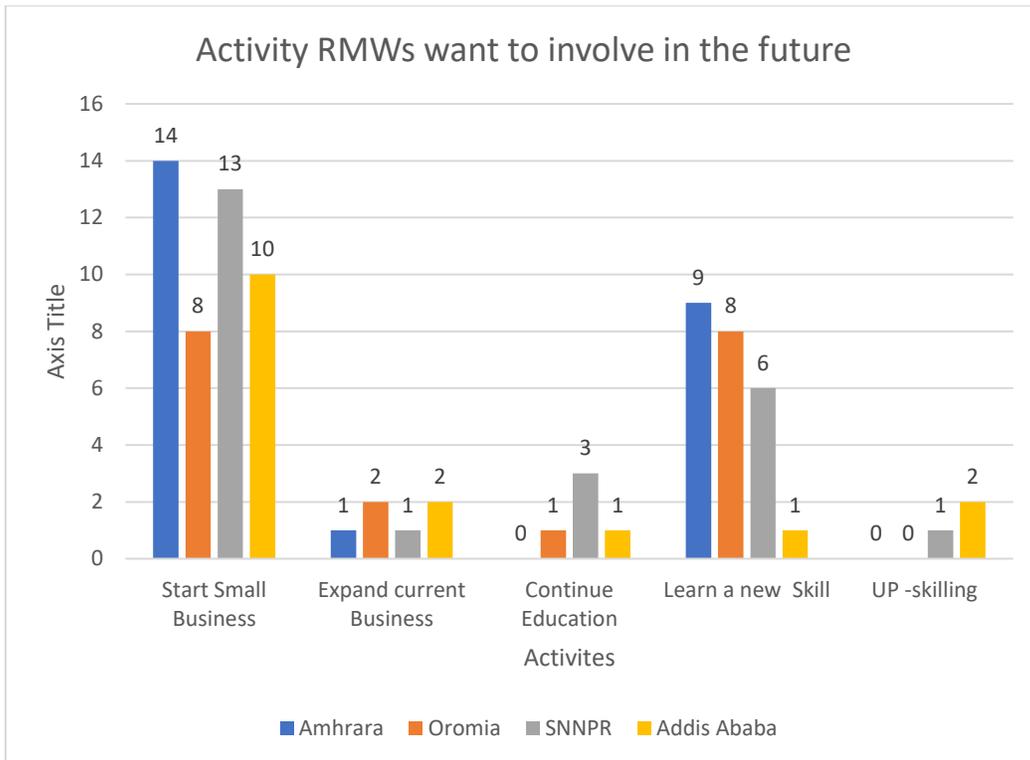


TVETs provided through reintegration support programs do not equip the RMWs with adequate skills to re-enter the labor market and to increase the employability of RMWs. However, if RMWs were financially supported to establish small businesses using the skills acquired or without TVETs it helped them to be self-employed. Lack of capital or credit was identified as challenges to engaging in self-employment using the skills acquired.

Overall, it is evidenced that RMWs who receive reintegration support are better off compared to those who did not receive any reintegration assistance. Some returnees who did not get financial support noted that the life skills and business skills trainings they received assisted them to become more resilient and optimistic, despite not having an income. The majority of those supported financially were able to engage in livelihood activities such as small item shops, animal rearing.

### New skill or Up-skilling needs of RMWs

The following chart shows activities RMWs want to involve in the near future



As indicated in the above chart, most RMWs showed interest to get financial support to involve in small businesses. About 29% wanted to involve in new trainings, which were skills in construction, wood work and metal work and driving for men while Cloth sewing and garments, food preparation and hair care trainings for women. It is observed that RMWs showed interest to learn a new skill are from regional cities, Woreda and Kebeles. RMWs who already took different skill trainings did not show interest for potential upskilling rather they preferred to get financial assistance to establish a small business with the skills already acquired or a new area. The majority of RMWs interviewed do not believe skill trainings will solve their economic problems. Focus was

mainly on short term economic gains and stability rather than long-term skill development. For some, additional involvement in skills training is considered as a waste of time. This demonstrates the deep-seated economic challenges that RMWs face and the significant effort required among stakeholders in order to encourage RMWs to get involved in additional skill- based trainings.

