



Inter-programme Capacity and Competence in ETC/Interreg



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Website: www.interact-eu.net

Contact: interact@interact-eu.net

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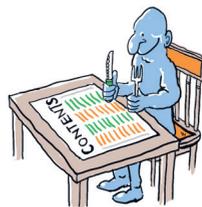
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Inter-programme Capacity and Competence in ETC/Interreg

A Study on if and how working across programmes and funds is mastered and implemented by 2007-2013 and 2014-2020 ETC/Interreg programmes' staff and if and how it is anchored in the programmes' human resource management

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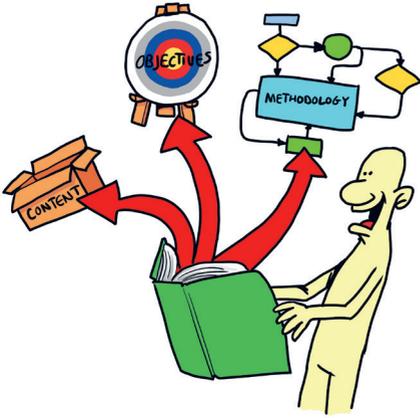
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List of Abbreviations

DG Regio	(EC) Directorate General for Regional and Urban Policy
EC	European Commission
ERDF	European Regional Development Fund
ESIF	European Structural and Investment Funds
ETC	European Territorial Cooperation
EUSBSR	EU Strategy for the Baltic Sea Region
HIT	Harmonised Implementation Tools ¹
JS	Joint Secretariat
JTS	Joint Technical Secretariat
MA	Managing Authority
MRS	Macro-regional strategy/strategies

¹ For further information please visit the INTERACT website at www.interact-eu.net.



1. Introduction

1.1. Background and context of the Study



If there is one big change to be noted from the 2007-2013 to the 2014-2020 programming period, then it is the thematic concentration and result orientation of 2014-2020 funding programmes, not limited to ETC as the core target group of INTERACT, but covering all European Structural and Investment Funds (ESIF) programmes. When looking at the programme implementation bodies, this becomes most obvious by the change (not only in terminology) from a ‘Joint Technical Secretariat’ to a ‘Joint Secretariat’. Behind this skipping of the word ‘technical’ can be seen the overall change from focusing the support by the Joint Secretariats from a more technical project management support towards a more qualitative-content focused support. This does not only require careful considerations when setting up the 2014-2020 secretariats and their working processes, but also and especially when designing and further developing the human resource set-up and profiles of 2014-2020 secretariats.

Focusing support to projects on the more technical project management issues - as often done in the past - required staff well trained and experienced in the specifics of the respective funding source and its legal requirements. It was not so

much necessary to have knowledge or even experience in working with other funding sources beyond one’s own. In the past years and especially with the macro-regional strategies and their integral element of the alignment of funding coming into being, the perception of and approach to ETC, national and regional programmes and other funding sources is substantially shifting to a more integrative complementary approach. Meaning, ETC and the other funding programmes and sources do not any longer stand alone - but their links, interaction and synergies get more and more into the focus of attention, to create an added value by a complementary use of the different funding sources available (cf. also Art. 11(c), 15(2a) and 27(3) of the Common Provisions Regulation (EU) No 1303/2013 as of 17 December 2013).²

And latest now with the thematic concentration and result orientation as essential elements of the 2014-2020 programming period and the change from the JTS

² In this context of interest: “Enabling synergies between European Structural Investment Funds, Horizon 2020 and other research, innovation and competitiveness-related Union programmes – Guidance for policy-makers and implementing bodies”, European Commission, Directorate-General for Regional and Urban Policy, 2014 (available at http://ec.europa.eu/regional_policy/newsroom/detail.cfm?id=1561&LAN=en&lang=en) and “looking beyond european territorial cooperation: the 2014-2020 programming period offers a wide range of opportunities for cooperation!” in INTERACT Newsletter Spring 2014, pages 27-29 (available at http://www.interact-eu.net/library/interact_newsletter_spring_2014_financing_the_future_web_edition/514/8692).

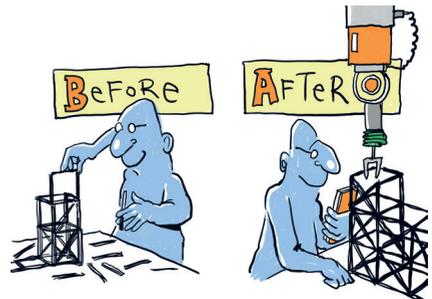
to the JS, inter-programme capacity and competence of human resources become an essential skill to be able to support project developers and owners beyond purely technical project management issues. Due to the comparably small amounts of available funding of each ETC programme in the overall EU Cohesion Policy context, a real impact of the latter can only be achieved if all involved not only work for their programme area and actors, but at the same time also for the bigger picture.

Already in 2007-2013, but even more in 2014-2020, it is important for Joint (Technical) Secretariat staff dealing with projects to see their funding programme, its objectives, and the co-financed projects in the overall picture. This requiring first of all general knowledge and understanding of the various funding sources in and beyond ETC, and especially of their interlinks and ways to use them in a complementary way. This knowledge in the best case goes hand in hand with working in other than ETC programmes or experiences with exchange and cooperation between ETC and non-ETC programmes. This all being 'Inter-programme capacity and competence'.

And therefore should all secretariat staff - and especially those dealing directly with project generation, development, implementation, support and monitoring - possess and all secretariat activities reflect the capacity for inter-programme cooperation. And it goes without saying that an international staff and working environment is of great help. But how is the reality? Are the various secretariats really inter-programme oriented? Are they able to link their programme to larger contexts

beyond the own programme, even beyond ETC? If not, what are the reasons for it and what should be done to attract interest and create the necessary abilities? What are the special challenges detected in the ETC working environment and how to overcome these to make the programme management by such inter-programme approach even more efficient? Since 2014/2015 are the years when most secretariat staff will be recruited, these questions are of high relevance to have a good understanding of the new demands and to have a good start from the beginning. But also during programme implementation it is useful to every now and then get back to these questions and evaluate the human resources composition of the secretariat against these aspects.

1.2. Outline of the Study



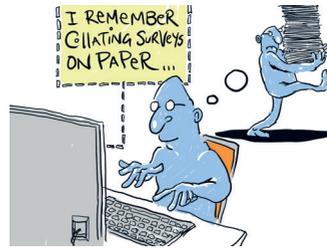
As a first step, the study analyses how inter-programme capacity and competence was present in 2007-2013 JTS and especially those staff members directly dealing with projects. For this purpose, those aspects in the set-up of the JTS were analysed which could have an impact, set the scene for individual staff members having and using inter-programme capacity and

competence. Then, the picture of an average such JTS staff member is drawn to see if/how much set-up of the JTS and individual staff competences and capacities meet with regard to inter-programme capacity. This analysis is then repeated for the 2014-2020 enabling a comparison between both programming periods. To see if and how the concepts of thematic concentration and result orientation led to a change from 2007-2013 to 2014-2020 regarding human resources respectively which changes might still be useful to implement.

Finally, conclusions are drawn and recommendations made, especially for those programmes which are still in the process of setting-up their 2014-2020 Joint Secretariats considering if/how to reflect the ‘thematic concentration’ and ‘result orientation’ in the human resources (set-up) of the secretariats. But also for the later programme implementation stages, as inter-programme capacity and competence is something worth to get back to and to reflect upon every now and then throughout the whole programme implementation.

1.3. Methodology

This study is to large extent based on the input received through an online questionnaire open from Tuesday, 11 March, to Friday, 11 April 2014.³ The questionnaire (Annex 1) was designed to incorporate ques-



tions to and answers from three different target groups:

1. for the 2007-2013 programming period those JTS staff members directly dealing with projects (project generation, assessment, implementation monitoring and support; Programme/Project Managers/Officers - herein afterwards called ‘JTS Project staff’) to identify the present individual staff profiles and their personal experiences and expectations with regard to inter-programme capacity and competence;
2. for the 2007-2013 programming period the 2007-2013 Heads of Secretariat to identify how inter-programme capacity and competence has been taken into account on the overall (human resource) management level;
3. for the 2014-2020 programming period the MAs/Heads of JTS coordinating/involved in the programming process to find out how on an overall management level the change towards more qualitative-content support instead of purely technical project management support will be taken into account in the 2014-2020 secretariats’ human resources set-up and how inter programme-capacity and competence will be reflected in it, and how the profile of the secretariat staff dealing with

³ Technically the online survey was closed on Tuesday, 15 April 2014, wherefore two more contributions were received on Monday, 14 April 2014, and taken into account.

projects will look like in 2014-2020 and how inter-programme capacity and competence will be reflected in the individual staff profiles.

The questions were to large extent the same for all three groups, if may be not in their exact wording, but at least regarding the covered aspects. This made it possible to compare and to draw a holistic analysis of the situation covering both programming periods 2007-2013 and 2014-2020 and both the management and the project staff level consisting of a more descriptive analysis for both periods separately and a more comparative analysis of both periods together.

The invitation to answer the questionnaire was sent by three separate e-mails to the three target groups covering in total 67 (53 cross-border, 13 transnational and one interregional⁴) ETC programmes. The e-mail addresses were taken from an EC DG Regio contact list of Heads of JTS and MAs as of February 2014 and own INTERACT contact information. When it comes to the 2007-2013 JTS Project staff, the contact information were taken from the programmes websites - with the challenge that not all programmes' websites necessarily have a complete and clear overview of all JTS staff, their concrete responsibilities and their individual contact details. The invitation was therefore sent to those persons clearly identifiable as relevant, but also to some other possibly relevant JTS staff members. In some cases where no information on personnel was available on the project website, it was sent to the general e-mail address of the JTS - asking to for-

ward the invitation to the relevant JTS Project staff. This way, the invitation to respond to the questionnaire reached a vast number of possible contributors in the JTS across Europe - most probably beyond the number of addressees in the three original e-mails.

When closing the online questionnaire after one month, in total 178 contributions⁵ had been received broadly covering all three target groups, all three strands and also geographically broadly Europe with replies regarding J(T)S located in 19 out of the 28 EU Member States.

⁵ Four respondents ("Others" in Chart 1) did not belong to any of the three target groups (Question 1, 4th answer option), hence did not contribute any further to the questionnaire and are therefore excluded from the analysis. Also, not every respondent (111 of 178) answered each and every question wherefore the number of answers received for a single question might actually be lower than the number of persons having answered the questionnaire as such. Hence the percentages indicated in this survey have to be read as the percentage of those answers received to the respective question. Example: 174 persons have answered the survey, but only 107 answered questions 91, 95 and 97 on the location of the J(T)S. 20 have chosen "France". The graph would then show 19% (20 out of 107) having answered "France", not 11% (20 out of 174).

⁴ Interreg IV C.

Chart 1: Replies by target groups (total: 178)

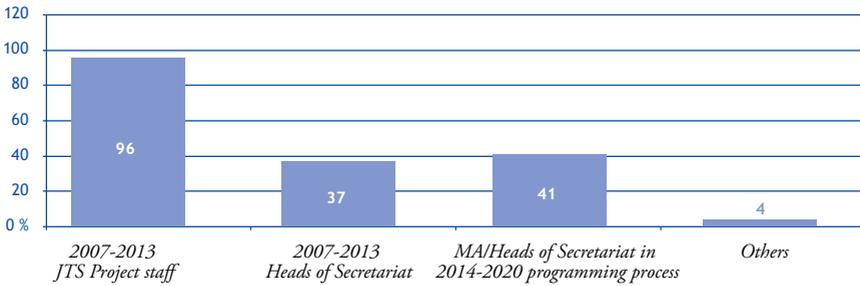


Chart 2: Replies by strands⁶

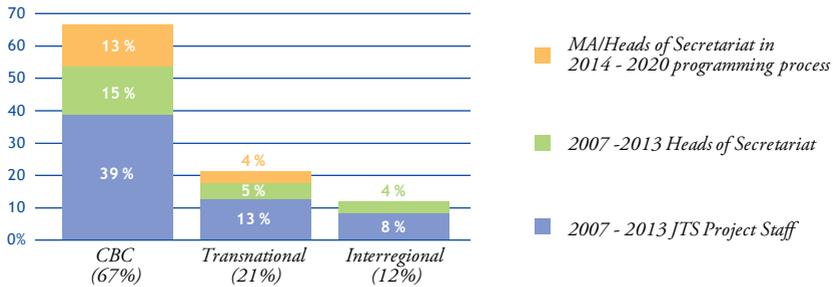
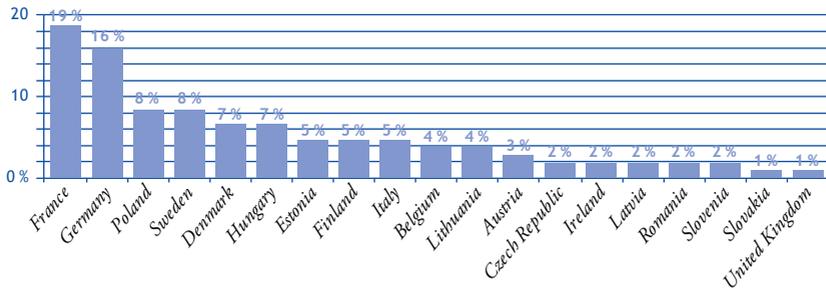


Chart 3: Replies by country⁷



⁶ Due to rounding, the sum of separate values for ‘transnational’ (22%) does not equal the total of 21%.

