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WERKTUIGPPO

**Skill development subsidy program for the
Cultural and Creative Industries in the
Netherlands – a report on the effects and
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1. Introduction¹

The purpose of this report is to provide a benchmark for the evaluation of the WerktuigPPO instrument for subsidising training and education in the Creative and Cultural Industries (CCI). The report will examine who the users of this instrument are and how they compare with the rest of the workforce in the CCI, what the effects of the instrument were for them, and finally, how they themselves evaluate the instrument.

The issues of training and skill development in the CCI are of wider importance – they are an important part of discussions about both the competitiveness of the sector as well as the working conditions and sustainable careers of those working within it. Hence, the findings of this report will be discussed with this in mind.

1.1. *WerktuigPPO*

WerktuigPPO is a subsidy programme designed for individuals engaged in or aspiring to join the cultural and creative industries. Its primary objective is to facilitate the professional growth of workers within this sector. The provided subsidies can be used for a broad range of activities, catering to a wide variety of developmental needs present which range from formal educational pursuits to participation in learning networks. WerktuigPPO offers financial support covering one-third of the expenses incurred during a developmental trajectory, capped at a maximum of 2000 euros. The subsidy is allocated by the Ministry of Education, Culture, and Science and administered by Platform ACCT.

¹ The authors would like to thank Maarten Keune for his help during the writing of this report.

1.2. Main questions for the report

This report will be concerned with answering the following three questions:

- REPRESENTATIVENESS: *Who applied for and received funding through WerktuigPPO, and how do they compare to the overall work force in the CCI?*
- EFFECTS: *What effects did the education and training financed through WerktuigPPO have for those used it?*
- QUALITY: *How did the applicants experience the use of WerktuigPPO?*

The answers to these questions will be placed in the context of the evolving discussions about the importance of life-long skill development and challenges to realize this. To this end, this report includes a literature review about these issues.

1.3. Data

The empirical part of this report is comprised out of several sources. Firstly, the data from all of the application made for WerktuigPPO was used to determine the characteristics of those who applied and received funding through the instrument (application data). Secondly, a survey was administered to those who completed a programme financed with the help of WerktuigPPO, in order to assess the effects of the instrument (effectiveness survey). Finally, the third data set derives from a questionnaire sent to everyone who applied for the instrument to evaluate their application procedure (quality monitor).

In the sub-sections below, some of the main methodological concerns are addressed for each of the data sources used.

1.3.1. Application data

The application data concerns all applications made in the period between 17th September 2020 and 31st October 2022. In total, 18088 applications were made during this period, 61% of which were approved.

1.3.2. Effectiveness survey

The response to the survey was 34,9%, of which 24,9% also completed it in full. Such a response rate is not uncommon in social scientific research. An important risk of the low response rate is that the outcomes may provide a distorted picture of reality. This occurs especially when people with specific characteristics do not respond to the survey (see also: Vicente and Reis 2010). To address this issue, we compared the background characteristics of the individuals who completed the survey with those of the total group who received it. We also compared those who completed the survey in full with those who did so partially. The results show little difference in background characteristics among the respondent groups. Some noteworthy points: respondents who did not complete the survey in full tend to identify more frequently as male or non-binary. Respondents with a university education are generally overrepresented in the survey, particularly the group that completed the survey in full (31.1%), compared to all respondents who received the survey (18.5%). Additionally, the respondents who completed the survey (both partially and fully) are generally older (48.8 & 46.2 years) than the entire group of individuals who received the survey (40 years).

Despite the absence of major differences in background characteristics, the survey results should be interpreted cautiously. It is possible that individuals who experienced (significant) positive effects from the training funded by WerktuigPPO were more inclined to respond to the survey. This could lead to an overestimation of the effects of the instrument.

1.3.3. Quality monitor

The quality monitor was sent to everyone that applied for funding from WerktuigPPO, regardless of whether the funding was ultimately granted. The questionnaire was shared via email with approximately 10,500 individuals, of which 2158 respondents completed it. However, some respondents left one or more questions unanswered. These cases can be found in the analyses as the answer category 'No answer'.

The vast majority of respondents who completed the quality monitor were those whose applications were granted (90.4%), resulting of an overrepresentation of this group. The distribution over sub-sectors is not fully representative of the population that applied for WerktuigPPO. In the quality monitor, the creative business sub-sector is overrepresented, while arts and heritage, as well as media and entrainment sub-sectors are underrepresented.

1.4. Report structure

The report is structured as follows. Section 2 presents a literature review about the importance, challenges, and solutions to skill development, with a particular focus on the CCI and the Netherlands. Section 3 will answer the first question about the representativeness of WerktuigPPO using application data. Section 4 is concerned with the effects of the instrument, investigated using survey data. Section 5 is the *quality monitor* and will look into the evaluations of the instrument made by the applicants themselves. Section 6 concludes the report.

2. Literature review

The following section will introduce the literature on skill development. Particular focus will be placed on the importance and the benefits of skill development as well as the main challenges and issues of skill development in the CCI..

2.1. *Importance and benefits of skill development*

There is a general consensus on the importance of constant skill development and life-long learning across the sectors of advanced economies. The argument for lifelong learning lies the recognition that knowledge and skills rapidly evolve in response to technological advancements, economic shifts, and societal changes. Thus, embracing a culture of continuous learning isn't just advantageous; it's imperative for staying competitive and adaptable in an ever-changing landscape (Costa et al. 2024).

Continuous learning and development are associated with various benefits. On a societal level, maintaining a high level of skills and expertise has long been considered a marker of good quality employment and social welfare (Crouch 2006), in addition to being associated with higher economic growth and productivity (Grugulis, Holmes, and Mayhew 2017). The benefits of skill development for societies are not limited to economic perks – skills and education are also positively associated with non-economic benefits such as higher social participation and health (Grugulis et al. 2017).

Within firms and organizations, the advantages of prioritizing skill development are equally compelling. Studies have suggested that they can contribute to increased employee performance and satisfaction as well as lower employee turnover (Aguinis and Kraiger 2009). Crucially, the advantages for organisation are measured not only in increased productivity, but across performance indicators such as quality, innovation and employment growth (Cedefop

2011). Finally, for individuals, investing in skills and training can directly lead to increased income (Holmes 2017) as well as more sustainable careers in the long-term.

Data from the Netherlands shows that the importance of skill development and training is widely recognised within the workforce. According to data from the Nationale Enquête Arbeidsomstandigheden (NEA) from 2022, 43% of workers claimed they needed training or courses related to their work. At the same time, 52% of workers said they had followed a course of training for their for their work in the past 2 years (van den Heuvel, Beiro, and van Dam 2023; TNO 2023). The majority, 64% did so in order to be able to perform their jobs better, while 20% did so in other to keep up with the changes in their work, and 15% in order to increase their chances for securing work in the future.

2.2. Skill development in the CCI

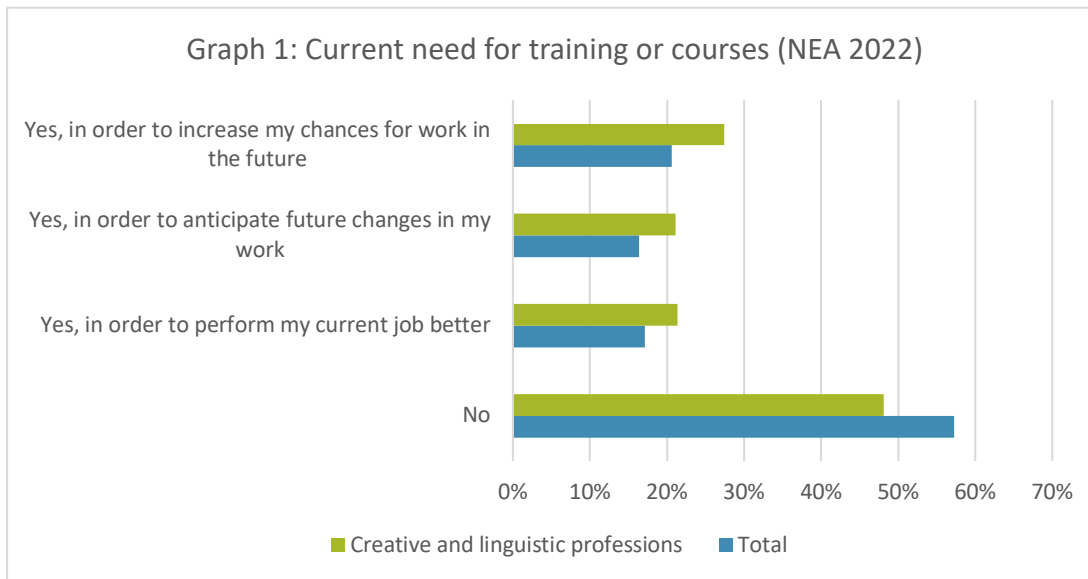
In the CCI specifically, life-long learning and professional development have been recognised as key for increased competitiveness as well as better working conditions. On the one hand, increasing the skill level of the sector as whole can make it more competitive on the global scale. On the other hand, within the sector itself, making sure that skill development is available and affordable to workers can contribute to more sustainable careers and incomes. This is acknowledged in the policy circles both internationally (Creative Ireland 2023; DCMS 2023) and in the Netherlands (Sociaal-Economische Raad and Raad voor Cultuur 2017).

The importance of continuous skill development in the CCI can further be illustrated by the variety of needed skills. Namely, work in CCI is usually said to require a combination of both technical and creative ability (Oakley and O'Connor 2015). Such a combination is reflected in the variety of competences which are described as crucial for creative work. The literature discusses technical, information, critical-thinking, communication and creativity

skills, all of which require refining and updating throughout careers (van Laar, van Deursen, and van Dijk 2022). Depending on the sub-sector, two additional skill sets can be particularly important for successful career paths in the CCI: digital skills and managerial, business, or entrepreneurial skills. In both cases, continuous learning and skill development are crucial, as they are often inadequately present in formal education curriculums (Bauer, Viola, and Strauss 2011).