Among those who showed interest, all want to take new skills and up-skills if support is provided by the government or other stakeholders as they do not have financial resource to do so. While the majority (forty-seven percent) of youth interviewed for this study had aspirations to start their own business none have required skill except a few participated in the business skills trainings provided through reintegration supports.

### Challenges in acquiring new skill or up-skills

Common challenges Interviewed RMWs mentioned include being fearful about of not having the required capability to re-enter training programmes because they had been away from education and training for long periods of time, not knowing what to expect from the skill trainings, and the negative migration experience they had at transit and destination countries, constraints of time, as their efforts were required elsewhere in order to provide for their families, in addition to lack of financial support. Except for the few who were able to continue their education, none of the RMWs were involved in skill development programs nor did they plan to do so in the near future on their own.

*“Once you started making money, it is difficult to go back to education and training”*

*RMWs, Addis Ababa*

*“I do not want any skills training, rather I would appreciate if I could find financial support or credit facility to start my own business”. RMW, SNNPR*

Such expressions were a consistent theme throughout the interviews in all assessed locations, including those who received reintegration assistance. A migrant worker who returns to the country after a long stay abroad may find it difficult to cope with changes in the educational institution, curriculum design, and the teaching and learning process during his/her absence.. This may explain their reservations to involve to seek up-skilling that might improve their economic condition in the long run.

These results imply two significant points: First, the role of reintegration programs in the economic empowerment of RMWs is vital. Those who received assistance were able to generate income and they are in a significantly better economic position than others, even though the supports were largely not skill-based. Second, the results show, the existing skill gaps in addressing the economic problems of RMWs. In terms of skills development and financial support accessible to RMWs at the regional or lower level administrations such as wordes and kebeles, efforts must be made to address these gaps in service provision so that RMWs at all levels receive equal level of support and access to reintegration support. Since providing financial support as startup capital is not

manageable given the overwhelming number of RMWs in the country, intervention that focuses on increasing employability skill that would enable wage employment contribute to the current efforts in ensuring sustainability of RMWs.

## 10. Key findings and Preliminary Recommendations

Economic empowerment of return migrant workers through promotion of skills and facilitation of employment and self-employment is vital to ensure sustainable reintegration to their home country. It also aids in minimizing the future involvement of the returnees in irregular movements.

The objective of this rapid assessment was to conduct a skills mapping assessment in Ethiopian communities hosting high number of returned migrant workers and to explore opportunities on how to improve their capability and competence to better fit the labour market demands in Ethiopia. The result of this rapid assessment is based on a small sample size of RMWs mostly from GCC countries. Additional data collection in this area to explore RMWs evolving needs will be beneficial.

Key findings are below:

- The rapid assessment identified that most RMWs have below or secondary level of education and most RMWs found in rural areas of Amhara-Showarobit and Debrebirhan and SNNPR –Witta kebele found in the primary level.
- The majority of RMWs did not have any prior skills before their migration. Very few had some TVET training before their migration and first degree and above during migration.
- During migration, almost all women were involved in domestic work, most men in daily labor activities related to construction, agriculture, and animal husbandry, and very few in driving and teaching.
- After their return, about twenty-six percent of those interviewed received non-formal TVETs. Women mainly concentrated on skills related to food preparation and hair care while men received reintegration assistance in basic business skills to establish small item shops, animal husbandry, and agriculture. Available skill-based training for men includes producing construction materials, woodworking, metal work, and driving but participation found to be minimal.
- Most RMWs were unemployed or underemployed and could not sustain their basic financial needs, except a few who were well educated, could get financial reintegration assistance, or had some savings from their migration.
- TVETs provided through reintegration support programs do not equip the RMWs with adequate skills required in the labor market and do not necessarily help increase the employability of RMWs. It is mainly because training is often basic, with less practical exposure in the labor market

- Non-formal and short-term training currently provided through reintegration schemes are helpful for a short-term benefit in self-employment but do not increase the employability skill of RMWs.
- Lack of skill before, during, and after their return was a big challenge for most returnees to sustain their livelihood.
- Long-term absence, fear of not having the skills necessary to succeed, the negative migration experience they had in transit and destination countries, time constraints, and access to finance were main challenges mentioned by RMWs for potential new skill or upskilling.
- Most RMWs preferred non-skill-based programs or financial support over skilled-based reintegration programs.