⁷ The country origin in the graph is based on the responses received. It therefore rather indicates where the responses come from, than where the 2007-2013 JTS and/or 2014-2020 JS are/will be located. Due to rounding, the total sum for all countries does not equal 100%.

However, it has to be taken into account that not in each of the 28 EU Member State a JTS is (or JS will be) located, hence answers could not even be expected from all 28 Member States. From the nine “missing” countries (Bulgaria, Croatia, Cyprus, Greece, Luxembourg, Malta, Netherlands, Portugal and Spain), only four (Greece, Netherlands, Portugal, Spain) are at all hosting (2007-2013) an ETC CBC/transnational/interregional⁸ MA/JTS.⁹ Meaning, responses covering 19 of 23 EU Member States hosting an ETC CBC/transnational/interregional MA/JTS in fact equal a 89% country response rate. Also the number of replies from one certain country might be influenced by the number of MAs/Secretariats located in that respective country and the number of staff members addressed with this survey.

The 174 replies were then studied and analyzed by INTERACT and compiled in this publication. Besides providing the findings to interested stakeholders, they will also be used to design further INTERACT support activities on inter-programme capacity and competence.¹⁰ Finally, it should be underlined that INTERACT has compiled this study to the best of its knowledge and belief, hence cannot take any liability for

the correctness of the information provided and the conclusions drawn as they to large extent depend on the data and information provided by the 174 respondents. Meaning, statements in this study naturally refer to the answers and information received by the 178 respondents to the online questionnaire, and do not cover, cannot be applied on necessarily each and any 2007-2013 or 2014-2020 ETC/Interreg programme.

For feedback, further information and requests for concrete support regarding inter-programme capacity and competence, please contact INTERACT Point Turku, Project Manager Philipp Schwartz, e-mail: philipp.schwartz@interact-eu.net, phone: +358 405 564 237.

⁸ For this survey only Interreg IV C is counted in under ‘interregional’.

⁹ Therefore, these countries are not included in Chart 3.

¹⁰ See especially *Chapters 3.3 (Knowledge beyond one’s own Programme and training needs)*, *4.2 (Skills and training to focus on content/quality monitoring/support and the results of projects)* and *4.3 (Inter-programme capacity and competence and skill development/training needs)*.



2. Inter-programme Capacity and Competence – A General Introduction

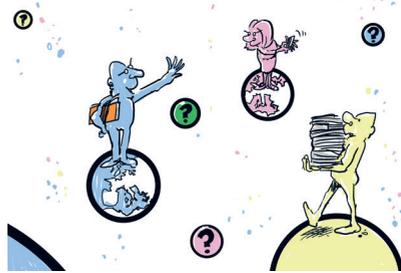
2.1. A short definition of Inter-programme Capacity and Competence



Before going into the findings of the survey, it would be necessary to further explain what actually is meant in this context with 'Inter-programme capacity and competence'. 'Inter-programme capacity and competence' is not to be seen as one concrete 'thing' easily being describable in one sentence. It rather consists of different aspects which on different levels and with a different magnitude work either in favour or against the ability and willingness of someone to see his/her activities for one funding programme in the bigger context and in correlation, exchange and interdependence to the work done in other funding programmes and sources. These aspects can be divided in on the one hand objective (structural) aspects regarding the Joint (Technical) Secretariat, its administrative set-up, processes etc. And on the other hand subjective (personal) aspects related to the individual staff member, his/her educational and working background, skills, and also personal approaches and expectations. Applied on the target groups of the questionnaire (ETC staff) in a simplified way, one could say that inter-programme capacity and competence means the ability and willingness of MA/Joint (Technical) Secretariats' staff members to see their work as part of the overall Cohesion Policy not limited to "only" ETC or even "only" their own programme (geography). It is about seeing and

using both the uniqueness and the complementarities of the various funding instruments to achieve an overall goal beyond individual (personal or programme) interests - an essential part also of macro-regional strategies.

2.2. How to get Inter-programme capacity and competence?



The later chapters look in a more descriptive-analytical way at the set-up of the Joint (Technical) Secretariat as relevant factor for inter-programme capacity and competence as well as at the individual profile of secretariat staff members directly dealing with projects and their inter-programme capacity and competence for 2007-2013 (*Chapter 3*) and 2014-2020 (*Chapter 4*). From these descriptions some general conclusions can be drawn on what does it actually take and what is the motivation to develop inter-programme capacity and competence - both on the structural and the individual level. As these are more general-strategic issues lifting the individual findings for 2007-2013 and 2014-2020 on a more systematic level, they will be first described in this chapter before going into the individual analyses for 2007-2013 and 2014-2020.

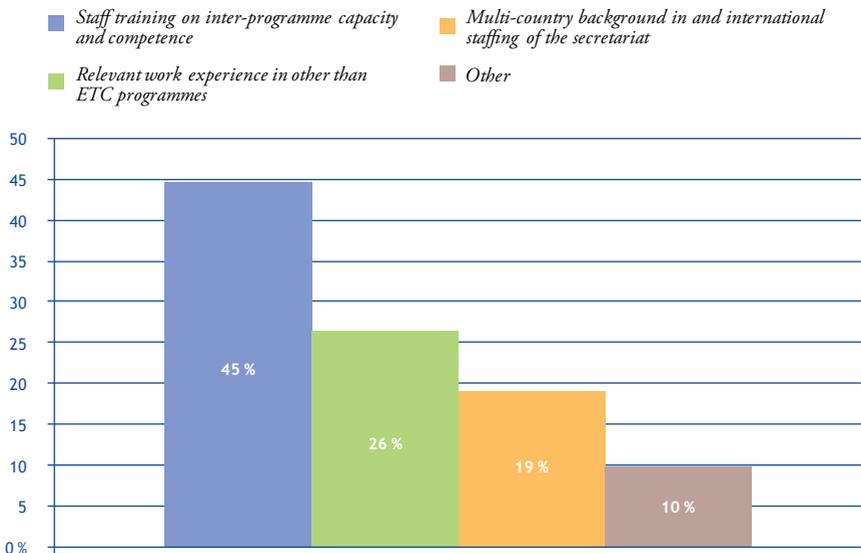


Set-up and staffing of the Secretariat supporting inter-programme capacity and competence

There are key components of inter-programme capacity and competence. Firstly, the personal ability (knowledge and working experience) and openness to look beyond one's own programme and even ETC. Secondly and as a precondition, the objective/structural set-up of the Secretariat

and the overall working environment starting with an international(ly minded) working environment and staffing of secretariats enabling the individual to get, have and use such ability and openness. The combination of both components (i.a. set-up and staff of the Secretariat) plays an essential role supporting the creation and use of inter-programme capacity. In this context, the three target groups were asked what do they think is most important with regard to the set-up and staffing of the secretariat to get inter-programme understanding.

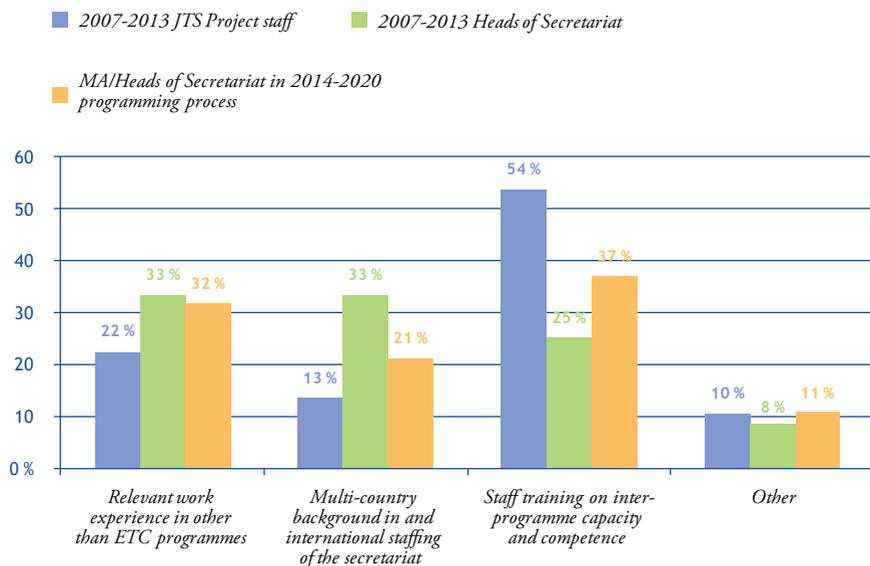
Chart 4: Most important regarding secretariat set-up and staffing to get an inter-programme understanding (and perception) (all respondent groups)



Under “Other”, the respondents mentioned a few objective-structural aspects like the exchange with other staff and an organizational culture seen in this context as the combination of relevant work experience beyond ETC, multi-country background and international staff plus staff training. Also a few personal aspects were highlighted which then in the context of the ‘secretariat set-up and staffing’ would need to be taken into account during the recruitment process. These are relevant working expe-

rience in other ETC programmes (not only beyond ETC) and in projects financed by other than ETC funding sources, concrete experience in implementing regional policies, a migration background and good language skills, business studies or a legal background, personal interest in development, an understanding of the importance of strategic partnership and networking and pursuing it, finally the combination of different backgrounds of staff members.

Chart 5: Most important regarding set-up and staffing of the secretariat to get an inter-programme understanding (and perception) (by respondent group)



The picture is however not anymore that clear when looking at the importance the three target groups attach individually to each of the aspects. The 2007-2013 JTS Project staff clearly sees staff training on inter-programme capacity and competence as the key factor to get an inter-programme understanding (54%), whereas this is not the case for their own management (2007-2013 Heads of Secretariat, 25%). At the same time, although the more knowledge about other than ETC programmes newly recruited staff members bring into the secretariat, the less training might be necessary, relevant work experience in other than ETC programmes (other EU, national, regional programmes) was seen only by 22% of the 2007-2013 JTS Project staff as a key factor to get an inter-programme understanding. The “internationality” of the secretariat (multi-country background and international staffing) seems not to be of high importance to the 2007-2013 JTS Project staff (13%). As inter-programme capacity and competence is about crossing one’s own borders, it could have been expected that the internationality of secretariats and their staff would be considered more important.

However, it seems that the 2007-2013 JTS Project staff sees a possibility to get inter-programme understanding from whatever starting point, even in a secretariat purely staffed with locals, as long as adequate staff training is provided. This perception seem to be similar on the level of the MA/Heads of Secretariat coordinating/involved in the 2014-2020 programming process focusing on relevant staff training (37%) and working experience beyond ETC (32%). The 2007-2013 JTS management, the

Heads of Secretariat, seem to have a slightly different view as they consider both relevant work experience in other than ETC programmes and a multi-country background in and international staffing of the secretariat as the main factors to get inter-programme understanding and perception in their team (33% each). As mentioned, staff training is only seen by 25% of the 2007-2013 Heads of Secretariat as most important. This different view on the importance of staff training might then also explain why actually 73% of the 2007-2013 JTS Project staff state that they have unfortunately not received internal or external training regarding other than ETC programmes, possible overlaps and synergies with their own programme.

And last but not least, what also can contribute to inter-programme capacity and competence is that in nearly half of the cases (40% for 2007-2013, 50% for 2014-2020) the Host Organisation of the Joint (Technical) Secretariat is/will be also responsible for the implementation of a (2007-2013) Objective 1 or 2 programme a respectively (2014-2020) programme under the Investment for Growth and Jobs Goal. Being hosted by the same organization, possibly even located in the same department, this makes the “access” to the other programmes easier enabling close(r) contacts and an (informal) exchange between the staff working for ETC and those working for Objective 1 and 2 respectively Growth and Jobs Goal programmes.

