

# Composition on Skilled Workforce

An individual that is knowledgeable about a specific skill or trade is termed a skilled workforce. Society is rapidly adopting technical breakthroughs in almost all areas of human interest. So the demand for a skilled workforce to carry out this task is growing rapidly each passing day. Each country's prosperity depends on how many of its people are at work and how productive they are, which in turn rests on the skills they have and how effectively those skills are used. Skills are a foundation of decent work.

Countries, enterprises, and persons all perceive skills development as strategic and consequently seek to step up investments in skills. To make a skilled workforce, each of our countries will need, through its own national policies, to strengthen the ability of our workers to adapt to changing market demands and to benefit from innovation and investments in new technologies, clean energy, environment, health, and infrastructure.

A second is building solid bridges between the world of work and training providers in order to match skills provision to the needs of enterprises. This is often done best at the sectoral level where the direct participation of employers and workers together with government and training providers can ensure the relevance of training. A third is continuous workplace training and lifelong learning enabling workers and enterprises to adjust to an increasingly rapid pace of change. Fourth is anticipating and building competencies for future needs. Fifth is ensuring broad access to training opportunities, for women and men, and particularly for those groups facing greater difficulties, in particular youth, lower-skilled workers, workers with disabilities, rural communities.

Decent work, a universal aspiration, is the best path to the self-

advancement of women and men. The cornerstones of a policy framework for developing a suitably skilled workforce are broad availability of good-quality education as a foundation for future training; a close matching of skills supply to the needs of enterprises and labor markets; enabling workers and enterprises to adjust to changes in technology and markets; and anticipating and preparing for the skills needs of the future. ) Good-quality primary and secondary education, complemented by relevant vocational training and skills development opportunities, prepare future generations for their productive lives, endowing them with the core skills that enable them to continue learning advice. (The Government can bring the numbers of students in vocational training closer to reduce school drop-out rates and prepare workers for new jobs in emerging sectors.)

Efforts to increase the demand for training include providing education grants to more young people, improving the supply of training by engaging enterprises and linking training more closely to their needs, and raising social perceptions of vocational training. These and other steps comprise the Government's "road map" towards more rapid reform and increased graduation rates. (The Sustainable Economy Law should be made that can include a chapter on professional training aimed at avoiding skills gaps.)

Equal access for all to education, vocational training, and workplace learning is a fundamental principle of cohesive societies. Constant attention is required to ensure it is applied in reality. Some groups of people may require more attention than others if they are to benefit from the opportunities to develop their capacities through education and training. These include under-represented groups; minorities; people with disabilities; immigrants; people from particularly disadvantaged communities; people who have been unemployed for long periods; and people caught up in large-scale redundancies as a result of restructuring.( In this way our country

may be turned into a country of the skilled workforce).