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CONTINUING VOCATIONAL TRAINING IN LUXEMBOURG: WIDESPREAD, BUT UNEVENLY DISTRIBUTED

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YOU'LL
NEVER
WORK
ALONE.

This newsletter examines how widespread continuing vocational training is among employees in Luxembourg, who takes part, the conditions under which it takes place, and what prevents employees from participating. Employees' assessment of their own training opportunities has fallen from 54.5 to 46.1 points on a scale from 0 to 100 since 2014.

In 2025, 73.3% of employees participated in at least one form of continuing vocational training during the preceding 12 months. For just over half of them (53.3%), further training was limited to on-the-job training or instruction or training sessions lasting no more than one day. Participation varies considerably by occupational group: it stood at 84.0% among professionals and at 38.0% among elementary occupations.

On-the-job instruction and one- or multi-day training courses are generally fully funded by the employer. In addition, one- and multi-day courses predominantly take place during working hours.

This is less often the case for longer training programmes leading to a qualification. For these programmes, employers made no contribution to the costs in 18.0% of cases, and four out of ten took place entirely or mainly during employees' free time. At the same time, these programmes are the ones most frequently rated as very useful. However, the data on these training programmes should be interpreted with caution, as some respondents may also have included shorter courses leading to a certificate.

From employees' perspective, companies primarily support training financially, and less often by providing time or recognition. Among those who did not participate, the most frequently cited reason was lack of time (57.0%), followed by lack of support (47.8%) and lack of employer funding (44.7%). Just under one third cited lack of interest (30.0%).

1. Why is continuing vocational training important?

Digitalisation, artificial intelligence and demographic change are altering the knowledge and skills required in many occupations. At the same time, in the face of skills shortages, companies depend on developing the skills of their existing workforce. Continuing vocational training is therefore important to both sides.

It enables companies to remain adaptable, while for employees it affects whether they can continue to perform their jobs effectively and what career-development opportunities are available to them.

The effectiveness of workplace training has been extensively researched. A meta-analysis found medium to large effects on learning, workplace behaviour and organisational outcomes (Arthur et al., 2003). However, whether what has been learned is actually applied in day-to-day work also depends on whether the work environment supports its use (Blume et al., 2010).

In the *Quality of Work Index*, training and promotion opportunities are separate dimensions of job quality. Job quality as a whole is associated with employees' well-being and health (Steffgen et al., 2020).

Luxembourg has set itself the target of having 62.5% of adults participate in education or training within a year by 2030. According to the most recent Adult Education Survey, conducted in 2022, the figure was 45.2% – above the EU average of 39.5%, but still 17.3 percentage points below the target (European Commission, 2025).

Since this rate covers the entire adult population and does not include on-the-job instruction, it cannot be compared with the participation rates among employees reported in this newsletter. Moreover, average figures reveal little about how training participation is distributed.

Whether someone participates depends, among other factors, on their existing level of education, company size, support from supervisors, and whether the company provides learning opportunities at all (Kyndt & Baert, 2013). A comparative review of studies from 13 countries concludes that adult education has so far done little to reduce social inequalities and instead tends to perpetuate them (Kilpi-Jakonen et al., 2015).

Continuing vocational training can take very different forms. A short briefing on a new machine, a one-day specialist lecture, a multi-day course and a longer qualification leading to a recognized credential differ in the time required, the costs involved and the benefits they ultimately bring to employees. The *Quality of Work Survey* recorded these four forms separately in 2025. This makes it possible to show who receives which type of training and under what conditions it takes place.

This newsletter first examines how employees' assessment of their training opportunities has developed since 2014. It then presents the prevalence of the different forms of continuing vocational training in 2025 and the extent to which participation varies between occupational groups. It subsequently looks at the conditions under which training takes

In this newsletter, only the masculine generic is used for the purpose of clarifying the text. It refers to any gender identity and thus includes both female and male persons, transgender persons as well as persons who do not feel they belong to either gender or persons who feel they belong to both genders.

place: whether the employer covers the costs, whether it occurs during working hours or in employees' free time, how useful participants consider it, and the extent to which companies support their employees. Finally, it examines the factors that deter those who do not participate.