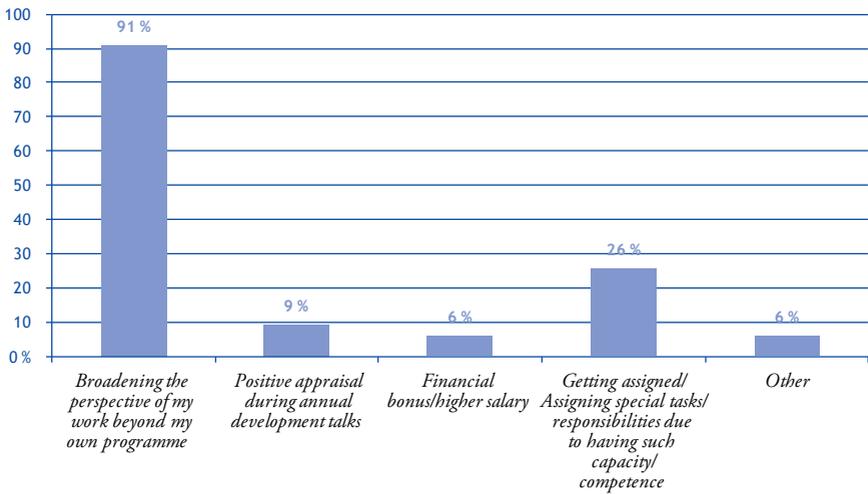
Stimulation to get and use inter-programme capacity and competence



Even the best staff training might not help if the staff is not motivated to get (or the trained staff then later not motivated to use) inter-programme capacity and competence. The question actually would be what are the main assets and key motivation factors for the staff for such competence and what the management level is doing to motivate its staff to get inter-programme competence and capacity.

Chart 6: Main asset and motivation for 2007-2013 JTS Project staff for inter-programme capacity and competence¹¹

2007-2013 JTS Project staff (N=66)

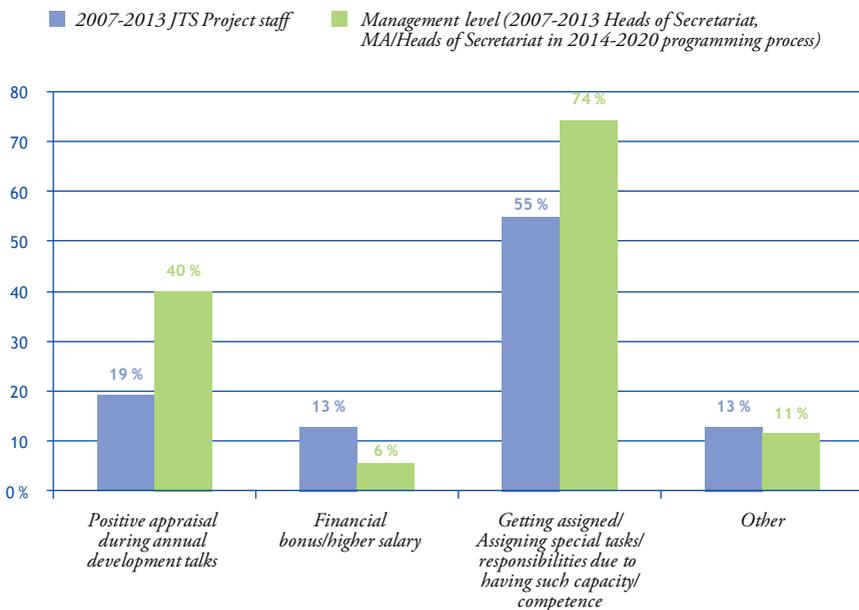


¹¹ Respondents could choose several answer options (tick boxes), hence the total % does not equal 100%.

For the JTS Project staff it is very clearly the opportunity to broaden the perspective of its work beyond the own programme and to some extent also getting assigned special tasks/responsibilities (e.g. team leader) due to having such capacity/competence. Positive appraisal during annual development talks with the supervisor or financial bonuses/higher salaries were motivation only for a minority of the 2007-2013 JTS Project staff. At the same time, the 2007-2013 Heads of JTS actually mainly use as-

signing special tasks/responsibilities and positive appraisal during the annual staff development talks to motivate their staff to get an inter-programme capacity and competence - the same goes then for MA/ Heads of Secretariat coordinating/involved in the 2014-2020 programming intending to use assigning special tasks/responsibilities and positive appraisal to motivate their future staff to get an inter-programme capacity and competence.

Chart 7: Main assets, motivation and incentives for inter-programme capacity and competence (staff vs. management level)¹²



¹² Respondents could choose several answer options (tick boxes), hence the total % per group does not equal 100%.

There is, however, no contradiction as “broadening the perspective of my work beyond my own programme” was not an answer option for the management level as it is not a ‘concrete’ incentive usable by the management level like salary increase or assigning special responsibilities. If only looking at the latter three options, than both the staff and the management level actually consider the assignment of special tasks/responsibilities as the main asset/motivation to have inter-programme capacity and competence. Whereas the financial bonus/higher salary seems still to be as interesting for the JTS Project staff as the positive appraisal during the annual development talks, the management level rather relies on the positive appraisal than on financial incentives.

Other assets and motivation factors for the 2007-2013 JTS Project staff were that inter-programme capacity and competence would improve their work performance in terms of steering the project generation (giving a more coordinated picture to the beneficiaries and a more complex guidance to both project applicants and project owners, as at the end it is all about regional cohesion, creating better/more comprehensive projects and ensuring their continuity and durability). At the same time, inter-programme capacity and competence would provide the 2007-2013 JTS Project staff a better assessment capacity - at the end making more out of the projects and enabling one to assess the impact of his/her work. The management level is using personal motivation (2007-2013 Heads of Secretariat) and enhancing awareness of its staff about other programmes and

strategies (MA/Heads of Secretariat coordinating/involved in the 2014-2020 programming) to encourage the staff to have/get inter-programme capacity and competence. At the same time inter-programme capacity and competence is considered a basic principle that has to be taken into account more when helping to develop projects and therefore “*is highlighted as part of the overall competence and professionalism, as a way to perform [one’s] tasks in the best possible way.*” (MA/Heads of Secretariat coordinating/involved in the 2014-2020 programming).

Obstacles to have inter-programme capacity and competence



When it comes to identifying the main obstacles for having inter-programme capacity and competence, there is unanimity throughout all three respondents groups. It is the lack of time that the work related to own programme is already time-consuming enough, to in addition develop inter-programme capacity and competence.

Chart 8: Main obstacles to have inter-programme capacity and competence

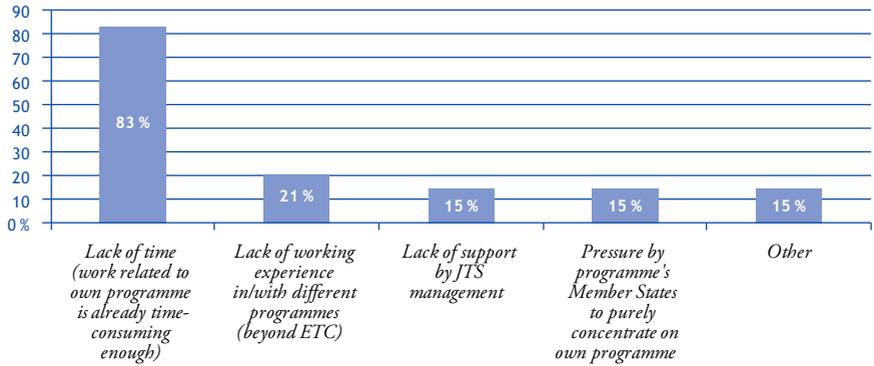
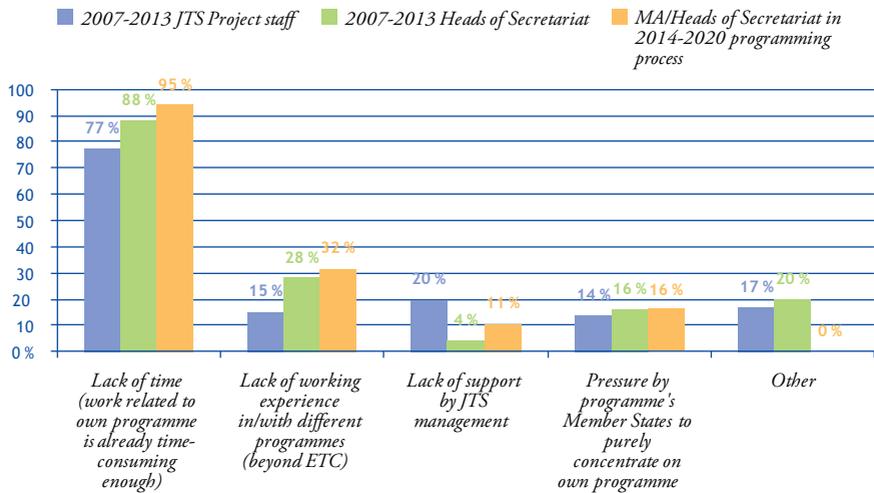


Chart 9: Main obstacles to have inter-programme capacity and competence (by target groups)



What is, however, interesting to notice that the 2007-2013 JTS Project staff sees the lack of time as a comparably smaller issue than the 2007-2013 Heads of Secretariat and especially the MA/Heads of Secretariat coordinating/involved in the 2014-2020 programming process. Meaning, the management level more than the staff level is of the opinion that the staff does not have enough time to get/have inter-programme capacity and competence, whereas this is less of an issue for the staff itself. This could lead to the assumption that there is a slightly different understanding on both levels how much working time should be devoted to get/have inter-programme capacity and competence. At the same time, it is the management level (2007-2013 Heads of Secretariat respectively MA/Heads of Secretariat in the 2014-2020 programming process) to assign tasks and working time.

Meaning, if 88% respectively 95% of the management level consider the lack of working time a main obstacle for their staff to have inter-programme capacity and competence, then this would demand the management level to ensure that the staff will have more, sufficient time to develop (and use) such capacity and competence. This conclusion might be supported by the fact that for the 2007-2013 JTS Project staff, the lack of support by the JTS management is the second important main obstacle. If this lack of support is due to the management level considering inter-programme capacity and competence as not (so) relevant is a question to look into in

the following sub-chapter.¹³

Perception of the added value of and personal motivation for inter-programme capacity and competence



There is also one potentially underlying obstacle for inter-programme capacity and competence, which has to do with the motivation of staff members - not in the above meaning of what could and how to motivate staff members for inter-programme capacity and competence. But rather the question, what is their personal motivation behind getting/having such capacity and competence? Or to put it differently, do they see at all the need and added value (for themselves) of having such capacity and competence? From some of the answers to the above question on the main obstacles, it can be concluded that the added-value of inter-programme capacity and competence beyond ETC is not self-explanatory: *“It is not really that necessary for daily work, so there is less motivation I guess. With other*

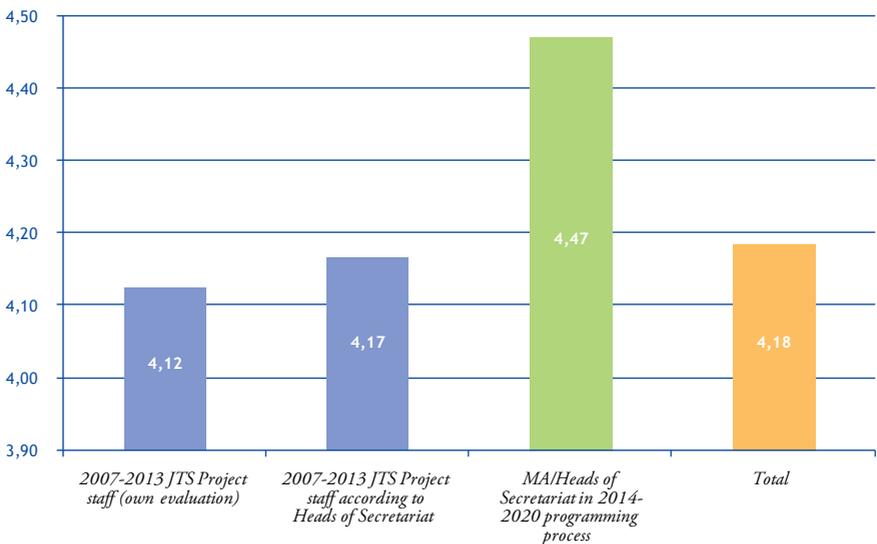
¹³ Perception of the added value and personal motivation for inter-programme capacity and competence. But see also Chapters 3.3 and 4.3 (Starting point: Integrated approach according to Art. 8(3) Regulation (EU) 1299/2013 (ETC)).

ETC programmes the best practice and knowledge sharing is different thing, this gives value.” This shows that there might be an understanding among 2007-2013 JTS Project staff of the usefulness of an exchange within ETC, but the added value of an exchange beyond ETC is not immediately seen. Even if the first step is to look beyond one’s own programme and to exchange within ETC, real inter-programme capacity and competence however goes far beyond ETC.