Finally, technological change, rapid market developments as well as the importance of adapting to the dynamic preferences and consumption patterns of audiences mean that skill requirements in the CCI are subject to constant change, further inducing the importance of continuous learning. Recent reports on skill changes highlight this dynamic – in the UK, Culture, Media and Sports in general, and design in particular, are found to be among the professions with the highest “skill turnover”. This means that “old” skills become obsolete more quickly, while “new” skills become crucial more quickly (Costa et al. 2024). In other words, the “skill turnover” measures how rapid the skill change actually is across occupations, based on data about skill requirements.

Looking again at the data from the Netherlands, as represented in *graph 1*, it shows that in creative professions 52% of workers claimed they needed training for their work, which is higher than the average of 43% in the Netherlands. Moreover, 27% of the creative workers claimed they needed training and skill development in order to increase their chances for future employment, which is again higher than the total for Netherlands (21%) (TNO 2023). This data further highlights the need for skill provision and training in order to increase the sustainability of the CCI.



Source: NEA 2022 (TNO 2023)

2.3. Levels of skill provision

While skill acquisition can be beneficial for individuals and society, it can be costly as well as uncertain. Especially from an individual perspective, investing in skill development can be difficult, if the returns are not assured. For this reason, skill acquisition can be seen as a form of collective good (Crouch 2006).

Consequentially, skill development is facilitated by various societal actors. Conventionally, the different actors that facilitate skill development are the state, the market, the sector, the organisations and networks or communities (Crouch 2006). The speed of change in skill requirements means that coordination between those actors is important. For example, sectoral expertise on skills can be crucial for adapting to new requirements, while communities and networks can be important for facilitating life-long learning and continuous skill development.

Hence, from a collective perspective, there are two important questions around skill provision: firstly, who provides for skill development and secondly, how does skill provision fit within the wider context of policies around working conditions.

2.4. *Training and skill development provisions in the Netherlands*

The Netherlands have a long tradition of sector-level provision of training and skill development. These can be seen in the existence of sectoral funds which are active in this domain. In general, Dutch sectoral funds are concerned with four goals related to training and skill development (Coenen et al. 2022):

- Subsidizing training programs, courses.
- Coordinating and/or encouraging training programs, courses.
- Monitoring and promoting the quality of (vocational) education.
- Offering and providing its own skill development and training.

According to research by ECBO, 74% of all sector funds are engaged in the first category, namely subsidizing training or courses (Coenen et al. 2022:23). This category contains different forms, for example, course vouchers or subsidies for employers willing to provide training for their employees.

In terms of targeting training and skill development, most sectoral funds are oriented towards existing employees, however, groups such as recent graduates and starters or workers over the age of 55 are also often the specific focus for subsidy programmes. On the other hand, labour migrants and workers threatened with unemployment are least likely to be targeted by the training and skill development policies of the funds even though they might need it most (Coenen et al. 2022:30–32).

The collective nature of sectoral funds is also highlighted in the way training and educational policies are funded – 79% of them funded by the sectoral funds themselves, usually through collective agreements (Coenen et al. 2022:28). Hence, the example of Dutch sectoral funds presents an important solution for the problem of skill development and training as a collective good. However, sectors also vary in their challenges for the provision of skills. As the following section discusses, many of the problems with skill development in the CCI stem from the lack of clarity about who provides for training, in addition to the structural characteristics of the sector.

2.5. *Obstacles to sustainable skill development in the CCI*

There are several problems with and obstacles to skill development in the CCI. Skill development in this sector is often discussed as an individual matter (van Laar et al. 2022). The responsibility for training and learning is framed as an investment in “employability”, and creatives are often described as being “proactive” in search for training opportunities (Daniel, Fleischmann, and Welters 2017). In this way, investing in skill can become a part of career self-management, an individual strategy of navigating the creative labour market (Hennekam and Bennett 2016; Mietzner and Kamprath 2013).

However, individual responsibility for skills development also means that risks and costs are often borne by the creatives themselves. Indeed, costs in terms of money and time are seen as one of the major obstacles to long-term skill development in the CCI. In particular, it is argued that the project-based and often short-term nature of work in the sector mean that both the creatives and companies that employ them might be less incentivized to make these investments in time and money (van Laar et al. 2022). Evidence from the UK shows that on average, companies in the CCI are less likely to offer training and learning programmes for

their employees, compared to other sectors, while the employees in the CCI are also less likely to take part in such schemes compared to others (Giles, Spilsbury, and Carey 2020).

As pointed out in the previous section, training and skill development in CCI also happens on other levels. The organisations, or organisational hierarchies in which work happens are a usual place for skill formation (Crouch 2006). However, it is well established that the CCI are composed mainly of SMEs and include a large number of self-employed (Been and Keune 2021). This structure of the CCI often confronts individual creatives with a variety of clients and employers, decreasing chances of stable and linear progression (Hennekam and Bennett 2016). This type of flexibility, in combination with project based and short-termed work, as well as what it is often described as “boundary-less” careers, which leads to a lack of durable contexts in which skill development and training can happen.

Finally, academic literature on skills often highlights the importance of “communities of practice” as a sphere in which skill formation happens (Crouch 2006; Grugulis and Stoyanova 2011). The importance of such networks and communities for creative work is well established, as well as the benefits of collective learning environments (Vos 2022). However, some obstacles on this level remain, as the flexible working organisation as well as the high incidence of self-employment mean that workplace communities with different levels of seniority are often fractured (Grugulis and Stoyanova 2011)

Hence, despite a growing recognition of the importance of training and lifelong learning for work in the CCI, obstacles for sustainable skill development remain. As the above literature demonstrates, a strong argument can be made that these obstacles are caused or made worse by two characteristics of the CCI. The first is the structure of sector which entails a large number of small or medium enterprises as well as large number of freelancers. The second is the project-based and often short-term character of creative work. Together, these

features often leave the responsibility for the costs, both in terms of money and time with the creatives themselves.

In this way, the difficulties in acquiring further professional development and training become a part of the overall insecure working conditions in the CCI. Or put differently, improving access to training and skill development should be a part of any agenda for improving the working conditions in the sector, as well as the sector's overall sustainability and competitiveness.

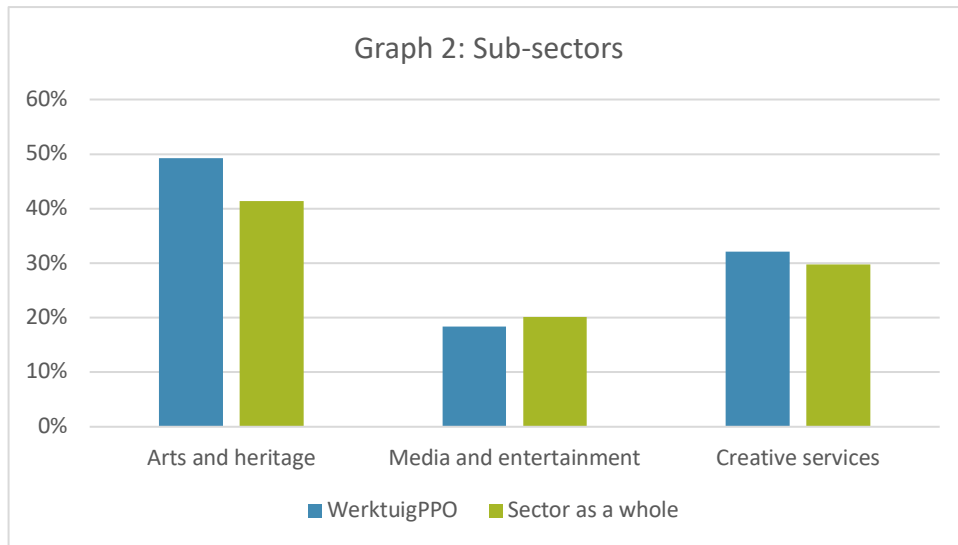
3. Representativeness

This section will examine the representativeness of the WerktuigPPO instrument by comparing application data and data about the sector as a whole from Statistics Netherlands.

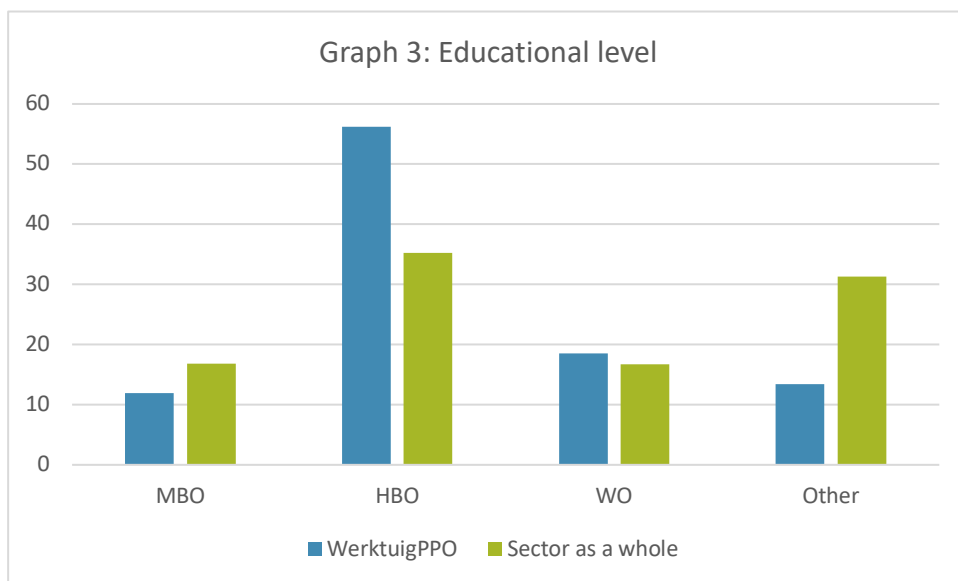
3.1. *Overview of the empirical state of the art*

Firstly, with regards to age, in both the sector as whole and among the instrument applicants the average age is 40, meaning that the instrument is representative of the sector in this regard.