The analyses are based on data from the *Quality of Work Survey* (QoW; Sischka, 2026), an annual representative survey of employees in Luxembourg. The surveys conducted between 2014 and 2025 are used to examine developments in training opportunities. All other analyses refer to 2025, when 3,171 people were surveyed.

2. Development of perceived training opportunities

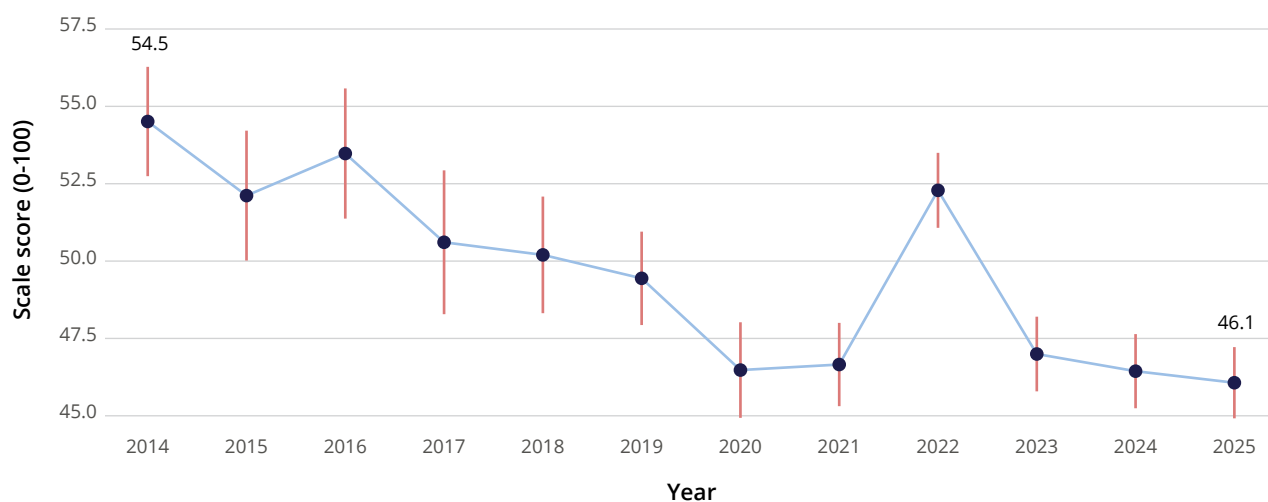
Figure 1 shows how employees assess their training opportunities. The scale is based on two questions: the extent to which respondents have opportunities to develop their skills within their company, and the extent to which their company supports them in doing so. The responses are converted to a scale ranging from 0 to 100.

In 2014, the mean score was 54.5 points. By 2020, it had declined, with slight fluctuations, to 46.5 points and remained at that level in 2021.

Following a temporary rise to just over 52 points in 2022, the score declined again, reaching 46.1 points in 2025.

Employees therefore assess their training opportunities more than eight points less favourably today than at the beginning of the survey period. This is an assessment of perceived opportunities rather than actual participation in continuing vocational training, which is examined in the following sections.

Figure 1 : Development of perceived training opportunities – How employees assess their opportunities to develop their skills within their company and the support they receive in this regard



Note: QoW data from 2014 to 2025. Weighted mean scores on a scale ranging from 0 to 100, with 95% confidence intervals. Only one of the two items is available for 2014.