Regarding the 2014-2020 programming period, the question would be related to

the ‘integrated approach’ according to Art. 8(3) Regulation (EU) 1299/2013 (ETC). Meaning (on the project level) the opportunity to finance integrated projects from various different EU funds in a complementary way. And where in this context the staff sees its own motivation and approach, where the management level sees its staff motivation and approach and where those coordinating and involved in the drafting of the 2014-2020 programmes see their future programme’s motivation and approach.

Chart 10: My programme = My region and benefit (value 1) vs. Our region and benefit (value 5)



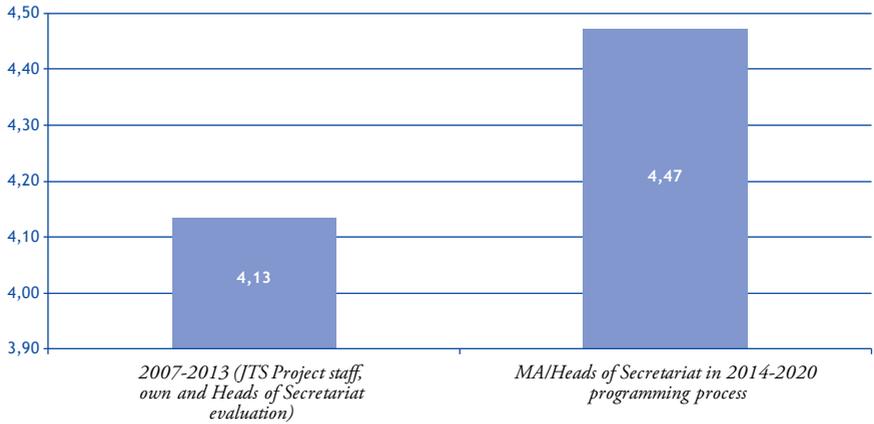
Judging from how much the individual programme and region (programme area) is seen as part of the bigger picture, the perception of the added-value of and personal motivation for inter-programme capacity and competence for all three respondents groups seem to be on a (very) high level. 96% of all respondents look at their own and the bigger region, at their own and the benefit for the bigger aim (values 3 to 5 of 5). And 54% even focus clearly on the bigger region beyond one's own region (programme area) and the benefit for the bigger aim (value 5 of 5). There might be a minor difference in the motivation and perception between the staff level (2007-2013 JTS Project staff, with 4,13 of 5 and the Management level (2007-2013 Heads of Secretariat, MA/Heads of Secretariat in the 2014-2020 programming process) with 4,47 of 5.

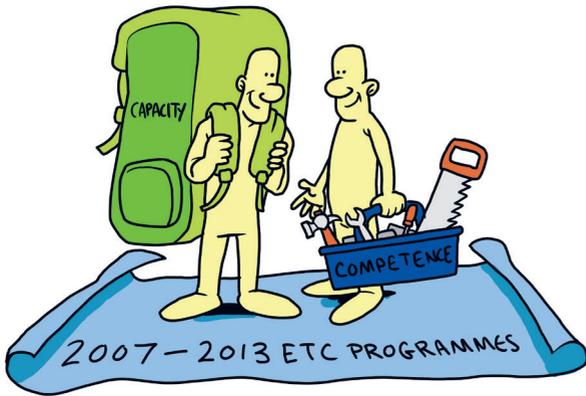
The same figures can also be read as a slight difference in the motivation and perception between the 2007-2013 and the 2014-2020 period, which can be seen as a good sign for a development in the

right direction. It seems that the motivation for 2014-2020 goes more and more to the “real understanding” of an integrated approach. What will now be a challenge is how to translate this motivation and perception, this general (strategic) approach of programmes into a personal motivation of staff members and into a framework and working conditions which enable secretariat's Project staff members to get and use inter-programme capacity and competence (cf. *Chapters 3.3 and 4.3*¹⁴ with some indications on necessary trainings and skill development, possibly to be provided by INTERACT).

¹⁴ See *Chapters 3.3 (Knowledge beyond one's own Programme and training needs)* and *4.3 (Inter-programme capacity and competence and skill development/training needs)*.

Chart 11: My programme = My region and benefit (value 1) vs. Our region and benefit (value 5) – 2007-2013 vs. 2014-2020





3. Inter-programme Capacity and Competence in 2007-2013 ETC Programmes

3.1. The set-up of the JTS – Relevant factors for Inter-programme Capacity and Competence



As mentioned before, inter-programme capacity and competence is nothing on its own, but consisting of and being influenced by various different aspects and factors. Some of these are on an objective-structural level, some on a subjective-personal level. Therefore, before looking at the individual 2007-2013 JTS Project staff member, it

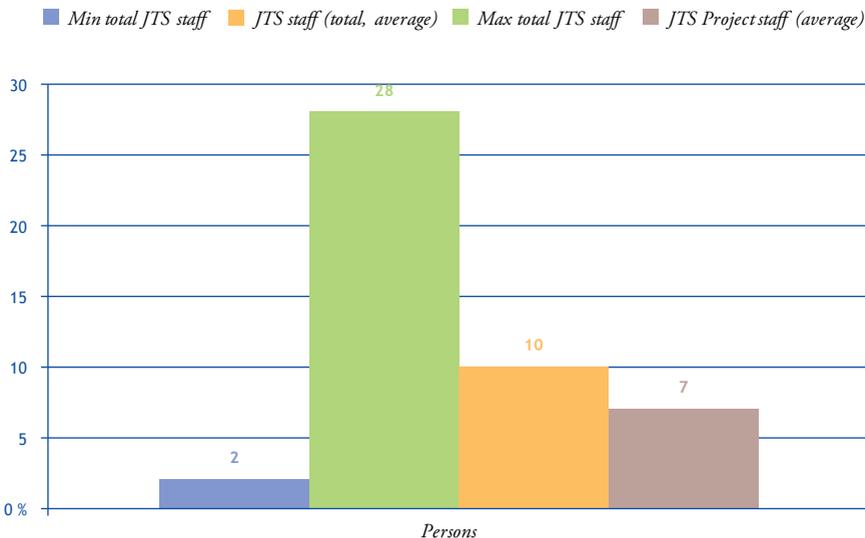
will be looked at how 2007-2013 Joint Technical Secretariats do reflect and support inter-programme capacity and competence in their set-up and structure.

JTS Staffing and relevance of inter-programme capacity and competence for different positions



The JTS have in average a total staff of 10 persons with minimum 2 and maximum 28 persons. In average, 7 out of these 10 directly deal as Programme/Project Managers/Officers or alike with projects (project generation, assessment, implementation monitoring and support).

Chart 12: JTS Staff composition

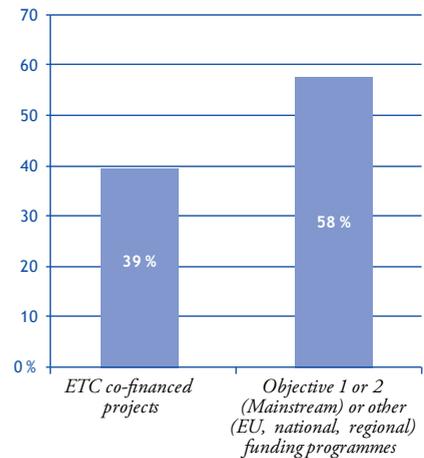


To professionally generate projects and support project developers in the drafting process, it is not only important to know what kinds of projects are supported by one's own programme. But it is equally important to understand the interlinks of the activities/projects supported by one's own programme with activities/projects supported by other funding sources - not least to be able to assess if a certain project idea should rather be financed by another funding programme/source. Or, if in view of macro-regional strategies and the alignment of funding, a certain idea presented by project developers would actually need parallel financing from different funding sources. It is therefore obvious that the JTS Project staff would be the group in the JTS mainly benefitting from inter-programme capacity and competence.

According to the Heads of Secretariat, there are though also other positions in the secretariat for which inter-programme capacity and competence would be useful or even necessary. Especially, the staff members responsible for Information and Communication were mentioned. The reason behind is their responsibility (in cooperation with the JTS Project staff) for thematic capitalisation on and communication of project and hence Programme achievements. To be able to present not only single project and Programme results to the general public as well as to key EU players and policy makers, but to present these in the bigger, complete picture of different EU programmes' intervention in a specific (thematic) field, inter-programme capacity and competence can be considered as crucial to understand and properly evaluate

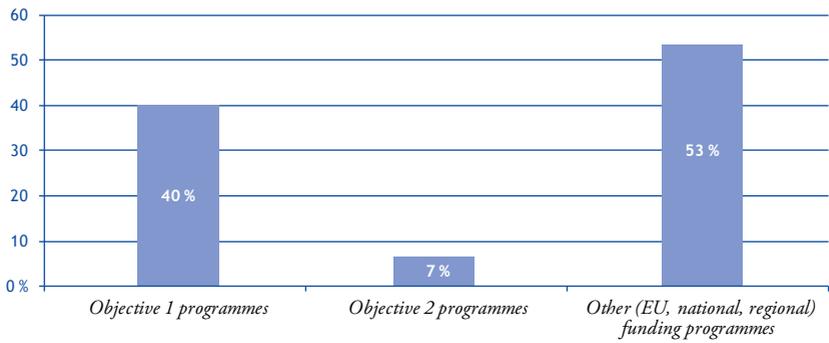
the projects' and hence programmes' real impact. But also for the Heads of Secretariat themselves, inter-programme capacity and competence is considered as relevant, as they would be the ones having to ensure a systematic approach to the use of inter-programme capacity and competence in their secretariats taking into account the territorial context the programme and co-financed projects are operating in.¹⁵

Chart 13: Previous working experience of Heads of Secretariat in ETC projects and beyond ETC



¹⁵ Last but not least, also Financial Officers and First Level Controllers were mentioned by the respondents as benefitting from respectively needing inter-programme capacity and competence. The reason indicated was that the same issues are faced in different programmes. This understanding would, however, limit inter-programme capacity and competence to the knowledge of the different programmes processes and procedures.

Chart 14: Previous working experience of Heads of Secretariat beyond ETC



In this regard, it is actually interesting to see that before joining the ETC programme management structures only 39% of the Heads of Secretariat had been working in/for an ETC co-financed project. 58% had been working for an Objective 1 or 2 or other EU, national or regional funding programmes. Assuming that these 58% of Heads of Secretariat from their own experience know about the added value of having working experience beyond ETC when working in ETC, the latter charts are a good signal. One could assume that for

these 58% of Heads of Secretariat, it actually should be easier to create an environment favourable and to stimulate their own staff to get and use inter-programme capacity and competence. It is then, however, somewhat surprising that in the majority of cases (88%), working experience in other than ETC programmes (not projects) was not a formal selection criterion during the JTS (Project) staff recruitment. However, in the majority of the cases (68%), such working experience beyond ETC positively influenced the evaluation of the candidate.

Chart 15: Relevance of working experience beyond ETC during JTS staff recruitments



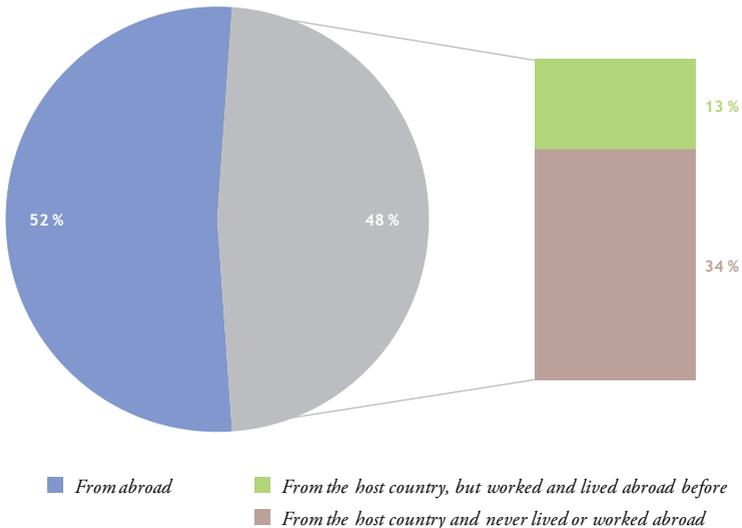
Internationality of secretariats



Especially in the ETC context international staffing of secretariats is, if not formally required, something often at least strongly wished for by the Member States involved in the respective ETC programme. In average JTS staff comes from four different countries including the host country. However, as half of the JTS Project staff comes

from abroad, the other half of the JTS Project staff comes from the hosting country itself. And about one third of the JTS Project staff does not only come from the hosting country, but also has never worked or lived abroad (exchange semesters, traineeships etc. not counting). When looking at the complete JTS staff, there are proportionally even less staff members coming from abroad (40%). This reason might be that some of the other than Project staff positions requiring knowledge and familiarity of the local language and administrative systems and procedures are preferably staffed with persons from the host country (e.g. Assistant, Financial Officer etc.).