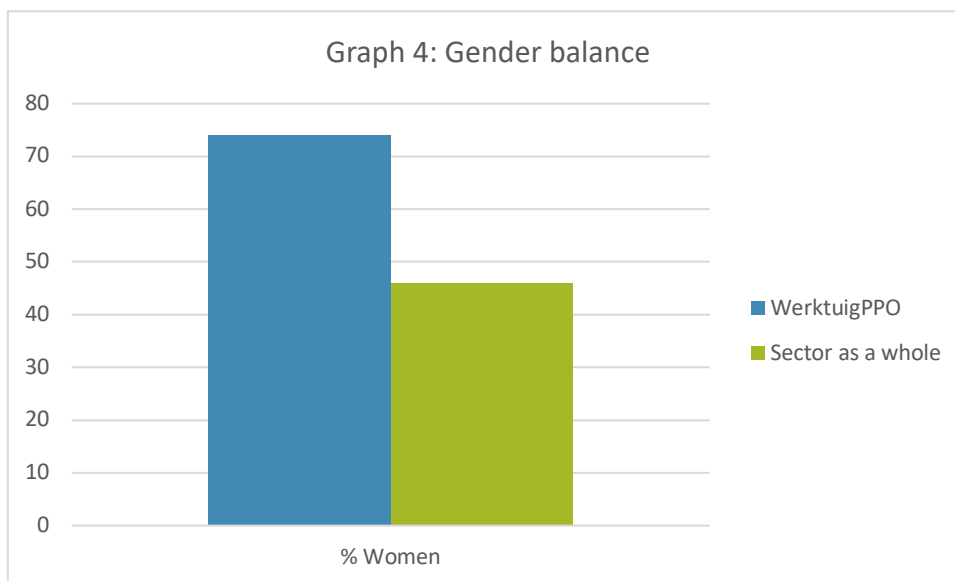
Second, when it comes to sub-sectors, the instrument is fairly representative of the sector as a whole, as seen in *graph 2*. The sub-sector of arts and cultural heritage is the only which is slightly overrepresented among WerktuigPPO applicants (49%) compared to the percentage of people working in the sub-sector as a whole (41%). A potential explanation might be that those working in this sub-sector are more in need of skills such as communication, managerial or entrepreneurial skills, which might not have been part of their formal education. Another possible explanation is that people in this subsector found their way to the instrument of WerktuigPPO more easily, for example because knowledge about its existence was spread through professional network. A final explanation is that these sub-sectors contain relatively many solo-self-employed workers, who might be in greater need of the instrument than those employed by an employer. After all, employers often provide training options to their employees whereas solo-self-employed workers need to take care of it themselves.



The educational level of the applicants compared to the sector as whole is presented in *graph 3*. MBO and WO are similarly present in both, while applicants with HBO are over-represented in WerktuigPPO. This finding might suggest that those with HBO level of education are in more need of particular skills which fall outside of the narrower expertise they acquired during education. It could also be the case that knowledge out the instrument found its way to networks of certain professional groups which require HBO-level.

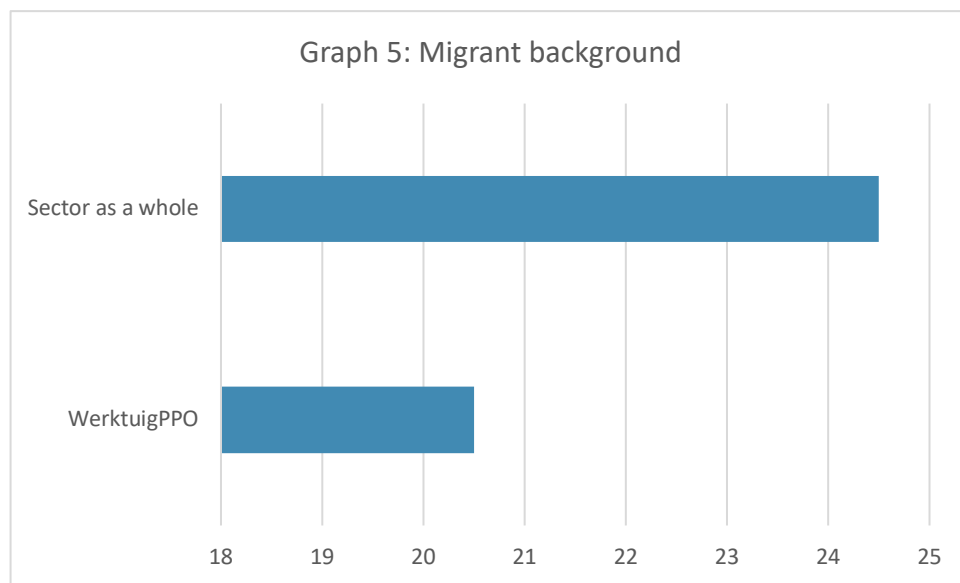


Next, the differences in gender balance in the applicant pool and the sector as a whole are presented in *graph 4*. As seen the table, the percentage of women is higher among the applicants than the sector as a whole. Gender-based inequalities are a feature of the CCI, hence this finding could be interpreted in this vein. For example, women might perceive a higher need for skill upgrading in order to advance their careers in male-dominated fields. Similarly to the other indicators in this section, explaining this finding requires more research.



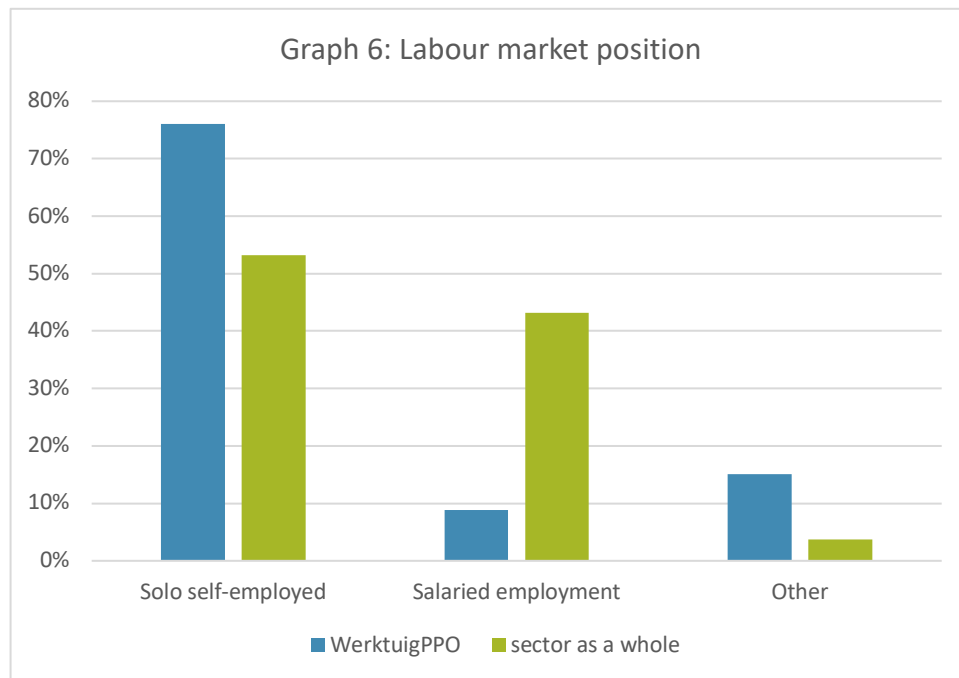
Migration background of the applicants and the sector as a whole is presented in *graph 5*. Based on the data presented in the graph, it can be concluded that creatives with a migration background are underrepresented among WerktuigPPO applicants. There are several potential explanations for this. Firstly, the needs and the preferences of workers with a migration background in terms of their skill development might be different. This can be for example, due to language barriers, but can also depend on the intentions or possibilities for the creatives to stay long-term in the Netherlands. The project-based nature of work in the CCI, or the demands to be highly (internationally) mobile, might disincentivise investment in skill-development. Secondly, as shown in the following sections, self-employed workers are

over-represented among the applicants while workers with a migration background might be more likely to work as employees, resulting in their underrepresentation in the instrument. Finally, as discussed in section 5 of this report, the majority of applicants heard about the instrument through networks or colleagues. Hence, the instrument has potentially not reached creatives with a migration background who might have less developed networks in the Netherlands.



The final graph in this section illustrates the differences in the labour market position of WerktuigPPO applicants. Here it can be seen that the solo self-employed are overrepresented in the instrument while waged employees are underrepresented. On the one hand, the solo self-employed are amongst the most precarious in the CCI, hence they often need extra help when it comes to investing in skill development. The fact that the instrument is used so often by them can thus be interpreted positively. On the other hand, the existing literature shows that in the CCI skill development is difficult even for employees (see also section 2.5 in this

report), hence there are still benefits for these types of instruments to be targeted at employees.



3.2. Summary

In general, it could be argued that the CCI are characterised by inequalities. These inequalities are partially reflected in the instrument itself. Notable differences between the applicants of WerktuigPPO and the sector as a whole are in terms of gender (higher percentage of women among the applicants), migration background (lower percentage of people with a migration background among the applicants) and labour market position (higher percentage of self-employed, and lower percentage of wage employees among the applicants).