Recommendations are made based on the above findings and are focused in the areas presenting the most opportunity to address RMW participation in the labour market.

### 1. Investing in *Cooperative demand-based trainings*

Given the high number of RMWs and limited resources within Ethiopia, increasing labor participation through employment is an area with enormous potential to increase participation of RMWs in the labor market. To this end, stakeholders could collaborate with TVET centers and private and public employers, such as industrial parks, hotels, and other governmental and non-governmental agencies to create special demand-based training programs, through memorandum of understanding or other cooperative agreement for each partner to take responsibility in increasing the economic opportunities of RMWs. Donor organizations provide financial support to equip the TVET centers with required resources to train well qualified youth based on employer demand, TVET centers design occupational based training based on employer demand, whereas the private and public organizations take the responsibility of providing job opportunities. Creating such a platform and collaboration, particularly with large private and governmental organization will increase RMWs employability skill, alleviate the mismatch between trained man power and market demand, and promote employment opportunity with better payment.

### 2. Strengthening capacity of TVETs

According to the data gathered from different organizations as well as TVET center there is a mismatch between employer's requirement and trained skill labor from different TVET centers. Various studies identify that current skill training provided in TVET centers does not prepare young people well enough for the demands of the labour market. The first main challenge identified was lack of adequate resources within training centers to meet the theoretical and practical knowledge demand that the Ethiopian labor market requires. This includes, up-to-date technological machinery for practical application, well-trained teachers and trainers and other facilities and inputs required for the training. Such challenges were observed to be significant in regional level TVET centers. At the regional level, resources are not adequately available, machinery is not functioning well or obsolete, thus forcing TVET institutes to provide only theoretical education. In

In addition to lack of practical and technical skills, a number of employers identified that trained labour has gaps in soft skills needed for their companies such as communication, time management, work ethics etc. Increasing the capacity of TVET centers' teaching staff and management as a whole and equipping the centers with technologies required is one intervention area that stakeholders must address in order to minimize the mismatch between trained labour and employer demand.

### *. 3. Develop training to increase resilience of RMWs and preparation for skill development*

Based on the primary data collected from Addis Ababa and regions of Amhara, SNNPR, and Oromia, Many returnees noted that they prefer to obtain financial support to establish small businesses rather than become involved in skill-based training programmes. This financial support enables RMWs to generate income within a shorter time frame. Skill-based supports, however, are more likely to enable long-term impact on sustainability of reintegration. Many RMWs stayed in the destination countries and passed through different traumatizing experiences during their journey, transit, and stay in the host country. Interviewed RMWs also mentioned that they often cannot cope with changes in the educational institution, curriculum, and teaching-learning process, which evolved during their absence. This often-left RMWs with the perception that developing their skills through the education and training system upon their return would be very challenging. Therefore, it is important to work towards an education and training system that mitigates the specific concerns expressed by the RMWs in order to assist them with developing their skill sets upon return. It would be beneficial to integrate the importance of skills development into the various brief trainings provided on life and business skills upon their return in order to instill the benefit of furthering skills development in the fields they are interested in. Moreover, as enrolling in skills training after a long absence from the education and training system might prove difficult for the above-mentioned reasons, strengthening the capacity of the skills development centers and supporting potential migrants as well as the youth population in general to develop their skillsets is a more resource-effective manner of addressing unemployment and underemployment. To this end, interventions on education and skills development and job creation opportunities could prevent youth from leaving their homes to migrate irregularly for economic opportunity. Community-based education and skills development programs targeting potential migrants are recommended as effective measures to support sustainable reintegration rather than investing in them upon return.

Moreover, primary and secondary data shows the focus of stakeholders in economic empowerment of RMWs is mainly through SMEs and to some extent community level interventions. While this is relevant and impacted the life of many returnees the community as well as potential migrants, by helping them generate income that is required for their livelihood, widening skill based reintegration support and increasing employability skill of RMWs will add to the current efforts of reintegration supports mainly focused on self-employment.

#### 4. Integration of Youth Cohort into Decision-Making process

The young population of Ethiopia has immense potential if the systems, policies, and directives are designed and implemented to cultivate their potential. To drive the implementation of the directives and ensure inclusive and sustainable development, it is vital to involve youth in decision-making process. For instance, youth may have more sway in selecting the type of trainings they want (in most governmental TVET centers trainees are assigned to available trainings options rather than based on their interest)). By incorporating basic surveys on preferred areas of training, incorporating their view in policy and program developments, and in creating platforms where they might lend their voices, would facilitate better matches between labour market supply and demand.