Chart 16: Origin of JTS Project staff (abroad vs. host country)¹⁶



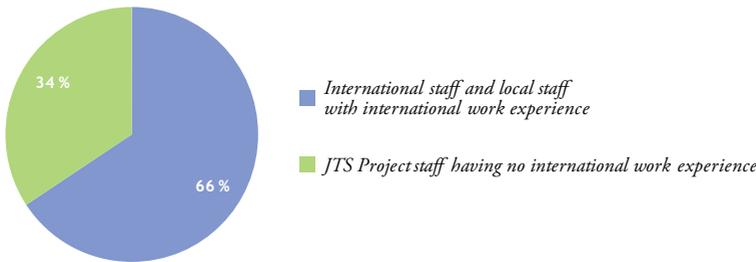
¹⁶ Because of rounding, the two sums “from the host country” do not match up to 48%.

While internationally recruited staff brings automatically some kind of international spirit into the secretariat’s team, this is not that self-evident for the local staff. Taking into account that 34% of all (respectively 72% of the local) JTS Project staff have never worked or lived abroad before starting their job at the secretariat (exchange semesters, traineeships etc. not counting), this would mean that a significant number of the secretariat staff has absolutely no working experience abroad. This could actually pose some challenges for a team which by the nature of ETC works in an international field. However, this does not mean that each and every secretariat staff member has to have working experience abroad or that those never having worked abroad don’t do a good job. Knowledge

about other countries, foreign legislation, administrative procedures, cultures and languages can theoretically also be obtained working “at home”. But possibly those with no or little international experience need special support in getting inter-programme capacity and competence as it is about working across both geographical and mental borders. The international staff might of course “inspire” the local staff, but more needs to be done.¹⁷

¹⁷ See Chapters 3.3 (*Knowledge beyond one’s own Programme and training needs*), 4.2 (*Skills and training to focus on content/quality monitoring/support and the results of projects*) and 4.3 (*Inter-programme capacity and competence and skill development/training needs*).

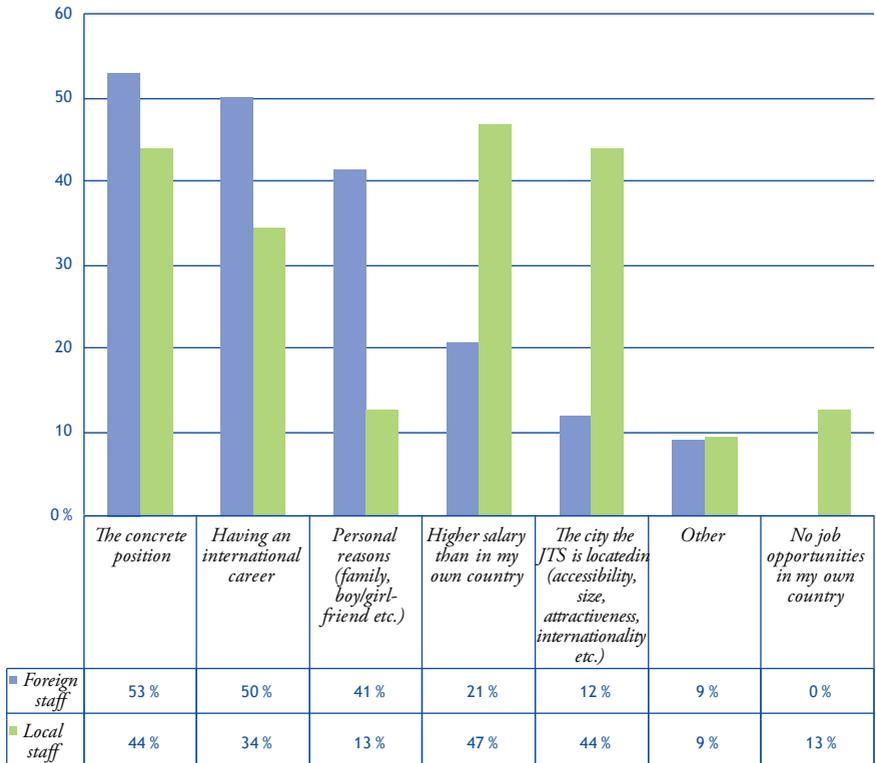
Chart 17: Internationality of JTS Project staff



The question would then be what does motivate people to move and work abroad and which incentives the JTS management level is actually using to attract foreign staff to their secretariats? To start with, the motivation for the foreign staff members having moved abroad to work in the JTS and the motivation for the local staff members to potentially move abroad to work in a programme where the JTS is located in another country differ quite much.¹⁸

¹⁸ Respondents were asked to choose max 2 answers, wherefore the total of % does not equal 100%.

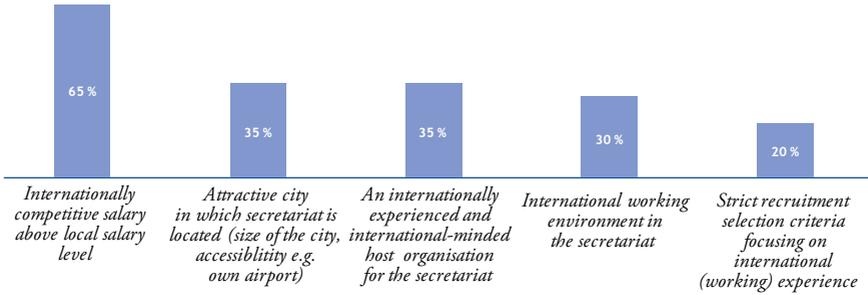
Chart 18: Motivation to move abroad to a programme where the JTS is located in another country



Whereas for the foreign staff (staff coming from abroad), the two main reasons for moving abroad were the concrete position in question and the wish to have an international career (and to work in an international team), the main reasons for the local staff (staff coming from the country in which the secretariat is located) to potentially move abroad to work in a programme/JTS would be a higher salary than in their own country, the city the JTS

is located in (its accessibility, size, attractiveness, internationality etc.) and also the concrete position. Or, to put it differently, the reasons for the foreign staff are related to the content and internationality of the work, whereas for the local staff the reasons are more related to the working conditions (e.g. better working conditions, better work life balance, and possibilities for the family to develop).

Chart 19: Main factors/incentives used by management level to attract internationally experienced and minded staff to the secretariat¹⁹



Interesting in this context that the main factor/incentive Heads of Secretariat mainly use to attract international staff is an internationally competitive salary above the local salary level. An attractive city in which the secretariat is located, an internationally experienced and minded host organization and an international working environment in the secretariat is only used by about a third of the respondents. Whereas the most probably most simple way, a strict recruitment selection criterion focusing on international (working) experience, is, as shown above, obviously not used as the main tool.

be strengthened by an active exchange and cooperation with (JTS of) other ETC and non-ETC programmes. The Heads of Secretariat responding to the survey actually describe their cooperation with other programmes as mainly being an occasional bilateral exchange and cooperation or even as a very intensive and regular exchange and cooperation (e.g. regular meetings between secretariats, joint events). This is a very good starting point for inter-programme capacity and competence, further supported by the fact that no respondent indicated that there is absolutely no exchange. However, the majority of exchange and cooperation examples provided by the respondents were about cooperation within ETC with only a handful of examples of cooperation with Objective 1 or 2 programmes.

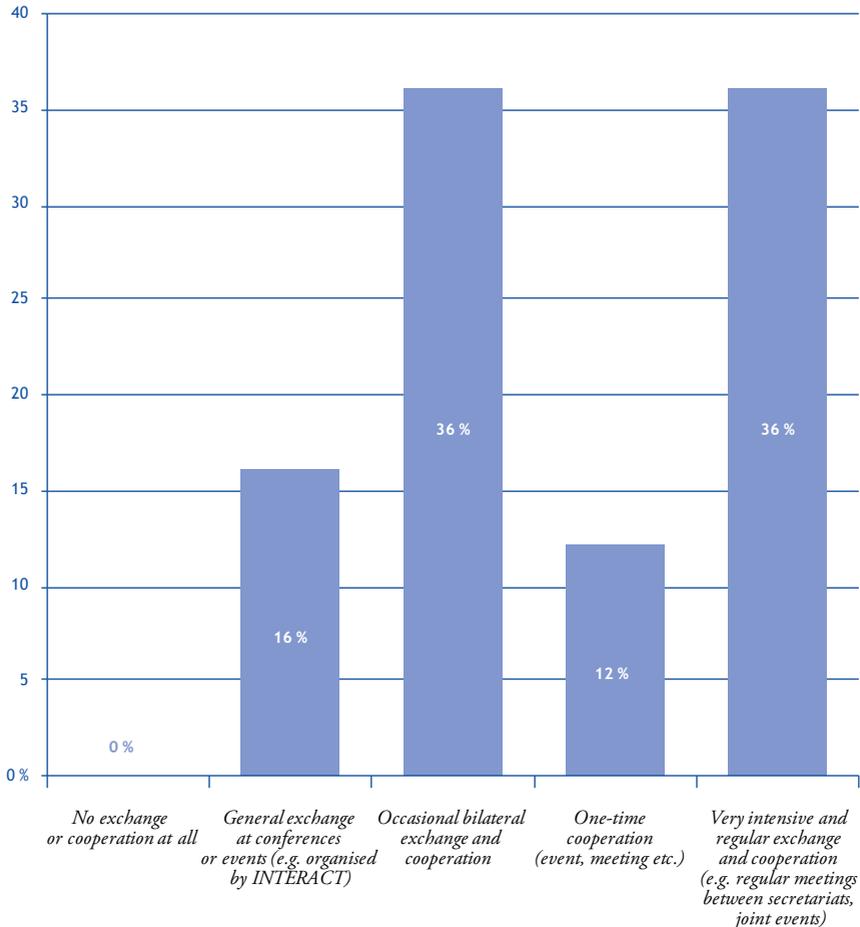


Exchange and cooperation with (JTS of) other (ETC and non-ETC) programmes

Missing inter-programme capacity and competence can be built and existing one can

¹⁹ Respondents were asked to choose max 2 options, wherefore the total of % does not equal 100%. As the answer option “Other” did not receive any response (=0%), it has been left out of this graph.

Chart 20: Exchange and cooperation with (JTS) of other (ETC or non-ETC) programmes



This exchange and cooperation can take very different forms, however, can be categorized into four groups: (joint) events; direct working contacts; project related and other kinds of cooperation and exchange.

Below some examples are given from the received answers. However there are plenty of other ways to exchange and cooperate aiming at synergy, hence the below serving as a source for inspiration.

(Joint) events	<ul style="list-style-type: none"> • Joint Programme Conference²⁰ • Joint Communication seminar • Inviting MA/JTS of other CBC or Competitiveness Programme as speaker to own (thematic) events • Joint trainings and workshops with beneficiaries from several programmes on communication and capitalisation • Joint activity on the EC Day • Joint activity at the Open Days
Direct working contacts	<ul style="list-style-type: none"> • Regular exchange and meetings between Heads of Secretariat, separate staff members or whole JTS teams for a regular exchange on programme management issues • Ad-hoc contact with other ETC or beyond ETC programmes hosted by the same organization respectively of programmes located in the same premises • Staff internships in other ETC programmes • Joint staff trainings
Project related	<ul style="list-style-type: none"> • Sending projects to other programmes' conferences • Exchange on specific project content issues (e.g. cross-checking of similar applications or similar project outputs)
Other	<ul style="list-style-type: none"> • Joint dissemination activities (e.g. at external/international conference) • Exchange during INTERACT (networking) events and workshops and other networks (e.g. INFORM)

In view of inter-programme capacity and competence and the above finding that cross-programme exchange and cooperation is so far still very much focused, if not to large extent limited, to exchange and cooperation within ETC, these concrete examples could also serve as inspiration to establish closer links between ETC and non-ETC funding programmes. What can be seen from the examples provided by the respondents is that sharing the same Host Organisation or office location can help to establish in a very easy way informal contacts which potentially could develop into a closer, more regular exchange and cooperation.²¹ In 2007-2013, actually 40% of the Host Organisations of the JTS were also responsible for the implementation of an Objective 1 or 2 programme.

²⁰ As example the Joint Transnational Conference "13 Programmes – 1 Goal: to Improve Quality of Life in European Regions!" on 15.-16.09.2011 in Katowice, Poland (www.transnational-cooperation.eu).