Some assumptions about these differences can be made with references to the inequalities in the sector, the prevalence of project-based work and importance of networks. However, more research is needed into the needs for skill development of migrant workers or waged employees.

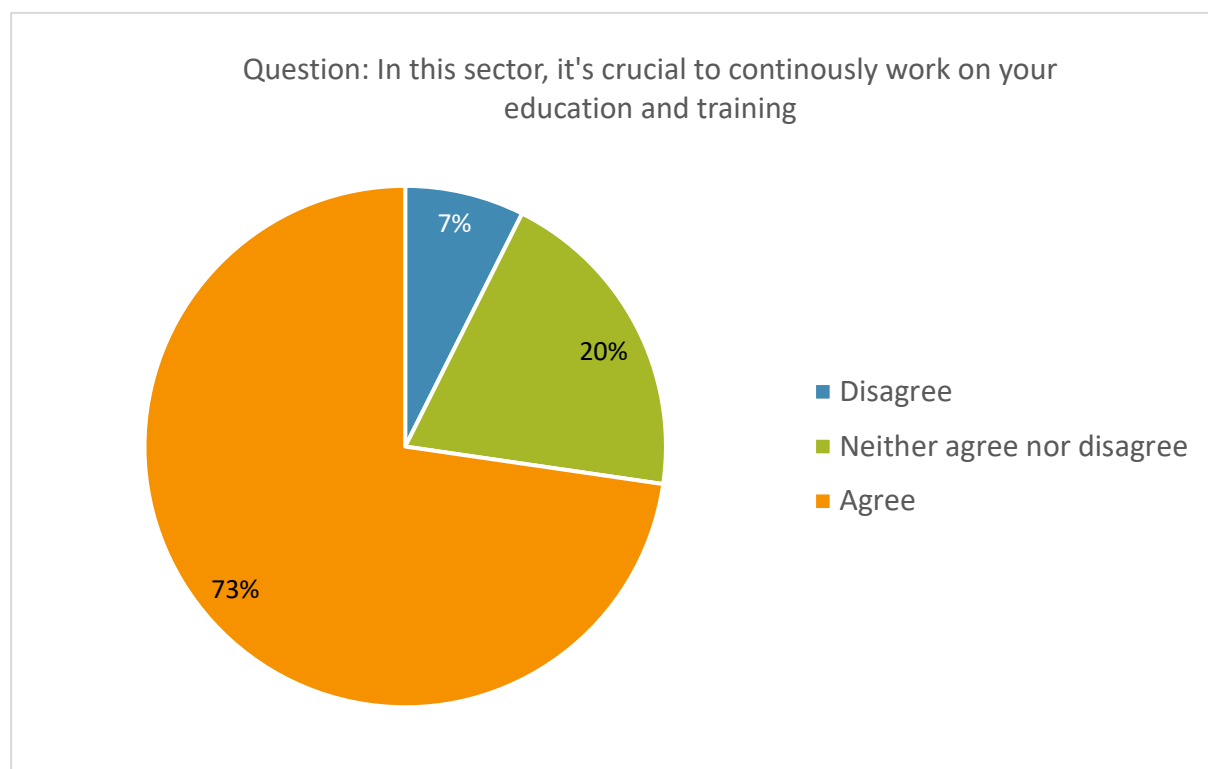
4. Effects

The following section of the report will discuss the results of the survey aimed at understanding the effects of WerktuigPPO.

4.1. Importance of training

The effects monitor offers insight into the attitudes which creatives hold about education and training. *Graph 7* shows that almost three quarters of respondents agree that continuous education and training are a necessity in the CCI.

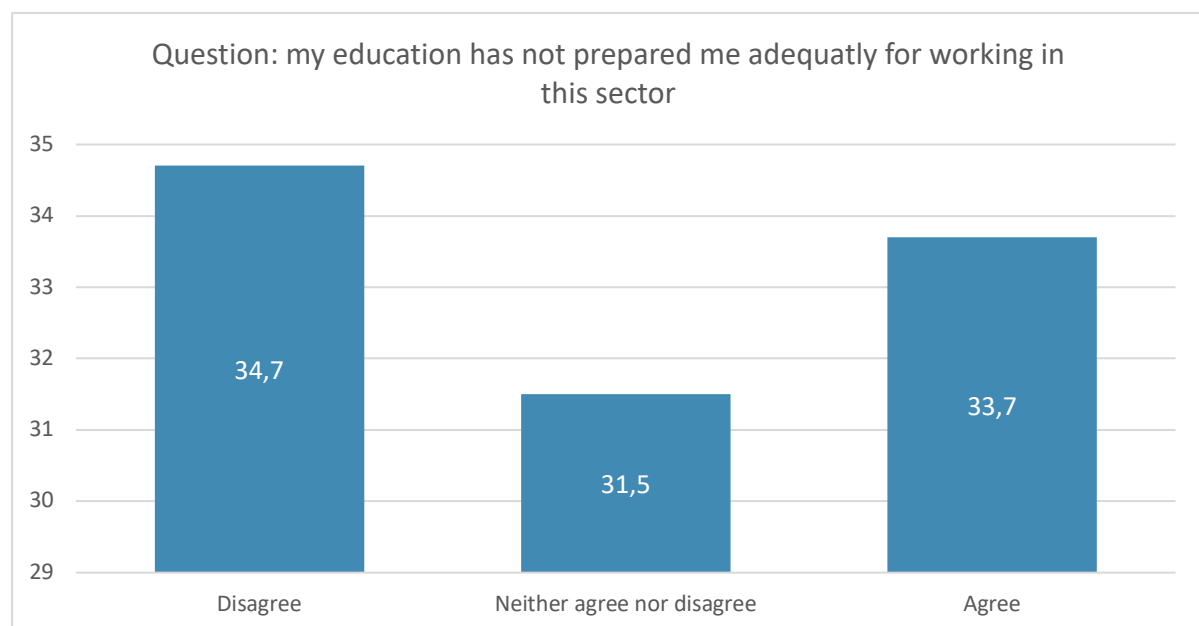
Graph 7: continuous education and training



One of the arguments in favour of continuous skill development offered in section 2 of this report was that the formal educational system cannot always keep up with the fast-developing skill demands in the creative industries. The results from the survey presented in *Graph 8*

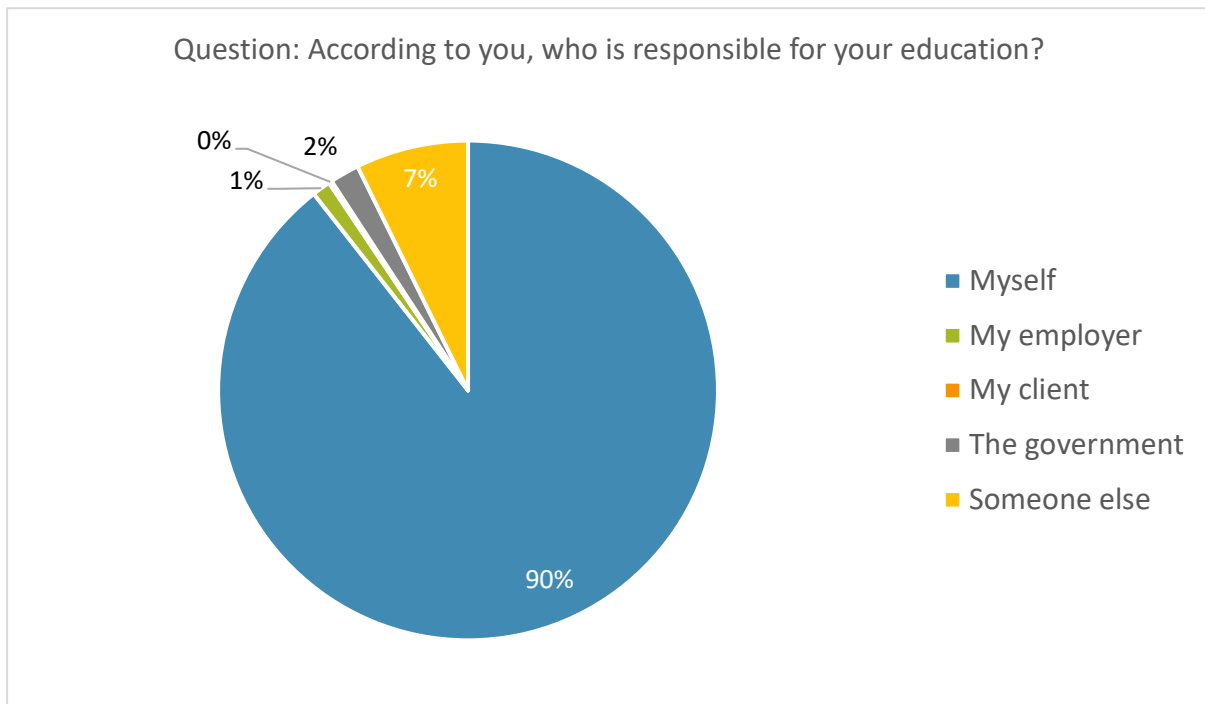
showcase different opinions about the impact of formal education. According to the data, a third of respondents think that the educational system has not sufficiently prepared them for working in the sector. While this is not a measure of the quality of formal education *per se*, it does point towards the need for continuous skill development as a supplement to the formal education.

Graph 8: formal education



Finally, the data offers insight into the attitudes towards one of the key questions presented in section 2, namely, who is responsible for skill development. According to the results presented in *graph 9*, 90% of respondents believe education and skill development are their own responsibility. In large part, this result can be explained by the overrepresentation of the solo self-employed in the sample. Nevertheless, it still illustrates the individualisation of responsibilities relating to training and skill development.