Interventions on education and skill development centered around youth enhancing job creation opportunities will detract from push factors that encourage many Ethiopian youth to leave their homes and travel irregularly for economic opportunity. Community-based education and skill development programs targeting potential migrants is suggested and expected to be more effective than investing on migrants upon their return.

#### 5. Invest in One-stop youth Centers

The development of skills of youth alone is not likely to solve the unemployment or underemployment of RMWs. New jobs must be created as well as adequate matching of available skills that meet the labour market demands. Efforts addressing the linking of adequately trained labour to labour market need to go hand-in-hand with job creation efforts. According to the data collected, Ethiopian youth struggle to access labor and skill development information. A center where young people can obtain labor market information, for example available job opportunities, access to skills training, and other related services will ease the ups and downs as well as the job matching process. Such one-stop centers have to be established in close cooperation between government agencies, employers, employees, and TVETs to bring all stakeholders together to share information job opportunities, employment status, available training, and other related issues. This improves social, economic, and personal development of youth. In this regard, “The YES Centre” (implemented by ILO under the SINCE program)<sup>52</sup> showed promising results, particularly in connecting regional government actors from various bureaus.<sup>53</sup> It was also suggested that the center could be extended to link young people to future entrepreneurship and leadership trainings in areas where future businesses are expected to be set up. Hence, IOM could collaborate with all actors’ government, private and non-governmental organizations to add to such efforts.

<sup>52</sup> ILO Supported the Youth Employability Services Centre (the YES Centre) in Bahir Dar (2016-2019/20 technically and financially, The YES Centre provides a physical space where young people can go to so as to register as job seeker, access skills training, and be linked to future employers.

<sup>53</sup> Marielle Le Mat, 2020

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## Annexes

### I. Semi Structured Interview Guide for Returnees

Date of Interview \_\_\_\_\_

Duration of the Interview \_\_\_\_\_

Region of the returnee \_\_\_\_\_

Participation No \_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained)

**Part I: This part aims to collect basic demographic data and will be filled by the data collector after consent is obtained from the participants and before the actual interview commences.**

1. Sex

Male  Female  Other

2. Age

Below 18  18 -24  25 – 32 years  33–45 years  > 45 years

3. Educational level

No Formal education  Elementary  High school

12+2 diploma  First degree or more

4. Do you have any credential /certificate of completion of

Elementary education  High school Education

12+2  Other

5. Do you have any Technical and Vocational Education and Training?

If yes, what was the training, where did you attend, for how long, and do you have any credential /certificate of completion?

6. Do you have any income after your return? If Yes

(Please specify monthly income amount) \_\_\_\_\_

7. Dependents Yes \_\_\_\_\_ If yes (how many) \_\_\_\_\_ No \_\_\_\_\_

8. How many times did you migrate so far (where each time and why)?

9. From which country did you recently return from? (How long has it been since your return)?

10. When did you return to Ethiopia? Through which means? (Air, road, foot, other,,,) \_\_\_\_\_

11. Was your return voluntary or involuntary?

**Part 2: This part aims to collect data on vulnerability, protection needs required skills and up-skills to ensure successful reintegration of return migrants. This part may include additional probing question related to the matter under investigation to get in-depth data.**

**Vulnerability and protection needs**

12. What are the major reintegration challenges you are facing after your return and why?

- Lack of skill/knowledge
- Lack of access to credit
- lack of working premises
- lack of working capital
- Lack of technical support
- Health issues, child care
- Lack of family support

Other \_\_\_\_\_

13. Have you received any form of assistance after your return from Government, UN agencies, Local or international NGOs?

If yes, what kind of Reintegration assistance did you receive?

How effective were these assistances?

Please elaborate \_\_\_\_\_

### **Acquired skill and up-skill requirements, challenges**

14. What are the skills you had before your migration? (Were you able to use it before you migrate, during your stay abroad and upon return? why or why not?)

15. Were you engaged in work activity while you were abroad? (Regularly and irregularly) If yes, in what kind of work? How did you secure that job?