²¹ Cf. Chapter 2.2 (*Set-up and staffing of the Secretariat supporting inter-programme capacity and competence*)

3.2. The individual profile of a 2007-2013 JTS Staff member directly dealing with projects



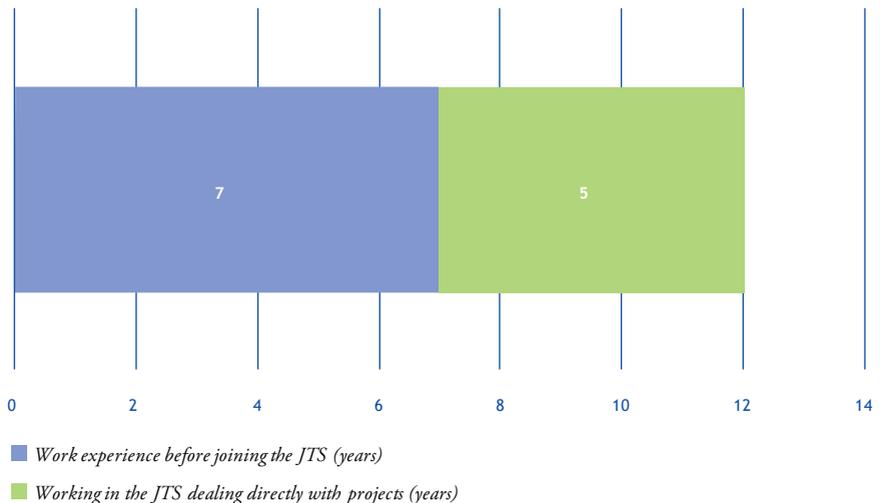
Eventually, whatever capacity and competence goes down to, it depends on the individual staff member if and how this capacity and competence is used. Therefore, this chapter attempts to draw a picture of the “average” JTS staff member directly dealing with projects in 2007-2013.

Working experience (beyond ETC)



The JTS Project staff has in average seven years of working experience before joining the secretariat - which in less than half of the cases (42%) is at least for some time working experience in or for an ETC co-financed project - hence limiting the working experience beyond ETC even further. This is followed by on average five years working experience in the JTS directly dealing with projects - summing up to an average working life of 12 years.

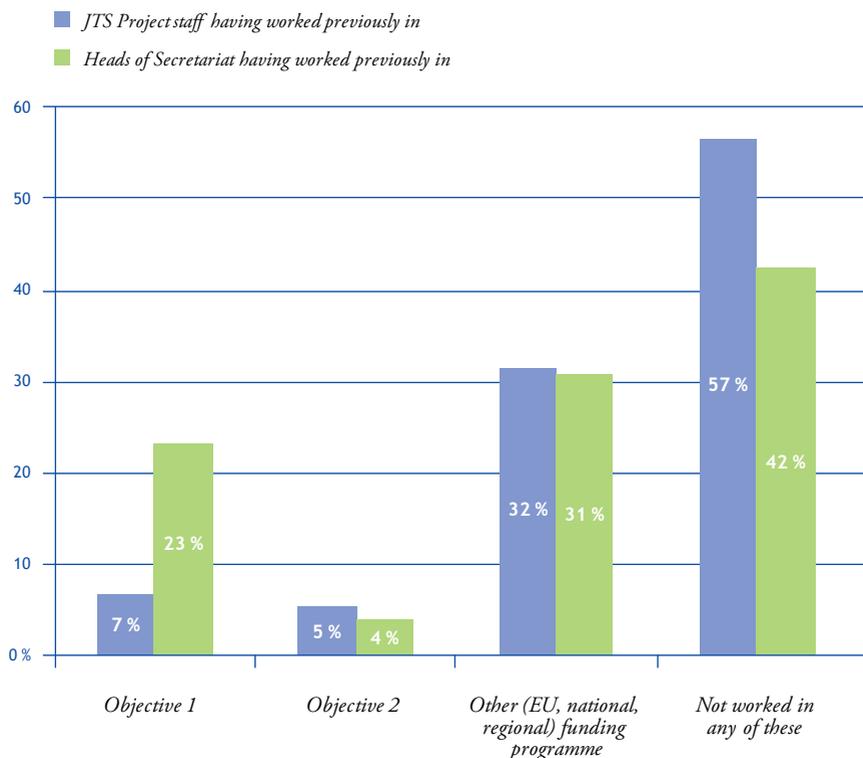
Chart 21: Working experience before & in JTS



In the context of inter-programme capacity and competence, working experience within ETC is good, but working experience beyond ETC in addition is better. It is therefore relevant to see what kind of working experience beyond ETC the JTS Project staff has. 43% of the JTS Project staff have previously worked in Objective 1, Objective 2 or (mainly) other (EU, national, region-

al) funding programmes. As comparison, it is interesting to see that when looking at the whole JTS staff and not only the Project staff only 17% of the staff has previously worked in Objective 1 and Objective 2 on the one hand and in other (EU, national, regional) funding programmes on the other hand.

Chart 22: Working experience in Objective 1, Objective 2 and other (EU, national, regional) funding programmes²²



²² Due to rounding, the total of the separate columns does not equal 100%.

For the Heads of Secretariat the picture looks slightly different with 58% having worked previously in Objective 1, Objective 2 or other (EU, national, regional) funding programmes. The majority of Heads of Secretariat having working experience beyond ETC is of importance as this might also support a general inter-programme openness and approach in the JTS if the management level has already its own experience in this regard. When comparing the JTS Project staff with the Heads of Secretariat, it becomes obvious that the staff level has mainly experience with other (EU, national, regional) funding programmes whereas a substantial part of the Heads of Secretariat

in addition has experience with working in/ for Objective 1 Programmes.²³

Respondents, both JTS Project staff and Heads of Secretariat were also asked to specify in which other programme they have worked previously - below those non-ETC programmes mentioned:

²³ However, it has to be noted that judging from examples provided for “other (EU, national, regional) funding programmes” in few cases also working experience in other ETC programmes has been included although this question was about working experience beyond ETC.

Objective 1 (Convergence) (2007-2013)	<p>JTS PROJECT STAFF:</p> <ul style="list-style-type: none"> • Operational Programme ‘Zachodniopomorskie’ (Poland) • Operational Programme ‘Latvia’ (2004-2006)
Objective 2 (Regional competitiveness and employment) (2007-2013)	<p>JTS PROJECT STAFF:</p> <ul style="list-style-type: none"> • Operational Programme ‘Flanders’ (Belgium) • Operational Programme ‘Marche’ (Italy, also 2000-2006) • Operational Programme ‘Nord-Pas-de-Calais’ (France) • Operational Programme ‘Schleswig-Holstein’ (Germany, also 2000-2006) • Operational Programme ‘Southern and Eastern’ (Ireland) <p>HEADS OF SECRETARIAT:</p> <ul style="list-style-type: none"> • Operational Programme ‘Berlin’ (Germany)
Other (EU, national, regional) ²⁴	<p>JTS PROJECT STAFF:</p> <ul style="list-style-type: none"> • Competitiveness and Innovation Framework Programme (2007-2013) • ESF (i.a. ADAPT, 1994-1999; EQUAL, 2002-2007; Strengthening Employment and Mobility, 2007-2013) • Fiscalis • Framework Programme 7 • Human Resource Development Programme • ISPA • LEADER • National funds • National support for NGOs • Objective 5b Programme (1994-1999) • PHARE • Zukunftsprogramm Wirtschaft Schleswig-Holstein (Germany) (2007-2013) <p>HEADS OF SECRETARIAT:</p> <ul style="list-style-type: none"> • Economic development of French overseas departments (1990ties) • (European) Agricultural Fund (for Regional Development) • (European) Fisheries Funds • EQUAL • Framework Programmes 4 to 7 • LIFE Nature (LIFE II and III, 1996-1999 and 2000-2004) • National structural funds • National subsidy regulations

²⁴ Some respondents just wrote down some key words which do not allow to exactly identify the concrete funding scheme and/or funding period (e.g. ‘Objective 1’, ‘Regional Operational Programme(s)’, ‘Human Resources Development Programme’, ‘mainstream programmes for local authorities’ or ‘some agricultural programme’).

Actually, so far this chapter only looked at the “migration” from outside ETC to into ETC. But it would be equally interesting to see the “migration” from inside ETC to outside ETC. According to the Heads of Secretariat, such a migration did not take place from ETC to Objective 1 or 2 programmes, but to other (EU, national, regional) funding programmes. In average four JTS staff members (min. 0, max. 14) have found a new job in other funding programmes - however, similar to the answers to the ‘previous work experience in other (EU, national, regional) funding programmes’, this most probably also for the “outgoing migration” includes ETC programmes. Therefore, these figures have to be treated with care, also as they most probably only cover the employment directly following the employment with the JTS, but not possible later employments.

International experience

As shown above,²⁵ 66% of the JTS Project staff either come from abroad or are locals with work experience abroad. Although 52% of the JTS Project staff comes from abroad, this though does not necessarily mean that they also have international work experience. In fact, their work experience in their home country is as “national” as the work experience of the 34% locals which have so far worked only in the country where the JTS is located. But what counts here is that they bring their work experience from one country to another.

²⁵ Cf. Chapter 3.1 (*Internationality of secretariats*)



Age and gender



The two most dominant age groups of the JTS Project staff '30 to 35' and '35 to 40 years' with in total 76% of all JTS Project staff being 30 to 40 years old. When looking at the three main age groups (90% of all JTS Project staff), one can say that the JTS Project staff is between 30 and 45 years old. This is also confirmed by the Heads of Secretariat when asked about the average age of their project staff. When it comes to the gender, the majority (60%) of staff members are female.

Chart 23: JTS Project staff by age groups

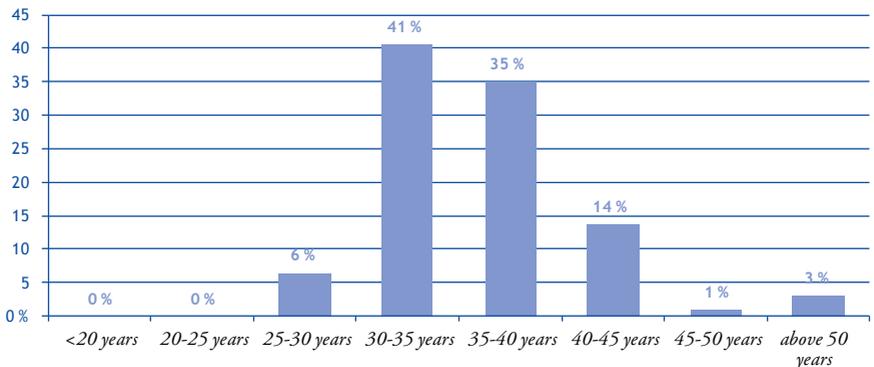
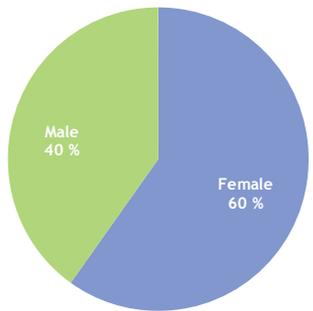
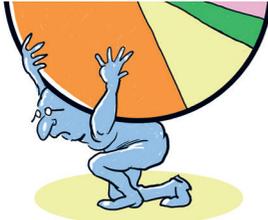


Chart 24: JTS Project staff by gender



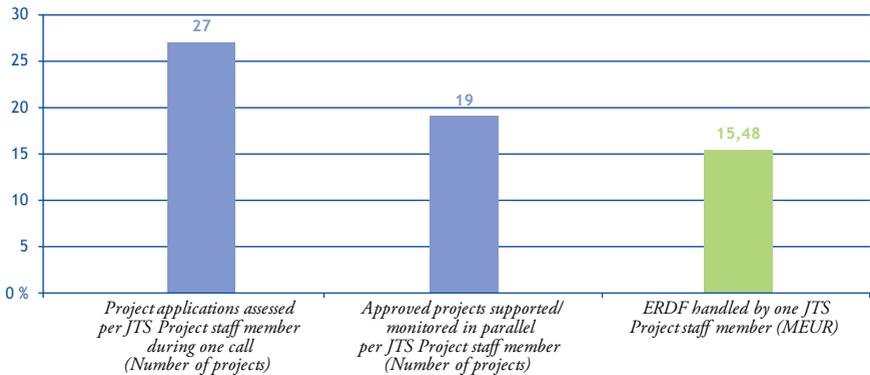
Work load and division of working time



For the work load, it is essential to look at how many project applications one JTS Project staff member is assessing in average during one call for applications, and how many approved projects one JTS Project staff member is supporting and monitoring during project implementation. Although

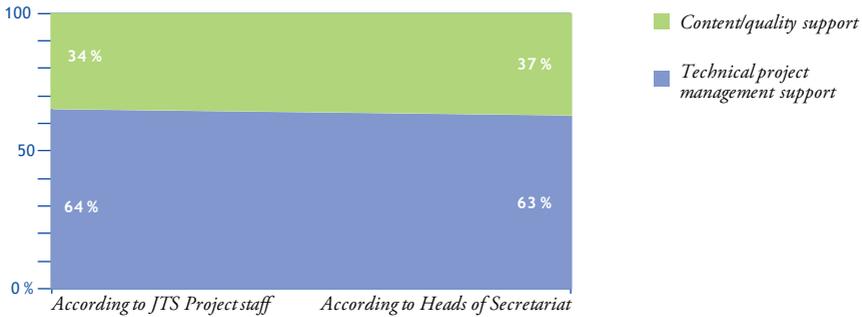
the below chart might give the impression that the work load is decreasing after the assessment of 27 project applications to supporting and monitoring 19 approved projects, this is misleading as application assessments, hence calls, happen while already approved projects are running. Meaning, during the assessment of project applications, the combined number of projects supported and monitored on a constant basis and of the project applications assessed once is higher. Taking in addition into account that each JTS Project staff member is in average handling 15,5 MEUR ERDF, this chart shows both quite a work load, but also responsibility for each JTS Project staff member.