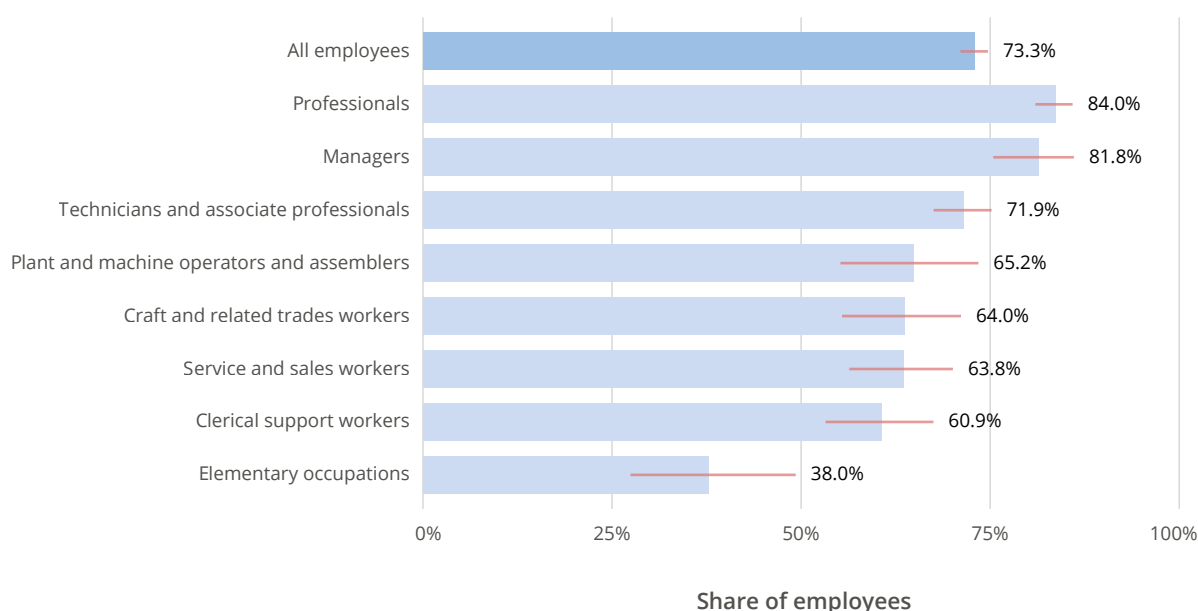
3. Participation in continuing vocational training

In 2025, 73.3% of employees participated in at least one of the four forms of continuing vocational training during the preceding 12 months (**Figure 2**). Just over one quarter had participated in none of them.

Participation rates vary considerably across occupational groups. Employees in professional occupations (84.0%)

and managers (81.8%) were the most likely to participate in training, followed by technicians (71.9%). In the remaining occupational groups, participation rates ranged from 60.9% among clerical support workers to 65.2% among plant and machine operators. Elementary occupations had by far the lowest participation rate, at 38.0%.

Figure 2: Participation in at least one training activity – Share of employees who participated in at least one of the four types of continuing vocational training during the past 12 months



Note: QoW data from 2025. Weighted mean shares with 95% confidence intervals.

Figure 3 breaks down participation by the four types of training. Workplace instruction (60.5%) and one-day educational events (62.3%) are the most widespread forms. Nearly one third of employees participated in multi-day events (32.0%), while around one in ten took part in longer training programmes leading to a qualification (10.3%). Just over half (53.3%) of employees who undertook further training participated exclusively in on-the-job training or instruction or one-day training sessions.

However, the data on training programmes leading to a qualification should be interpreted with caution. Four in ten respondents who had participated in such a programme reported having completed two or more in the previous twelve months. This would be unusual for programmes leading to recognised qualifications, such as a master crafts-

person qualification or a degree pursued alongside employment. Some respondents may also have included shorter courses leading to a certificate or individual modules of a longer training programme.