16. Are there any skills you acquired while abroad? (If yes, were you able to use it during your stay abroad and upon return? why or why not?) Do you have credential or recognition for the skill you acquired abroad? If not why and if yes, how did you acquired these credentials? Are these credentials recognized by MOE?

17. Did you learn any new skills after your return?

- If yes, what type of skill?
- Are you using them to sustain your livelihood, if yes please elaborate how?
- Who provided financial assistance to learn new skills (Own sources, Government? Other development programs run by INGOs, UN etc?)

### **Labor Market opportunity and skill development**

18. In what type of Labor activities or job are you involved currently? And the skill required to the job and how they acquired the skill? If they have faced any challenge to acquire the skill needed– to elaborate.

19. What skills you think you require to sustainably reintegrate in to your community?

20. What kind of skilling or up skilling opportunities are available in your surroundings (mentioned in no 19) and what are the challenges to achieve them?

21. Do have a plan to engage in any type of skill training? If yes in what type? And who will or can support you to do so and why?

22. Before we concluded, is there anything you want to add?

**Many Thanks for Your Time!**

## II.KII Guide for Stakeholders

### a. Local NGOs (AGAR/WISE) and International Organization (IOM, ILO)

Date of Interview \_\_\_\_\_

Duration of the Interview \_\_\_\_\_

Office Represented \_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained).

#### **Return and reintegration challenges, vulnerability and protections needs**

1. What are **major activities** performed by your organization to ensure sustainable reintegration of returnee migrant workers
2. Based on your experience, what are the **major reintegration challenges** for returnee migrant workers in Ethiopia? (Are the challenges different for men and women returnee migrant workers? (Please elaborate)
3. What are their **vulnerabilities and protection needs**?
4. Considering the existing reintegration challenges, what kind of **measures and support programs** do you think will better ensure sustainable reintegration of returnee migrant workers?

#### **Acquired skill, up-skill and challenges to acquire a new skill**

5. What skill **development programs** are provided to returnee migrant workers by your office or in collaboration with other organizations? (Successes, gaps, challenges, how do they match their skill development program with the labour market demand)
6. Are there any reintegration support programs currently available to returnee migrant workers in relation to **utilizing their prior skills or learning a new skill** (what were the challenges and successes)?
7. What are the **monitoring mechanisms** used to evaluate the success of reintegration assistances provided particularly in skill development and applicability of the skills to improve the economic condition of the returnees?
8. Do the skills and up-skills provided enable returnees to **be competitive** in the job market or entrepreneurship? (Why /why not?)
9. What are **returnee migrant worker's challenges to acquire new skill and up-skill**? (What makes it different based on gender and region?)
10. What kind of skill development mechanisms you suggest sustaining migrant worker returnee's economic needs in the future and why?
11. Based on your experience, what are the **main sources of livelihood possibilities and sectors** for women and men returnee migrant workers? Why?

12. I thank you for your time, but before we conclude, is there anything you think is important and want to add to our discussion?

**b. Federal / Regional level Government Offices**

***I. Ministry of Women and Social Affairs (MOWSA)***

Date of Interview \_\_\_\_\_

Duration of the Interview \_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained).

**Return and reintegration challenges, vulnerability and protections needs**

1. What are **major activities** performed by your ministry to ensure sustainable reintegration of returnee migrant workers, particularly women.
2. Based on your experience, what are the **major reintegration challenges** of women returnee migrant workers in Ethiopia?
3. What are their **vulnerabilities and protection needs**?
4. Considering the existing reintegration challenges, what kind of **measures and support programs** do you think will better ensure sustainable reintegration of women returnee migrant workers?

**5. Are there any policy frameworks to support women skill development? (If yes, please tell me if they are implemented and efforts put in place to coordinate between different levels of administration)**

**Acquired skill, up-skill and challenges to acquire a new skill**

5. What **skill development programs** are provided to women returnee migrant workers by your office? (Successes, gaps, challenges)
6. Are there any reintegration support programs currently available to women returnee migrant workers in relation to **utilizing their prior skills or learning a new skill** (what were the challenges and successes)?
7. What are the **monitoring mechanisms** used to evaluate the success of reintegration assistances provided particularly in skill development and applicability of the skills to improve the economic condition of the returnees?
8. Do the skills and up-skills provided enable women returnees to be **competitive in the job market or entrepreneurship**? (Why /why not?)
9. What are women returnee migrant worker's **challenges to acquire new skill and up-skill**?
10. What kind of skill development **mechanisms you suggest** to sustain women returnee's economic needs in the future and why?