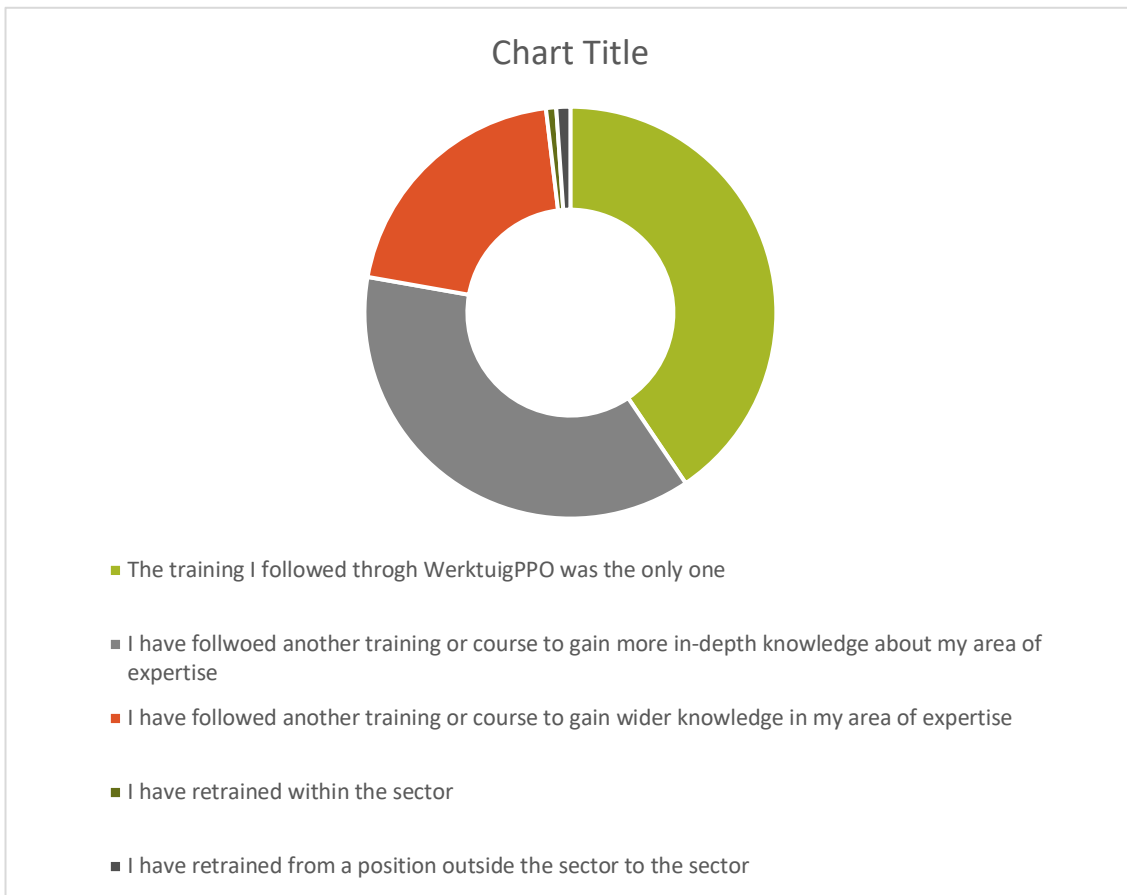
Graph 9: responsibility for education



4.2. Effects on training behaviour

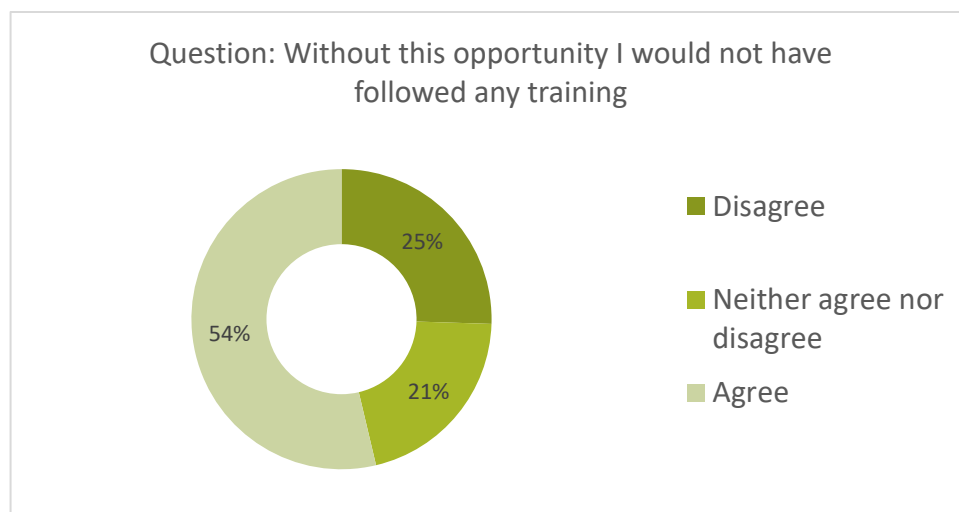
This sub-section will consider some of the effects of WerktuigPPO for educational and training behaviour of the respondents. *Graph 10* below shows that for by 41% of the respondents, the WerktuigPPO financed programme is the only one they followed in the past two years.

Graph 10: skill development outside of WerktuigPPO



Further, as illustrated by *graph 11*, more than half of the respondents (50%) believe they would not have followed any training in the past year, had it not been for WerktuigPPO.

Graph 11: Skill development possibilities without WerktuigPPO

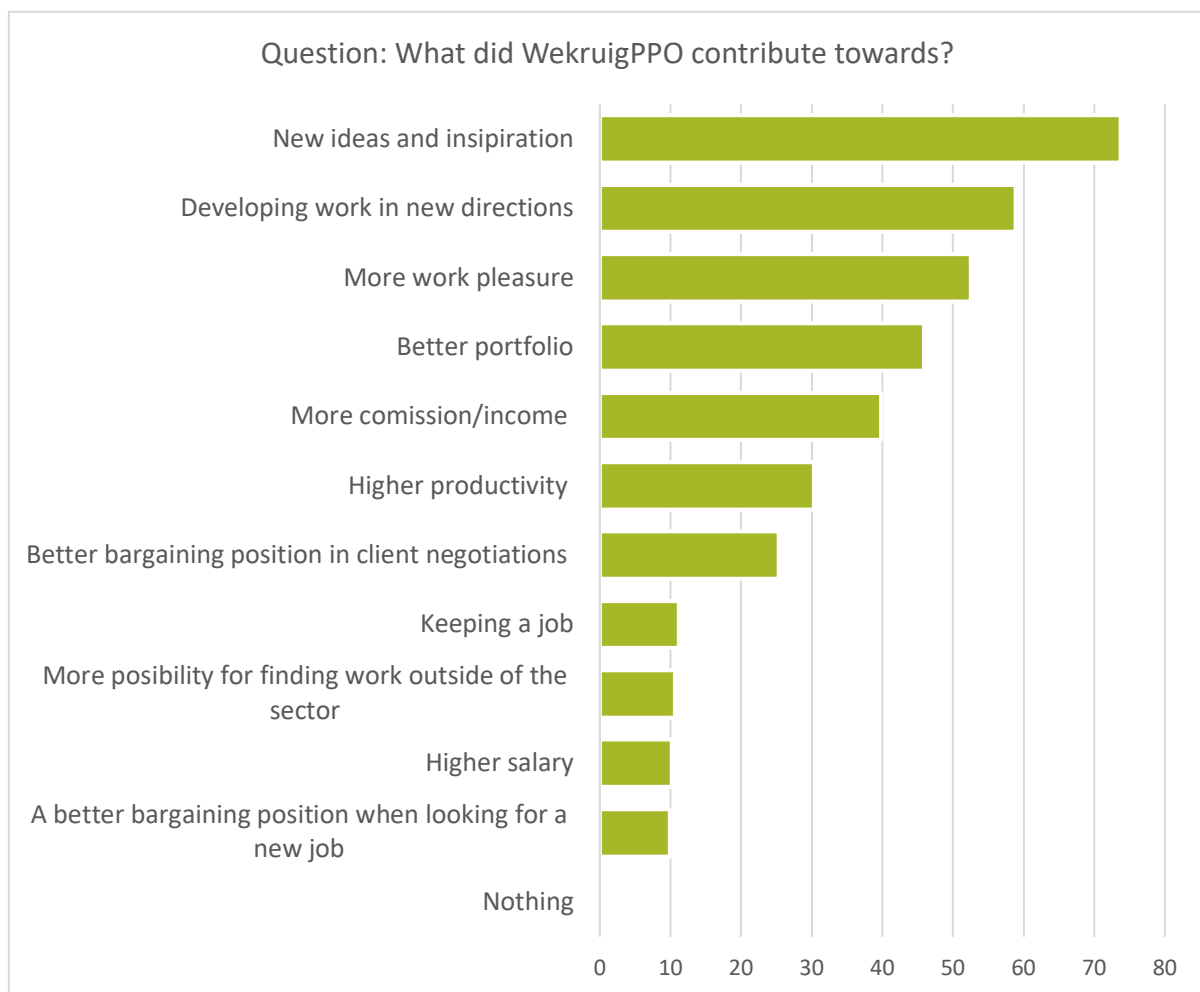


Taken together, the findings presented in sections 4.1 and 4.2 showcase the importance of WerktuigPPO for our respondents. Given the importance assigned to education and skill development by the respondents and the lack of alternative pathways towards, it becomes clear that WerktuigPPO played a crucial role for the respondents.

4.3. Experienced effect

When it comes to the experienced effects of the training financed by WerktuigPPO, the results presented in *graph 12* indicate a wide range of benefits experienced by the respondents.