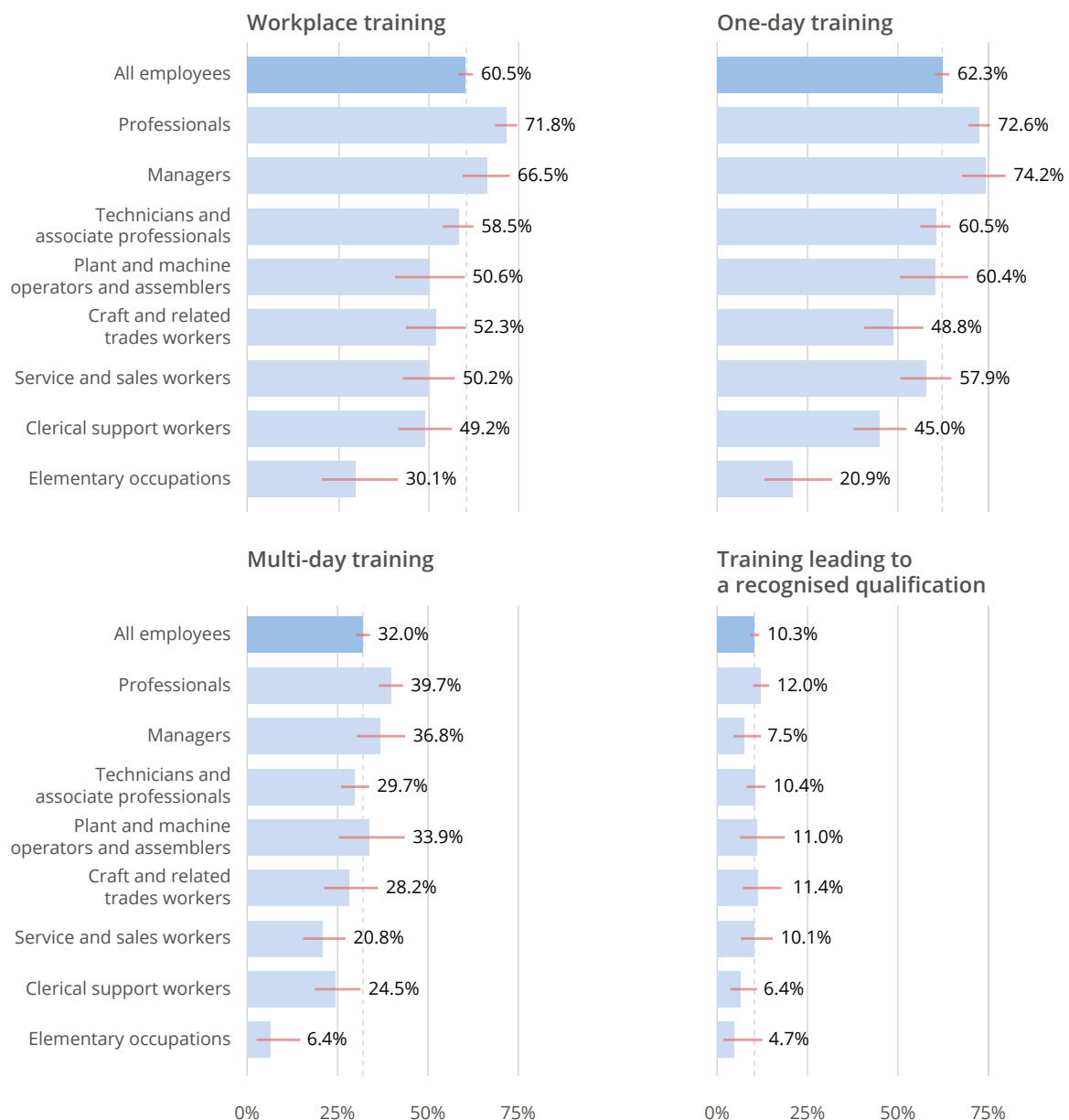
Differences between occupational groups are evident across the first three forms. Employees in professional occupations and managers are above average in each case, while workers in elementary occupations are far below average; the relative gap widens as the training becomes more extensive.

Employees in professional occupations receive workplace instruction almost two and a half times as often as workers in elementary occupations (71.8% versus 30.1%). For one-day events, their participation rate is nearly three and a half times higher (72.6% versus 20.9%); for multi-day events, it is around six times higher (39.7% versus 6.4%).

Clerical support workers are also below average for all forms of training, particularly for one-day events (45.0%), which employees in craft and related trades also attend relatively rarely (48.8%). Employees in service occupations participate comparatively infrequently in multi-day events (20.8%).

For qualification-oriented training programmes, rates range from 4.7% to 12.0% across occupational groups. However, these differences are too small to interpret reliably given the overlapping confidence intervals.

Figure 3: Participation by training type and occupational group – Dotted line: value of all employees



Note: QoW 2025 data. Weighted shares with 95% confidence intervals.

4. Who bears the costs and time burden?

Figure 4 shows, for participants, whether the employer covered the costs of their most important training activity.