Chart 25: Work load of JTS Project staff



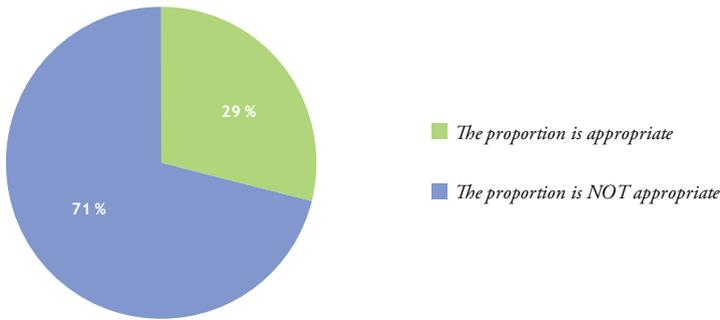
The question then is if the JTS Project staff uses its working time in a more technical way mainly for checking the proper use of funds or if they focus on quality and result delivery of the projects? In view of the 2014-2020 key elements of thematic concentration and result orientation, the division of working time between ‘technical project management support’ and ‘content/quality support’ is a relevant indicator. The responses received from both the JTS Project staff and also the Heads of Secretariat regarding 2007-2013 show a very similar evaluation of the situation when it comes to the division of working time, that most of the working time is used for technical project management support.

Chart 26: Division of working time of JTS Project staff²⁶



This proportion to spend in average two thirds of one’s working time on the technical project management aspects is actually something the majority of the JTS Project staff is not fully satisfied. Only 29% consider such division of working time as appropriate. This does not mean though that the other 71% necessarily would like to spend more time on content and quality. It could even be that some would like to spend even more working time on technical project management.

Chart 27: Appropriateness of division of working time according to JTS Project staff



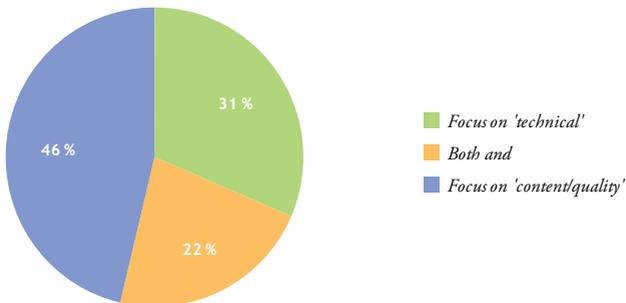
If considering a two thirds focus on technical project management as inappropriate speaks in favour of allocating more working time on content and quality instead of technical project management, can be answered by looking at which proportions has been suggested by the JTS Project staff as appropriate. Referring to the starting point that 64% of the work-

²⁶ The proportions suggested by the responding JTS Project staff for content/quality and technical project management support do not always match up to 100%. Therefore, also the total average of 34%+64% does not equal 100%.

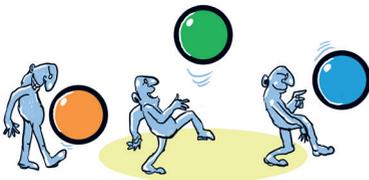
ing time is spent on technical project management, actually 91% of the JTS Project staff would like to decrease the percentage - even if this does not automatically mean to overweight the content and quality support. The suggestions range from focusing 95% on technical project management to 80% on content and quality. However, the majority of a bit less than half of the JTS Project staff is in favour of overweighting the quality/content support by spending between 60% and 80% of their working

time on quality and content aspects. And only one third thinks that they should focus their working time (mainly) on technical implementation support. And even if one fifth would actually like to devote the same amount of working time to both technical and content/quality support, this means that the content/quality part of the projects and its support is widely perceived as (very) relevant.

Chart 28: Optimal focus according to JTS Project staff ('technical project management' vs. 'content and quality support')



Skills and training to focus on content/quality monitoring/support and the results of projects

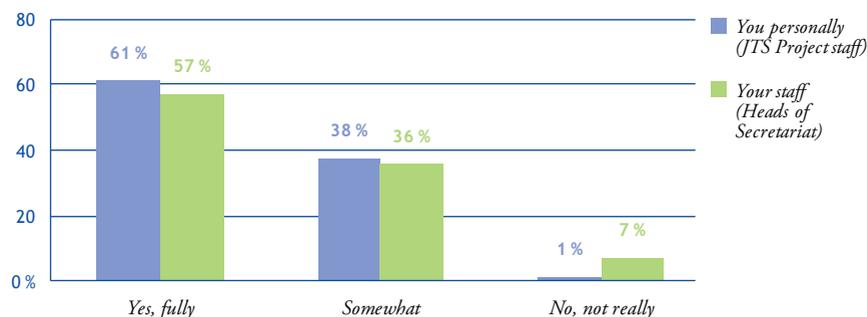


Independent from the question how much of one's working time should be spent on the content and quality monitoring and sup-

port and the results of projects, the precondition would be that the staff has the necessary skills enabling them to focus (to which degree ever) on content and quality monitoring/support and the results of projects. The majority of JTS Project staff is convinced having such skills either fully or at least somewhat. This is more or less in line also with the perception of the management level as the Heads of Secretariat also consider the majority of their JTS project staff to possess the necessary skills fully or at least somewhat.

Chart 29: Necessary skills to focus on content and quality monitoring/support and project results

Do you/r staff possess the necessary skills which enable you/r staff to focus on content and quality monitoring/support and the results of projects?



However, when looking at the percentage of JTS Project staff fully possessing the necessary skills, this then leaves still a big part of the JTS Project staff which would either need or at least could benefit from relevant trainings and skill development. Three main issues can be identified from the answers received from the JTS Project staff and the Heads of Secretariat on what kind of training (e.g. by INTERACT) they would personally need or consider useful for their staff. First and foremost, thematic training in the programme's chosen fields of intervention including the relevant EU policies and relevant knowledge management networks in the respective fields. Secondly and related hereto then training about and exchange with other funds, possible overlaps and synergies.

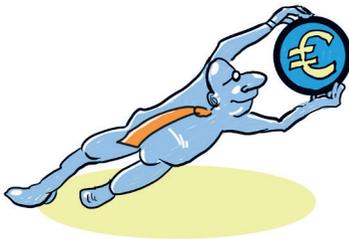
The Heads of Secretariat, however, see this need for thematic training may be slightly more from the overall strategic perspective very nicely expressed in one response drawing the connection to in-

ter-programme capacity and competence: *“Information about other (non-ETC) programmes (e.g. structural funds mainstream programmes) and their priorities, thus allowing the Project/Programme Managers to better identify possible complementarities, e.g. for the financing/mainstreaming of innovative solutions developed by CBC projects. Thematic trainings/exchanges, organized for Project/Programme Managers dealing with similar thematic priorities (Annotation: Despite the need to develop thematic expertise in the JTS, the Project/Programme Managers do not have to become technical experts, e.g. on green technologies or transport solutions. However, they shall obtain the skills to identify and analyse available solutions/good practices and development trends in their thematic priorities (e.g. innovative mobility management solutions tested/implemented in the programme area). This know-how would put them in the position a) to better assess the quality of report-*

ed project achievements (is the innovative solution really innovative?), b) create synergies between projects and c) to moderate potential complementarities between programmes (e.g. encouraging the mainstreaming of developed solutions/tools; inviting other ETC programmes to develop mirror projects etc.)”

And thirdly, the more traditional training on project (financial and content) management (including capitalisation) and monitoring. When it then comes to the question if/which training could be offered by INTERACT, it seems that the respondents mainly see INTERACT’s expertise in organizing the more traditional project management training whereas INTERACT’s role is not necessarily seen in thematic trainings. However, there are different ways to organize thematic trainings. This should not exclude the one or the other (e.g. involving external thematic experts).

Salary level and additional benefits

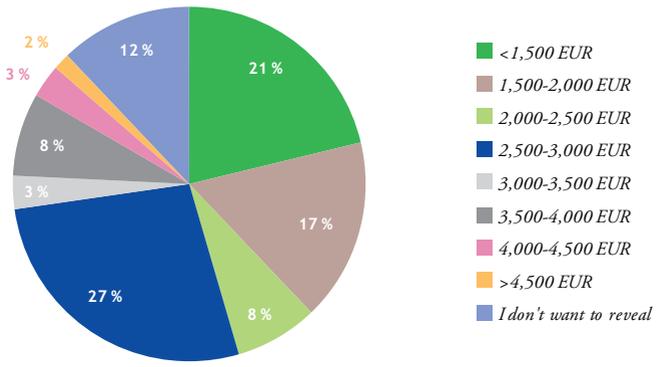


Another important element of the individual profile of a JTS Project staff member is naturally the salary (level) wherefore the questionnaire included also a question on the JTS Project staff’s net salary and possible additional benefits. However, it has to be underlined that this is not a comprehen-

sive salary evaluation for all ETC staff throughout Europe.²⁷ As it is based only on information shared voluntarily by those JTS Project staff members contributing to this survey and also answering the salary/additional benefits related questions (12% did not want to reveal their net salary, 8% - if they receive additional benefits), the below Charts can only give a certain indication.

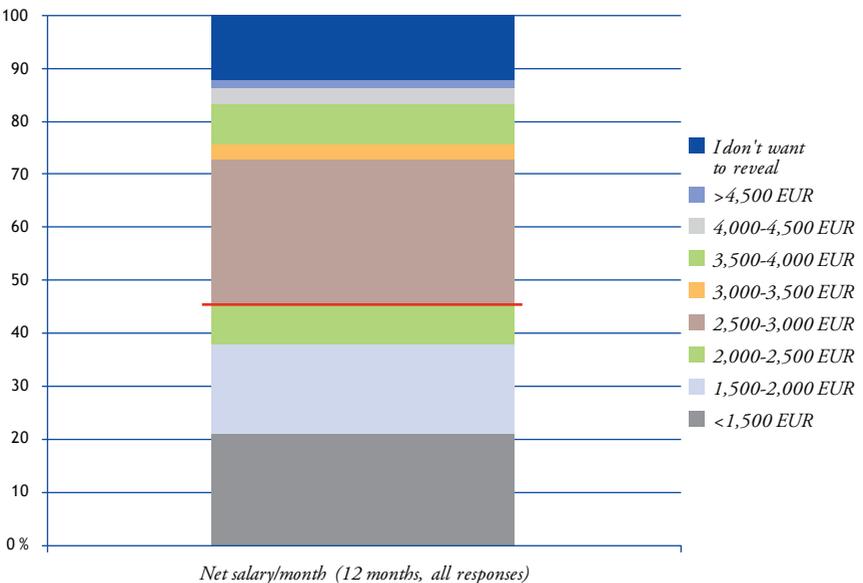
²⁷ The study “Co-financing salaries, bonuses, top-ups from Structural Funds during the 2007-2013 period”, European Commission, Directorate-General for Regional and Urban Policy, 2014, only covers the Convergence and Regional Competitiveness and Employment Objectives, but not ETC (available at <http://bookshop.europa.eu/en/co-financing-salaries-bonuses-top-ups-from-structural-funds-during-the-2007-2013-period-pbKKN0114542/>).

Chart 30: Net salary per month (12 months, all responses)



From the above chart, it can be seen that the two main salary levels/groups are ‘2,500-3,000 EUR’ and ‘below 1,500 EUR’. However, to somewhat get an average figure taking into account all salary levels/groups, it can be said that about half of the JTS Project staff members get a salary up to 2,500 EUR per month and the other half above 2,500 EUR per month - with the majority getting a monthly salary between 2,500 and 3,000 EUR.