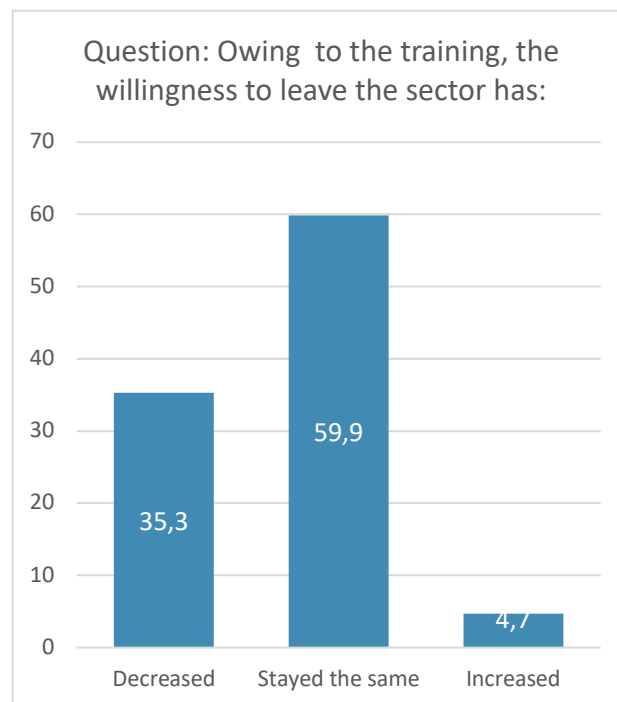
Graph 12: Experienced effect of training



In particular, the respondents felt an improvement when it comes to the non-pecuniary benefits such as new ideas and inspiration (74%), new directions for development (59%) and more work pleasure (52%).

However, the respondents also signalled that they felt an improvement when it comes to their portfolios (46%) and more commissions and income (40%). The latter is particularly important given the low income prevalent in the sector. The positive effect of the followed training is also reflected in the results about the willingness of creatives to leave the sector.

Graph 13: leaving and remaining in the sector



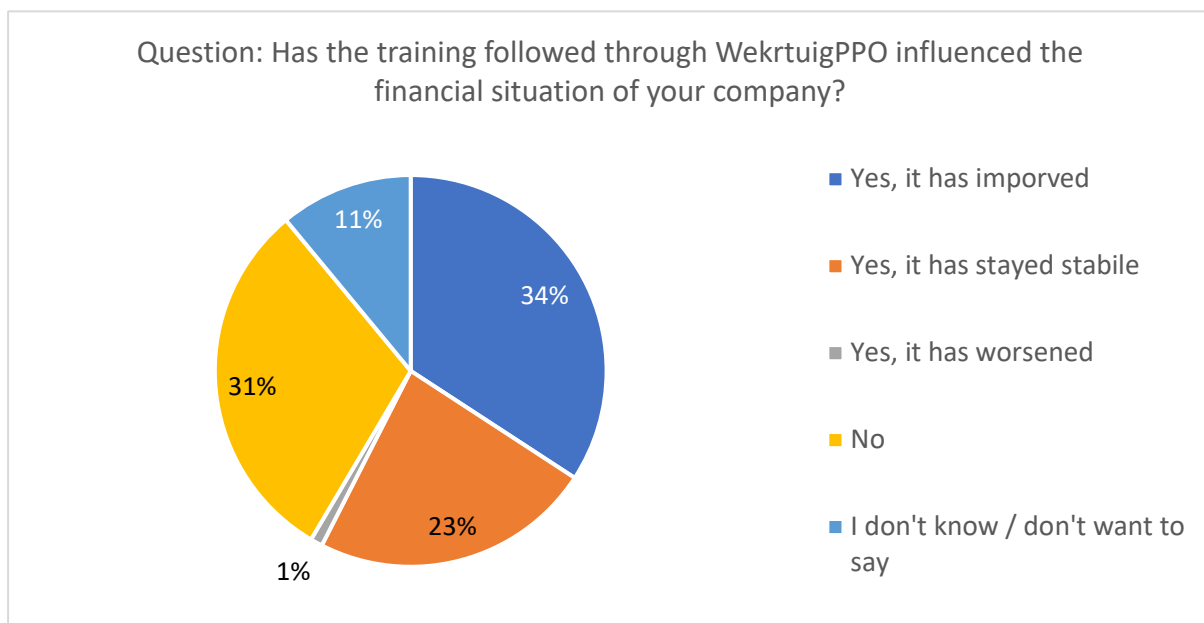
As demonstrated in *Graph 13*, 35% of respondents think their desire to leave to the sector has decreased thanks to the training they followed.

4.4. Experienced effect – solo-self-employed

As discussed earlier in this report, the solo self-employed can be seen as a particularly precarious group within the CCI. Particularly when it comes to training and skill development, they are often in a disadvantaged position. This sub-section will discuss the effects of the training followed by the self-employed which were partially funded through WerktuigPPO.

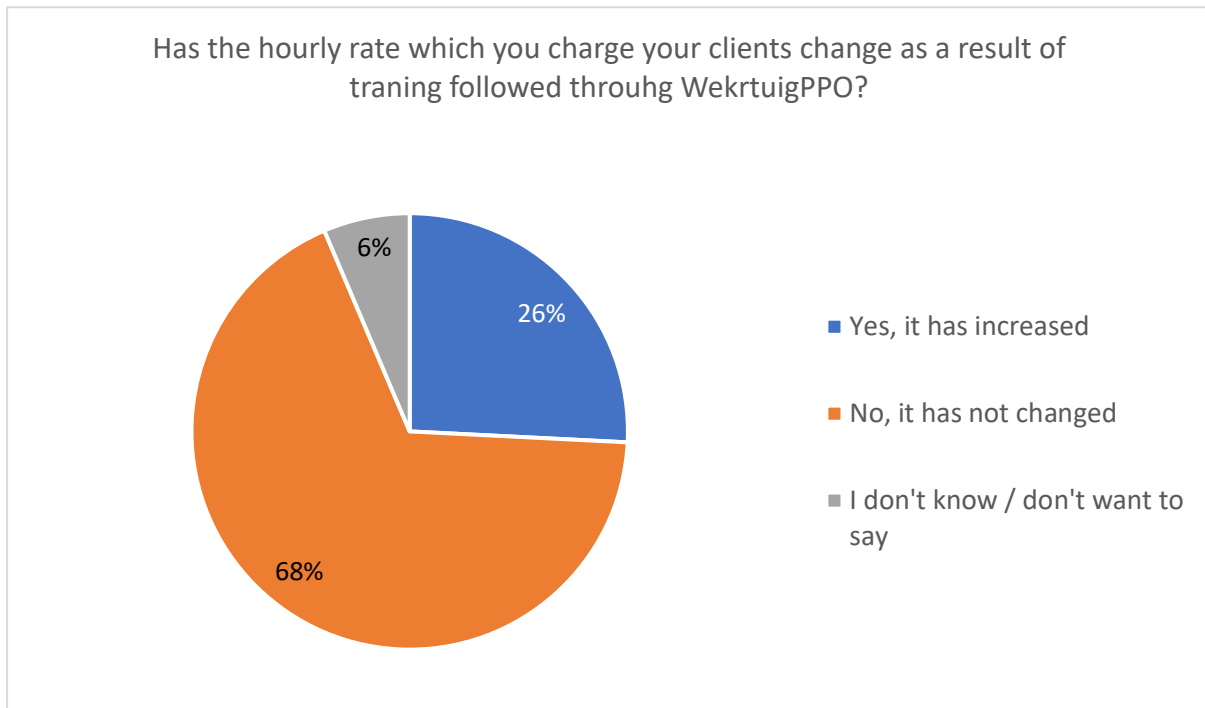
Firstly, the data presented in *graph 14* shows that 34% of the self-employed think the financial situation of their business has improved thanks to training subsidized by WerktuigPPO.

Graph 14: effect financial situation of solo-self-employed workers



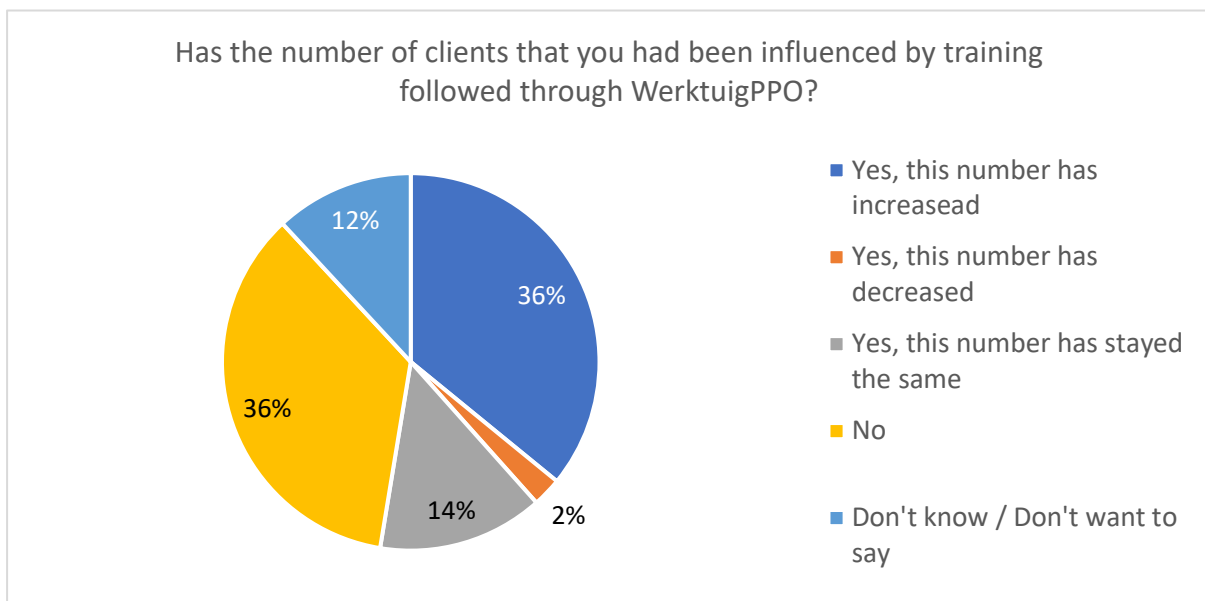
Related to this, 26% of self-employed respondents report that they could increase their hourly tariff thanks to training financed by WerktuigPPO, as shown in *graph 15*.