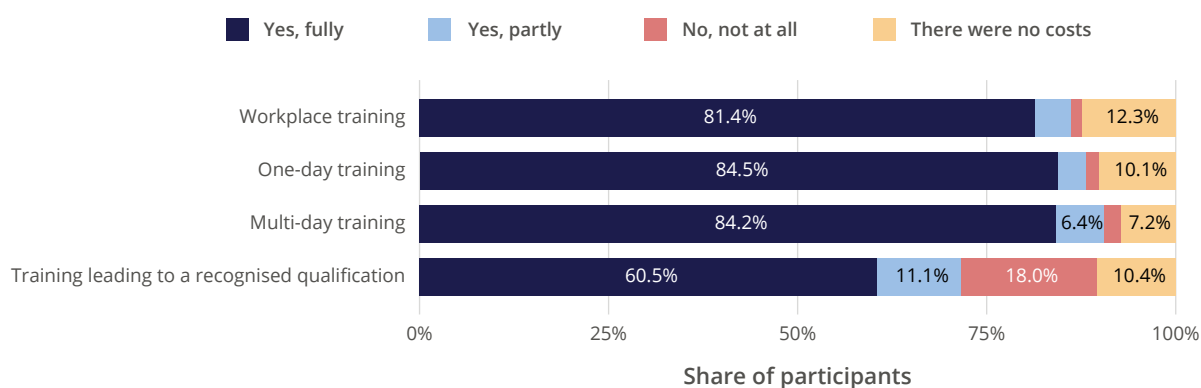
For workplace instruction and one- and multi-day training events, employers fully covered the costs in more than four out of five cases (81.4%, 84.5%, and 84.2%, respectively). Only 1.5% to 2.2% of participants reported no employer contribution at all, while respondents said that no costs arose for 7.2% to 12.3% of these activities.

Longer training programmes leading to a qualification show a different pattern. Employers fully covered costs in only 60.5% of cases and contributed partially in 11.1%; in 18.0%

of cases, they made no contribution at all. Participants are therefore more likely to rely on their own resources for the most time-intensive form of training.

The pattern is similar for whether training takes place during working hours. One- and multi-day events took place wholly or mostly during working hours in 88.3% and 85.4% of cases, respectively. This applied to only 59.9% of training programmes leading to a qualification; 28.7% took place entirely outside working hours and a further 11.3% mostly outside working hours. Thus, four in ten such programmes were completed wholly or largely in participants' own time.

Figure 4: Employer coverage of training costs – Based on the largest continuous training of its type



Note: QoW 2025 data. Weighted shares with 95% confidence intervals.

5. Usefulness of training

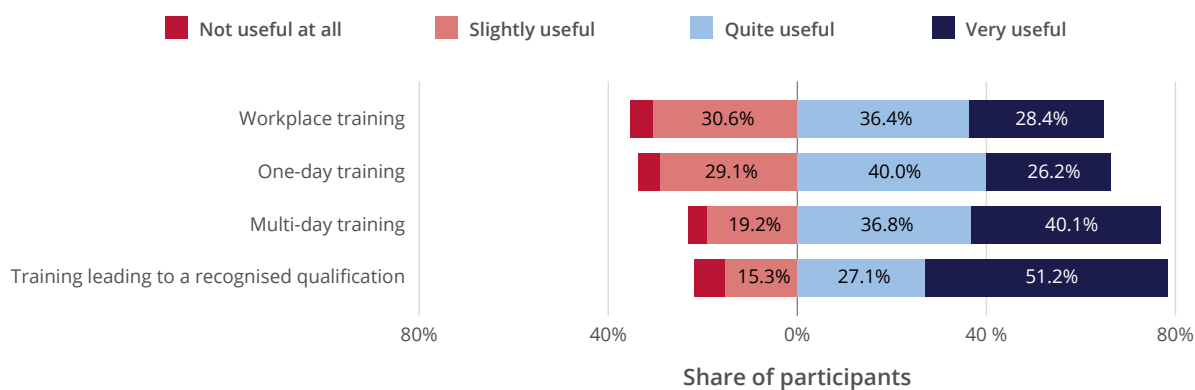
Participants rate their training activities positively overall (**Figure 5**). Depending on the type, only 3.9% to 6.4% consider their training not at all useful for their own work.