### **Market opportunity and job creation**

11. Based on your experience, what are the **main sources of livelihood possibilities for women** returnee migrant workers? Why?
12. What are **new labour market demands** and opportunities for low skilled and medium skilled labor in your region and the country?
13. How is your region or ministry or firm, organization working to meet the new labour market demands?
14. I thank you for time but before we conclude, is there anything you think is important and want to add to our discussion?

### ***II. Ministry Of Education***

Date of Interview \_\_\_\_\_

Duration of the Interview \_\_\_\_\_

Participant no \_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained)

### **Policy frameworks and supports on acquired skill, up-skill and challenges to acquire a new skill**

1. Are there any **support programs** facilitated by your office to ensure sustainable reintegration of returnee migrant workers?
2. Are there any **policy frameworks and /or curriculums designed to skill and upskill per the market demands and employability** of low/middle level skilled youth and returnee migrant workers by your office? (Successes, gaps, challenges)
3. Does your office work in collaboration with TVET centers and MOLs to evaluate the quality of education and training provided and the applicability of the skills to the labor market? (Please elaborate)
4. Is there a policy framework or practice that enable **skill recognition of returnee migrants workers' certificates/diplomas of skills acquired aboard**?

5. I thank you for your time, before we conclude, is there anything you think is important and want to add to our discussion?

#### *IV. Ministry Of Labor and Skills (MOLS)*

Date of Interview \_\_\_\_\_

Duration of the Interview \_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained).

#### **Activities and policy frameworks on acquired skill, prior and upskills**

1. As a Minister office, what are major gaps observed in the Ethiopian Labor market?
2. What are measures being taken to improve the gaps by the government/your office or in collaboration with local and international organizations?
3. Are there any **skill development programs** designed for low/middle level skilled youth and returnee migrant workers provided by your office? (if yes, successes, gaps, challenges)
4. If yes, do the skills and up-skills provided enable returnees to be competitive in the job market or entrepreneurship? (Why /why not?) – what has to be done to improve?
5. Are there any policy frameworks and practices available to the youth/returnee migrant workers in relation **to skill development, utilizing their prior skills or learning a new skill** (if yes, what were the challenges and successes)?
6. Are there any **policy frameworks and practices to recognize certificates/diplomas** on education and skill trainings acquired aboard? (If yes, successes, gaps, challenges)
7. What kind of skill development mechanisms you suggest sustaining returnee’s economic needs in the future and why?

#### **Market opportunity and job creation**

8. What are **new labour market demands and opportunities** for low skilled and medium skilled labor in your region and the country?
9. How is your region or ministry or firm, organization working to meet the new labour market demands?
10. Thank you for your time, but before we conclude, is there anything you think is important and want to add to our discussion?

### ***Job Creation Commission***

Date of Interview \_\_\_\_\_

Duration of the Interview \_\_\_\_\_

Office Represented \_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained).

### **Policy frameworks and job creation**

1. What are **major challenges and gaps in creating jobs** for low/middle level skilled youth?
2. What are the **mechanisms your office provides to improve the challenges/gaps** in labor market for low/middle level skilled youth?
3. Based on your experience, what are **major skill gaps of the youth/returnees**?
4. Are there any **policy frameworks or practices that aims to create job opportunities for returnee migrant workers**? (If yes, please elaborate)
5. Are there any **identified sectors with high market opportunities** for low and medium skilled youth returnees?
6. Do you have **collaboration with local NGOs, international Organizations and other government offices** that provide skill development programs to returnee migrant workers? If yes, was your office able to create jobs for them? (If yes, what are the challenges and successes? )

7. How do you evaluate **quality of TVET and other institutions** in the country, capacity of trained youth? Do you think skill development programs provided by TVETs prepare the trainees for the labor market? (Considering the labor demand, do you have any suggestion for improvement?)
8. What are **new labour market demands and opportunities** for low skilled and medium skilled labor in your region and the country?
9. How is your region or ministry or firm, organization working to meet the new labour market demands?
10. I thank you for your time, but before we conclude, is there anything you think is important and want to add our discussion?