Graph 15: ZZP effect hourly tariff



Finally, 36% of self-employed respondents claim their number of clients has increased thanks to training subsidized by WerktuigPPO.

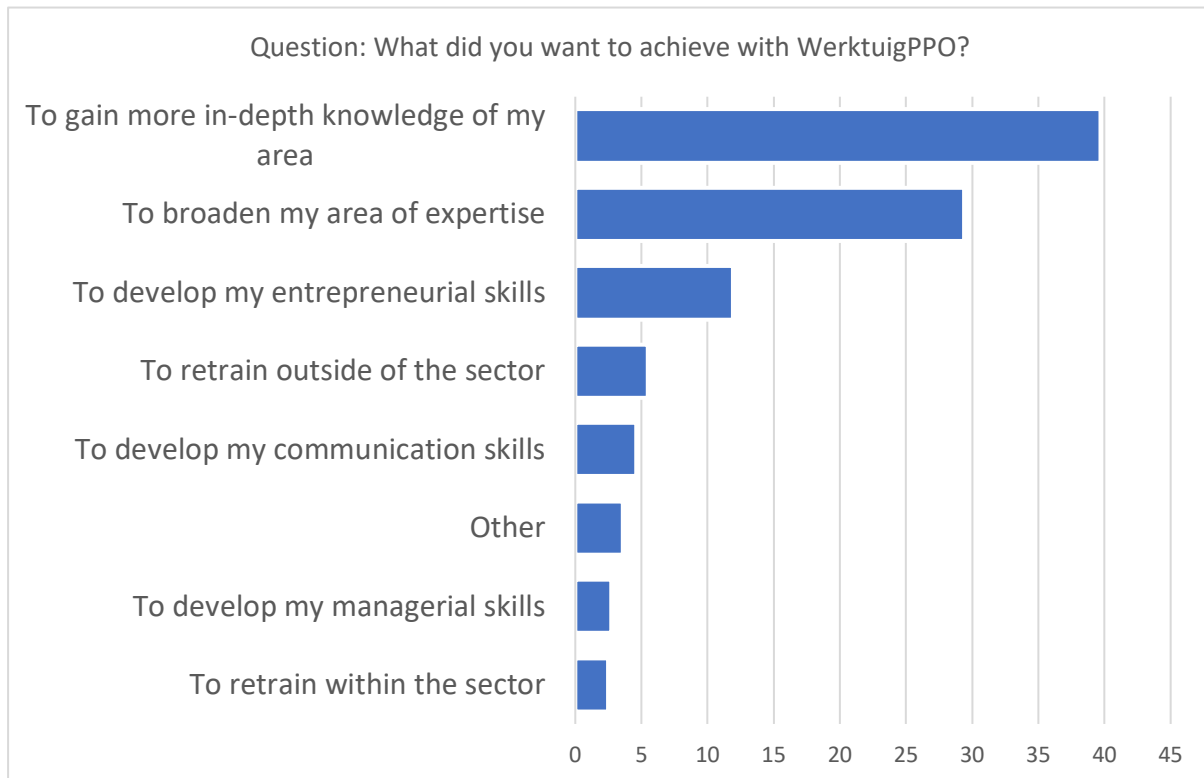
Graph 16: ZZP effect, number of clients



4.5. Achieved goals

The final part of the effects monitor is concerned with the goals set out by the respondents themselves. *Graph 17* shows the most common goals.

Graph 17: goals



The most common goals identified by the respondents are related to their own subject, namely gaining more depth and width. However, 12% of the respondents had the development of their entrepreneurial skills as a goal, somewhat reflecting the discussion on the importance of new skills presented in section 2.2. In total, 79% of the respondents claimed to have reached the total they set for the training.

4.6. Summary

To summarise, the importance of education and skills is widely recognised by the survey respondents, while formal education was often deemed as not enough. Especially in context of high individualisation of risk and responsibility, the importance of WerktuigPPO is apparent from the survey results.

Overall, various positive effects of the instrument have been noted with regards to non-pecuniary aspects of work, but importantly, a positive impact is noted on income and material conditions. This is true especially for zzp'ers where various benefits visible in terms of income, hourly rates, and numbers of clients.

In section 2 of this report an argument was made that access to continuous skill development is an important part of the overall working conditions. Especially in the CCI, the limited access to skill development can be seen as a sign of insecure or unfavourable working conditions and precarious careers. From this perspective, the results of the survey demonstrate that WerktuigPPO has been successful at ameliorating some of the material working conditions, especially for the self-employed.

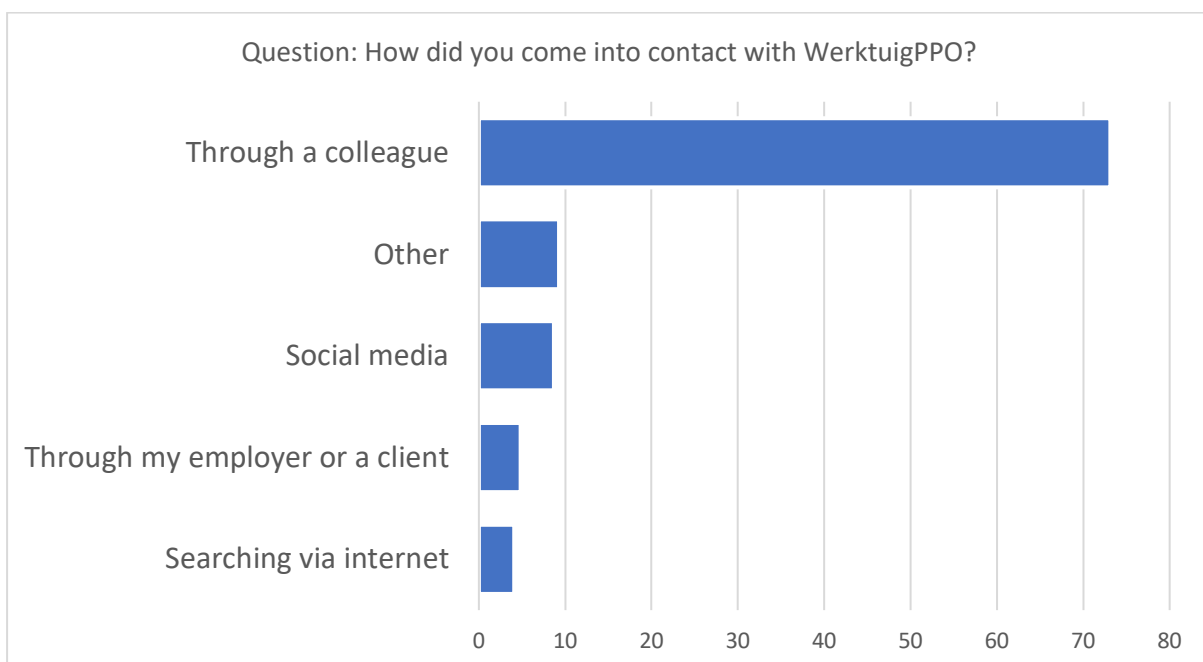
5. Evaluation of the instrument

The final part of this report is concerned with how the WerktuigPPO users evaluated the instrument itself. Overall, the respondents who filled-out the survey were positive about the instrument – the average score is 8,7/10.

5.1. Instrument reach

The data offers insight into the reach of the instrument. As show in graph 18, over 73% of applicants found WerktuigPPO through tips from colleagues. Social media on the other hand had a limited reach, as did tips from employers.

Graph 18: Instrument reach

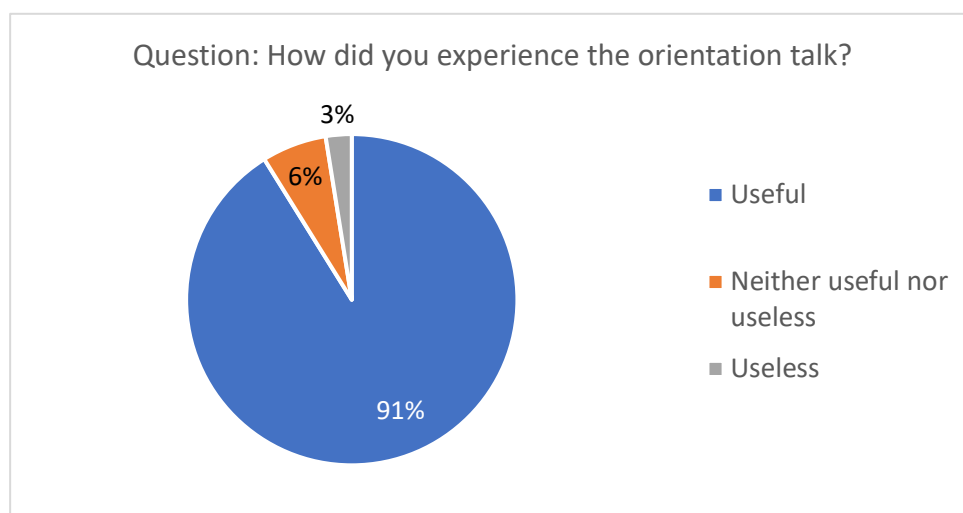


5.2. Orientation talk

The participants could read and prepare themselves prior to the application procedure by, among other things, obtaining information on the website and/or requesting an exploratory meeting. 75.9% of respondents indicate that they have read the rules in advance and 24.1% indicate that they do not remember them. Only 15% of respondents indicate that they have read the frequently asked questions. None of the respondents indicate that they have not read the rules and/or frequently asked questions on the website. It is possible that respondents answered in a socially desirable manner because they did not want to indicate that they made the application without delving into the rules and/or frequently asked questions.