There are clearer differences in the proportion who found their training very useful. This applies to just over one quarter of participants in workplace instruction (28.4%) and one-day events (26.2%), compared with 40.1% for multi-day events and 51.2% for programmes leading to a qualification.

Including those who rated it "quite useful," 78.3% of participants in qualification-oriented programmes gave a positive assessment.

Thus, the type of training most often rated as very useful is also the one for which employers are least likely to cover the costs and which most frequently takes place during employees' own time.

Figure 5: Perceived usefulness of continuing training – To what extent was the training useful for your work?



Note: QoW 2025 data. Weighted shares with 95% confidence intervals.

6. Support provided by the employer

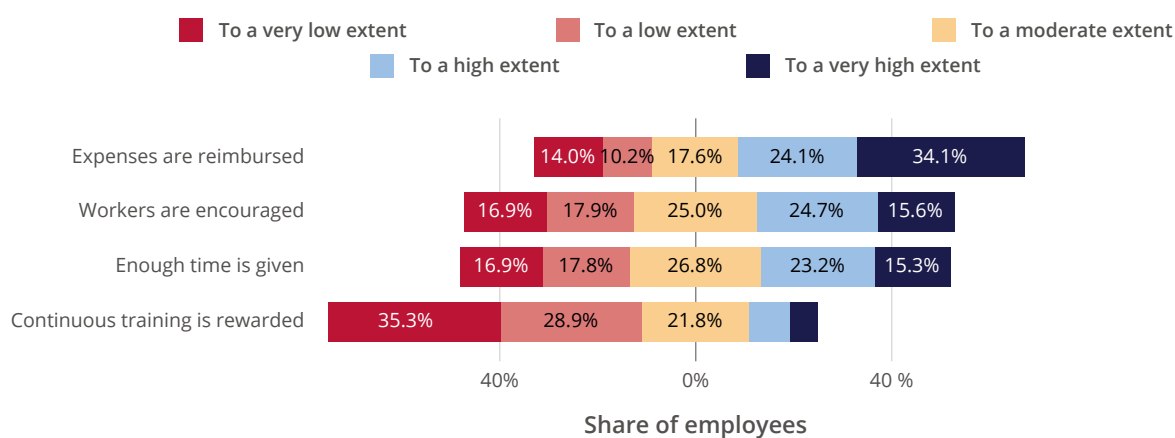
Figure 6 shows how employees assess support for continuing training in their workplace. Financial support is the most pronounced form: more than half (58.2%) report that their employer reimburses training costs to a high or very high extent.

Far fewer say, to a high or very high extent, that they are given sufficient time for training (38.6%) or encouraged to undertake it (40.3%). Around one third rate these two forms of support as low or very low (34.6% and 34.8%, respectively).

Recognition is the weakest form of support. Only 14.0% report that employees who undertake training are rewarded to a high or very high extent, whereas 64.2% experience this only to a low or very low extent.

Research indicates that acquired knowledge and skills are more likely to be transferred into day-to-day work when the work environment supports their application (Blume et al., 2010). In addition to funding, it therefore matters whether employees are given time for training and whether training is recognised in the workplace.

Figure 6: Employer support for continuing training – Degree of support; values to the left of zero indicate low support



Note: QoW 2025 data. Weighted shares with 95% confidence intervals.

7. What prevents non-participants from taking part?

All respondents were presented with five statements concerning reasons that may speak against participation in continuing vocational training. **Figure 7** compares the responses of employees who did not have participated in any of the four forms during the preceding twelve months with those of participants.