#### *V. Federal Technical and Vocational Education and Training Agency*

Date of Interview \_\_\_\_\_

Duration of the Interview \_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained).

#### **Practices and policy frameworks on skill development of the youth/returnee migrant workers**

1. Are there any **policy frameworks or practices** that aim to develop the skill sets of returnee migrant workers/youth in general by your office? (If yes, please elaborate?)
2. Are there any reintegration support programs currently available to returnee migrant workers in relation to **utilizing their prior skills or learning a new skill** (if yes, what were the challenges and successes)?
3. If yes do the skills and up-skills provided enable returnees to be competitive in the job market or entrepreneurship? (Why /why not?)
4. What are **challenges** faced by returnee migrant workers or youth in general, to acquire new skill and up-skill? (What makes it different based on gender and region?)
5. What are **new labour market demands and opportunities** for low skilled and medium skilled labor in your region and the country?
6. How is your firm/region working to meet the new labour market demands?

7. How do you evaluate **quality of TVET and other institutions** in the country, capacity of trained youth to meet the labor demand? (Do you have any suggestion for improvement?)

8. I thank you for your time, but before we conclude, is there anything you think is important and want to add?

*VI. Technical and Vocational Education and Training Centers (providing trainings to the youth as well as returnee migrant workers)*

Date of Interview\_\_\_\_\_

Duration of the Interview\_\_\_\_\_

This assessment aims to collect data on skill sets, and up skills requirement, vulnerability and protection needs, and job market opportunities of returnee migrant workers of different regions in Ethiopia to ensure sustainability of reintegration. The data collected will be used to inform different return and reintegration programs in the country. Your participation in this interview is voluntary and no remuneration or any form of benefit is provided. You have a right to withdraw from the study or from the interview any time. Before we start, I want to assure you all the information you provide is confidential and will not be used for any other purpose than the stated objective. Would you be willing to participate? (Verbal/oral consent will be obtained).

### **Acquired skill, up-skill and challenges to acquire a new skill**

1. What are the **skill development programs provided to the youth/** returnee migrant workers by your institutions? (What is the duration for the trainings and the successes, gaps, challenges?)
2. What are **major sectors hiring low/middle level skilled youth** in the labour market?
3. How do you evaluate **quality of TVET** and other institutions in the country, capacity of trained youth? Do you believe, the skills and up-skills provided enable returnees to be competitive in the job market or entrepreneurship? (Why /why not?)
4. Does your institution provide **employment attachment programs** with Govt, local and international organizations? If yes, do you receive any feedback on the training or capability of the graduates?
5. What are **challenges** faced by returnee migrant workers or youth in general, to acquire new skill and up-skill? (What makes it different based on gender and region?)
6. What are **new labour market demands and opportunities** for low skilled and medium skilled labor in your region/the country?
7. How is your region or firm, working to meet the new labour market demands?
8. What are the major **suggestion for improvement** you have to better match low/middle skilled graduates to the labor market? Why?
9. I thank you very much for your time but before we conclude, is there anything you think is important and want to add to our discussion?

## III. List of Key stakeholders participated in the interview

Name of the Organization	Federal/Addis Ababa	Position	Regional	Position	Total
MOWSA	1	Returnee Reintegration Director	3 (Oromia, SNNPR, Amhara)	Woreda Level Officers	4
MOLS	2	Overseas Employment Director and Returnee Reintegration Team focal person  Trainees' Development Team Leader	1 (Amhara-Debrebrihan)	Job and skills Team leader	3
MOE	1	Former Resource Mobilization Senior Expert and currently Senior Refuge Education Expert	-	-	1
IOM	2 (JI and AVRR units)	National Program Officer, Reintegration JI, Reintegration Assistant, Migration Management Unit (MMU)	-	-	2
ILO	1	Program Manager	-	-	1
AGAR Ethiopia	1	Program Manager	-	-	1
LIVE ADDIS CIVIL SOCIETY, Program Officer	1	Program Manager	-	-	1
TVET CENTERS	1 (Lovely Beauty Training Center)	Founder and CEO	1 (Amhara-Debrebirhan poly Technic college)	Vice Dean and Education and skill Team leader	2
<b>TOTAL</b>					<b>15</b>

#### IV. New MOIS Organizational Structure