A minority of 3.8% (82 respondents) of respondents had an exploratory conversation prior to the application. As shown in graph 13, those who did evaluated it overwhelmingly positive, with 91% of the applicants describing it as useful.

Graph 19: Orientation talk



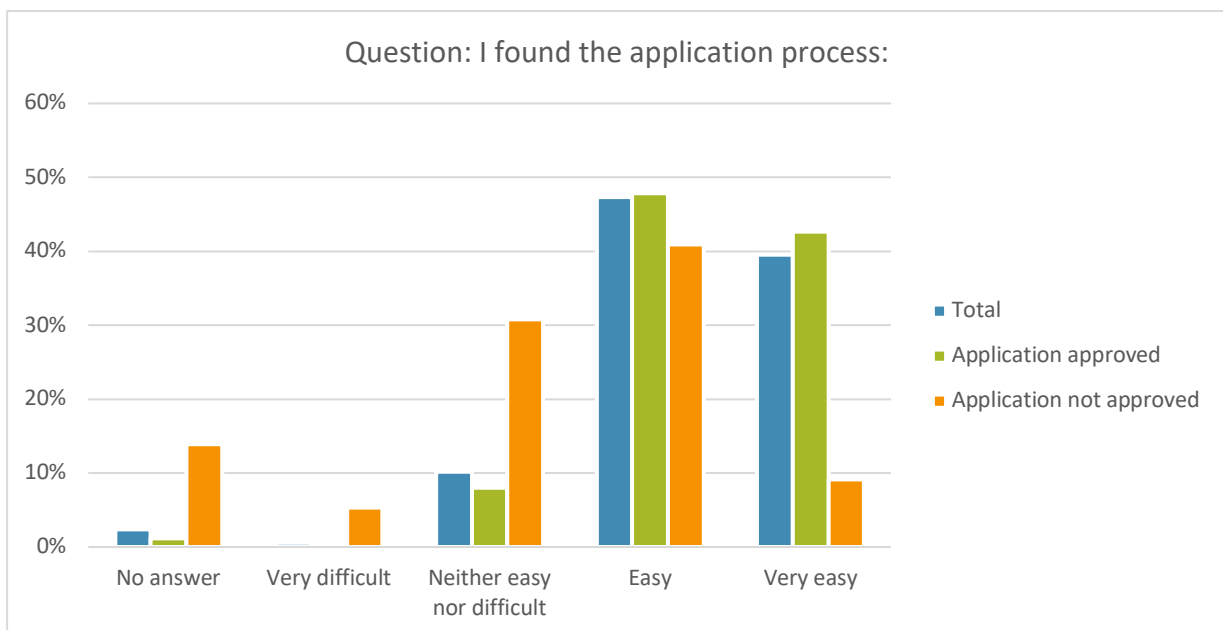
5.3. Satisfaction with the process

The respondents were asked to evaluate the submission process, the communication methods, and the subsequent training.

5.3.1. Process

The application process was rated as very easy or simple by most respondents. A distinction can be made here between those whose applications have been granted and those whose applications have not (*graph 20*).

Graph 20: Application procedure



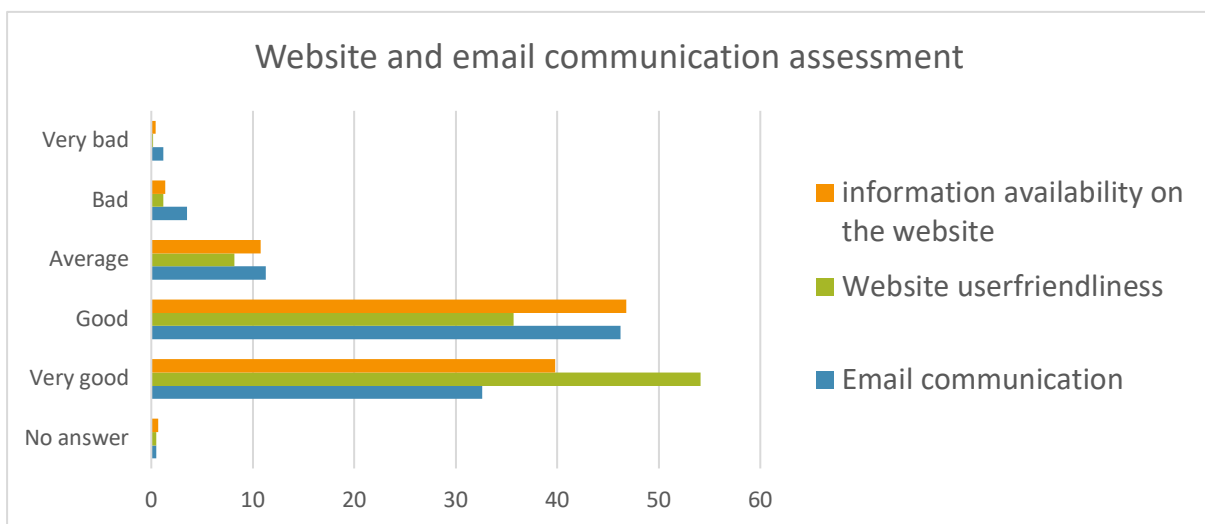
People whose application was ultimately not granted more often found the process very difficult or not easy / not difficult than those whose application was granted (5.3% and 10.2% for not granted and 0.2% and 8.0 % if awarded). This can partially be explained by the fact that people whose applications have been granted look back on the entire process with

greater satisfaction. As a result, they probably also rate higher the parts of the process that have been specifically requested.

5.3.2. Communication

The majority of respondents were positive about the availability of information and the usability of the website as well as the mail communication, as presented in *graph 21*.

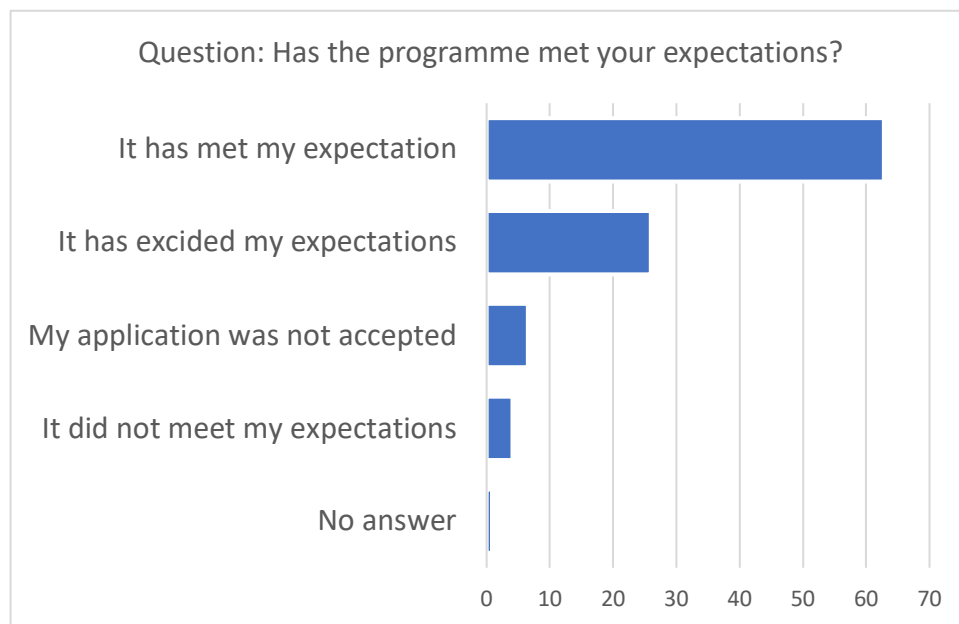
Graph 21: Communication tools



5.3.3. Followed programme

When it comes to the programme, they followed thanks to WerktuigPPO, the respondents were again positive: 63% of respondents found that the programme lived up to their expectations, while 25% thought that the programme surpassed them (graph 22).

Graph 22: Programme evaluation



5.4. Summary

To summarise, the respondents who evaluated the instrument were generally positive about the application procedure, the communication tools and the programme followed. However, these results should be interpreted with caution due the overrepresentation of successful applicants in the sample (see also section 1.3.3. of this report).

A final important finding in this section is the way in which the majority of applicants have come into contact with the instrument. Namely, the importance of networks and recommendations of colleagues can be said to reflect importance of networks and contacts in the sector, however, as argued also in section 3 of this report, it can lead to underrepresentation of sector groups, such as workers with a migration background, or others who might have limited access to networks.

6. Conclusions

This report discussed the research findings about the representativeness, effects, and quality of the WerktuigPPO instrument.

The instrument was discussed in the context of the universally recognised Importance of skills and education for sustainable careers in CCI. The main issues that come with this recognition are around who and how provides for skill development. The existing literature on skill development often describes it as collective good, meaning that while its benefits are universal, investing in and maintaining a certain level of skill can be costly for individuals or some employers. Especially in the CCI these issues are exaggerated due to its structure and high individualisation of work. Hence, collective solution to skill provision is often sought, and in the Netherlands, solutions on the sectoral level have been popular.

In this context, WerktuigPPO can be seen as potential effective solution to the issue of skill development in the CCI. The effects monitor survey demonstrated the various positive effects of the instrument. In particular, the positive effects on income can be seen as a sign of the effectiveness of the instrument to ameliorate adverse working conditions in the sector, particularly for groups such as the self-employed.

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