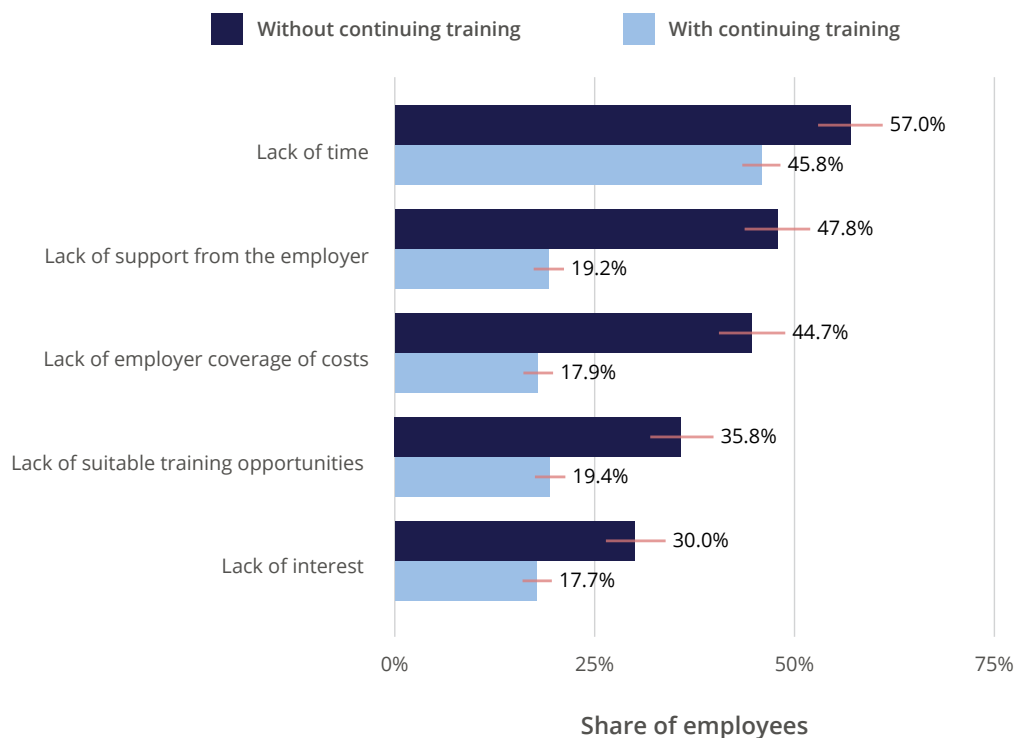
Respondents most frequently cite lack of time: 57.0% of employees without training, but also 45.8% of those who had undertaken training. Time constraints thus affect both groups, but more often employees without training.

The two groups differ most strongly with regard to reasons related to the employer.

Employees without training are around two and a half times more likely to state that their employer generally does not support continuing vocational training (47.8% compared with 19.2%) or does not pay for it (44.7% compared with 17.9%). A lack of suitable opportunities in their field of work is reported by 35.8% of employees without training and 19.4% of employees with training.

Employees without training least frequently cite a lack of interest (30.0% compared with 17.7%). The information reflects respondents' views. The data cannot distinguish whether the employers of employees without training actually provide less support or whether these employees are less aware of the existing opportunities.

Figure 7: Reasons that may discourage participation in continuing training – Share of employees to whom the statement applies, by participation in continuing training during the past 12 months



Note: QoW 2025 data. Weighted shares with 95% confidence intervals. Without continuing training: did not participate in any of the four forms of continuing training.

8. Summary and conclusions

Continuing vocational training is widespread among employees in Luxembourg. In 2025, nearly three quarters participated in at least one form of training, most commonly workplace instruction or one-day training events. These shorter formats are generally paid for by the employer, while both one- and multi-day events take place predominantly during working hours. At the same time, employees now rate their training opportunities less favourably than at the beginning of the survey period. At 46.1 points in 2025, the score is more than eight points below its 2014 level.

Participation is nevertheless distributed very unevenly. Employees in professional occupations and managers undertake training considerably more often than workers in elementary occupations, and the relative gap between these groups widens as the training becomes more extensive. Clerical support workers, as well as employees in service and craft occupations, are also below average. The findings are consistent with international research suggesting that adult education tends to reproduce rather than reduce social inequalities (Kilpi-Jakonen et al., 2015).

Those who did not participate in continuing training most often cite a lack of time. Almost half of employees without training also state that their employer does not support training, and just four in ten say that the employer does not pay for it. These two reasons show the largest differences compared with participants. By contrast, they cite a lack of interest least often. From the perspective of those concerned, participation in training therefore fails more often because of insufficient time and support than because of a lack of personal interest.

According to employees, employers' support is mainly focused on covering costs. Only around four in ten employees experience being given time for training or being encouraged to undertake it to a high or very high extent, while

only 14.0% report being rewarded for training to a high or very high extent. For employers, this means that, in addition to financing, allowing time for training and recognising it also matters – for example, through new responsibilities, career-development opportunities, or better pay.

Longer training programmes leading to qualifications stand out. They are most often rated as very useful; at the same time, employers are less likely to cover the costs, and four out of ten such programmes take place wholly or mainly during employees' own time. Those seeking this type of qualification therefore more often must invest their own time and, in some cases, their own money.

With the "*congé individuel de formation*" (individual training leave), Luxembourg has an instrument that can address this issue. Private-sector employees can take up to 80 days of training leave over the course of their working lives, with a maximum of 20 days within any two-year period. The allowance is paid by the employer, who is reimbursed by the State (Guichet.lu, n.d.). Training leave therefore addresses the reason most frequently cited as discouraging participation: lack of time. The Luxembourg Chamber of Employees (2025) has put forward reform proposals in this area, including further development of the "*congé individuel de formation*".

Luxembourg aims to raise adult participation in training to 62.5% by 2030 (European Commission, 2025). Achieving this will likely also depend on reaching employee groups that have so far participated in training only rarely, especially workers in elementary occupations. It will also depend on workplaces where training currently receives little support.

This newsletter distinguishes only between occupational groups. Further analyses of the QoW data could examine the role of additional factors, such as educational attainment, company size, or working hours.

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Method

For the *Quality of Work Index* study, which examines the working situation and quality of work of employees in Luxembourg, Infas (since 2014) has conducted approximately 1,500 to 3,200 annual interviews (CATI; CAWI) on behalf of the Luxembourg Chamber of Employees and the University of Luxembourg (Table 1). The findings presented in this report are based on the surveys conducted since 2014 (Sischka, 2026).

Table 1: Methodological background to the QoW survey

Purpose of the survey	A study of the working conditions and quality of work for employees in Luxembourg
Design, implementation, analysis	University of Luxembourg: Department of Behavioural and Cognitive Sciences, Luxembourg Chambre des Salariés, Infas Institute since 2014
Type of survey	Telephone survey (CATI) or online survey (CAWI; since 2018) in Luxembourgish, German, French, Portuguese or English
Sample size	2014: 1,532; 2015: 1,526; 2016: 1,506; 2017: 1,522; 2018: 1,689; 2019: 1,495; 2020: 2,364; 2021: 2,594; 2022: 2,696; 2023: 2,732; 2024: 2,939; 2025: 3,171
Focus on Continuing Professional Development 2025	Participation during the past twelve months in four forms of continuing vocational training: workplace instruction, an educational event lasting no more than one day, a multi-day educational event, and a longer training programme leading to a qualification. For the most important activity in each form: employer coverage of costs, timing (during or outside working hours; not collected for workplace instruction), and usefulness for one's own work (four-point scale). Employer support: four statements on reimbursement of costs, time, encouragement, and rewards (five-point scale from "to a very low extent" to "to a very high extent"). Reasons against participation: five statements (no interest, no time, no support from the employer, no employer coverage of costs, no suitable training opportunities), which all respondents assessed as applying or not applying.

Analysis	Weighted proportions and mean values with 95% confidence intervals. Occupational groups correspond to the first level of the ISCO-08 classification. Armed forces occupations and skilled agricultural, forestry and fishery workers are not reported separately because of small case numbers, but are included in the figure for all employees. Employees without continuing training are defined as respondents who did not participate in any of the four forms during the past twelve months.
Perceived training opportunities	Two items : • To what extent do you have opportunities to further develop your qualifications in your workplace? • To what extent does your workplace support you in undertaking further training? Cronbach's alpha is between 0.72 and 0.89. The scale is calculated as the unweighted mean of the two indicators, which range from 1 <i>"to a very low extent"</i> to 5 <i>"to a very high extent"</i>. The scale values are then normalized to a range from 0 to 100: $((\text{original scale value} - 1) / 4) \times 100.$

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