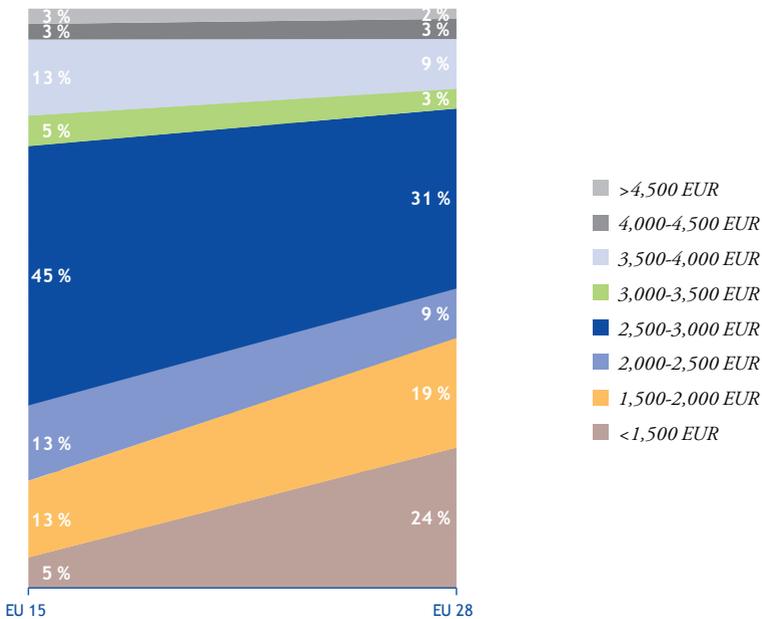
Chart 31: The salary ‘border line’ (2,500 EUR)



Net salary/month (12 months, all responses)

The limited number of responses received per EU Member State makes it difficult to draw any conclusions on the average salary for one country or a single European (macro-)region. However, a comparison between the salary levels in the EU-15 and the EU-28 Member States shows that the salary level in those EU Member States having joined the EU in 2004 or later is below the EU-15 level. An indication for this is that the proportion of the lower salary levels/groups up to 2,500 EUR/month is higher and of the higher salary levels/groups above 2,500 EUR/month is lower when looking at the EU-28 figures (based only those responses indicating a salary level).

Chart 32: Salary comparison EU 15 vs. EU 28



When it comes to additional benefits, actually only 29% receive such and 8% don't want to reveal if/which they receive. These additional benefits specified by 18 respondents include in most cases a 13th monthly salary, in a few cases even a 14th monthly salary. Further, a typical additional benefit seems to be holiday money, or a financial bonus (e.g. quarterly or annual performance bonus, in one case equalling two months' salary). Other additional bonuses are vouchers (e.g. food vouchers), a private health insurance or a travel home allowance of e.g. 480 EUR/year.

The model JTS project staff member (Summary)



Based on the above findings, combining the averages and majorities for each question, a summary description of the average 'model JTS Project staff member' can be drawn. This 'model' 2007-2013 JTS Project staff member looks as follows (to be later compared with the 2014-2020 'model'):

- **Work experience:** 12 years, of which 7 years before joining the JTS and 5 years in the JTS directly dealing with projects; of which 7,5 years working in and 4,5 years outside ETC programme management structures; No working experience in Objective 1/2 or other (EU, national, regional) funding programmes
- **Work load:** Assessing 27 project applications during one call; Supporting and monitoring 19 approved projects in parallel; 'Handling' 15,5 MEUR ERDF
- **Work focus:** 2/3 of the working time for technical project management support, 1/3 for content/quality support; Considering this proportion not appropriate and in favour of focusing instead on 'content/quality'; Possessing the necessary skills to

focus on content and quality monitoring/support and the results of projects

- **Internationality:** Coming from abroad and the hosting country equally
- **Gender and age:** Female, between 30 and 40 years
- **Salary:** between 2,500 and 3,000 EUR/month

3.3. Inter-programme capacity and competence of 2007-2013 JTS staff directly dealing with projects



Starting point: Integrated approach according to Art. 8(3) Regulation (EU) 1299/2013 (ETC)

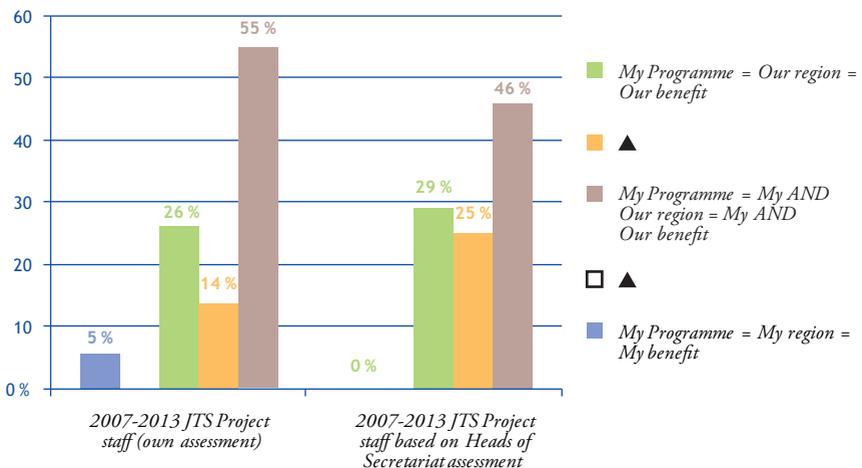
It is then relevant to see how the JTS staff members directly dealing with the projects assess their own inter-programme capacity and competence. The questionnaire did not include any such direct question, but various other questions were designed to provide a more sophisticated picture as inter-programme capacity and competence is not something on its own, but consists of various different aspects. The starting point

was to draw the attention of the respondents to the 'Integrated Approach' according to Art. 8(3) Regulation (EU) 1299/2013 (ETC) - meaning on the project level the opportunity to finance integrated projects from various different EU funds in a complementary way - and to find out where related to the Integrated Approach both the JTS Project staff sees its personal approach and motivation and where the Heads of Secretariat see their staff approach and motivation. The perception of the added value of and the personal motivation for inter-programme capacity and competence have at the end to do with everyone's own understanding of the overall context of one's work. Meaning, does one look only at one's own programme, one's own re-

gion (programme area) and one's own programme's benefit? Or does one try to see one's work, one's programme, one's region (programme area) as being part of a bigger picture eventually putting one's work, one's programme, one's region (programme area) into the service of a bigger aim and area - which in a macro-regional strategy context would be the macro-region going beyond the individual programme area? The answer is simple and positive: The perception of the added-value of and personal motivation for inter-programme capacity and competence of the 2007-2013 JTS Project staff is on a (very) high level.²⁸

²⁸ Cf. also *Chapter 2.2 (Perception of the added value of and personal motivation for inter-programme capacity and competence)*

Chart 33: Perception of added-value of and personal motivation for inter-programme capacity and competence



Although on a scale from 1 to 5 both JTS Project staff and Heads of Secretariat see the personal motivation and approach of the JTS Project staff as very high when it comes to the integrated approach (JTS Project staff: 4,12 and Heads of Secretariat: 4,17),²⁹ the Heads of Secretariat consider only 46% of their JTS Project staff clearly looking at the bigger region beyond one's own (programme area) and the benefit for the bigger aim - whereas the JTS Project staff itself 55%. This difference though does not distort the overall very positive picture in favour of an integrated approach, in favour of inter-programme capacity and competence.

Alignment of funding – Familiarity with and Programme approach to



A very practical aspect where it becomes clear if one is able to also use inter-programme capacity and competence is the concept of 'alignment of funding'. This terminology came up during the creation of the first ever EU macro-regional strategy, the EU Strategy for the Baltic Sea Region (EUSBSR). It appeared as Horizontal Action "Align available funding and policies to the

priorities and actions of the EU Strategy for the Baltic Sea Region" in the 2009 EUSBSR Action Plan³⁰ and was also included into the Action Plans for the EU Strategy for the Danube Region (2010)³¹ and the Adriatic and Ionian Region (2014).³² But as this concept was something new and despite the formulations in the above mentioned documents, there were different understandings of the meaning of 'alignment of funding', leading to the question if 'alignment of funding' at all is a good terminology for what is actually meant. But is there really such different understanding?

³⁰ Commission Staff Working Document accompanying the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions concerning the European Union Strategy for the Baltic Sea Region – SEC(2009) 712 of June 2009.

³¹ Priority 10 (To step up institutional capacity and cooperation), Action "To review bottlenecks relating to the low absorption rate of EU funds and to ensure better coordination of funding", Commission Staff Working Document accompanying document to the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions concerning the European Union Strategy for the Danube Region – SEC(2010) 1489 final of 8 December 2010.

³² Chapter 5 (Funding), Commission Staff Working Document accompanying the document Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions concerning the European Union Strategy for the Adriatic and Ionian Region – SWD(2014) 190 final of 17 June 2014.

²⁹ Cf. Chapter 2.2 (Perception of the added value of and personal motivation for inter-programme capacity and competence)

Chart 34: Familiarity of JTS Project staff with the concept of 'alignment of funding'

Only one third of the JTS Project staff considers itself fully familiar with the concept of alignment of funding, one third somewhat and one third not at all. This would mean that actually two thirds have no or only a vague understanding of what is meant with alignment of funding.

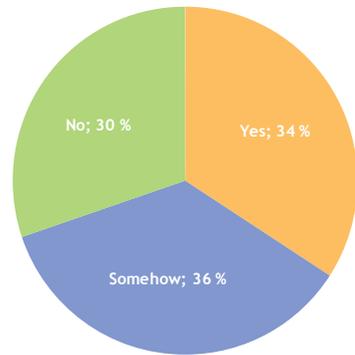
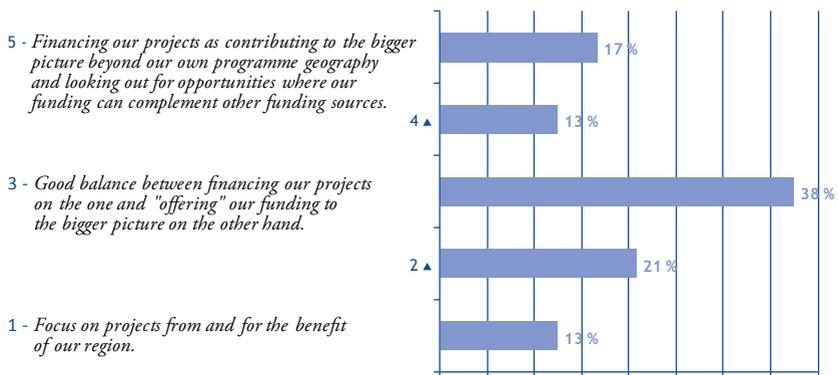


Chart 35: 'Alignment of funding' taken into account in the 2007-2013 ETC programmes



The fact that only about one third of the JTS Project staff feels being fully familiar with the concept of alignment of funding is interesting, or should one say challenging, as according to the Heads of Secretariat the majority of programmes, a bit more than one third, tries to find a good balance between financing their own projects on the one and "offering" their funding to the bigger picture on the other hand. Another third (clearly) considers their programmes financing their projects as contributing to

the bigger picture beyond their own programme geography and are looking out for opportunities where their funding can complement other funding sources. This means that the majority of two thirds actually consider their programmes contributing to the alignment of funding by being part of the bigger stonewall of funding sources - with staff that to large extent is not or only somewhat familiar with the concept of alignment of funding?! This could actually be an indication for a mismatch between

the perception and aims by the management level and the available competences and capacities on the staff level.

Alignment of funding – What is meant?



As shown above, according to their self-evaluation about two thirds of the JTS Project staff would either need or benefit from further training and guidance on

the concept of 'alignment of funding'. However, before taking this conclusion as granted, one would need to look into what the JTS Project staff actually understands as 'alignment of funding' - to avoid a situation where their "explanation" of the concept would actually prove the opposite, that they are very well familiar with it. When analyzing the answers, the descriptions of alignment of funding provided, actually four to five main definitions can be identified:³³

- Use funding in an integrated/coordinated/combined way to achieve a common goal and better results
- Use existing funding (better) instead of creating new funding sources
- Use funding to pursue/co-finance (macro-)regional policy/strategy
- Higher (policy) objective/coordination of policies/strategic intervention
- Other (e.g. avoiding double financing, maximisation of opportunities and results)

When comparing the descriptions provided by the JTS Project staff and the Heads of Secretariat, there is an interesting difference to observe. Not so much in the overall, rather common understanding of what is meant with alignment of funding - more than half of the respondents from both groups see alignment of funding as to use funding in an integrated, coordinated, combined way to achieve a common goal and better results. The difference becomes visible when looking at the concrete formulations of what is meant with alignment of funding. For the JTS Project staff, 'alignment of funding' seems to have more of a concrete character whereas for the Heads of Secretariat, alignment of funding seems to be more of an abstract, strategic "tool". This conclusion is also supported by the fact that the second most widely spread understanding of alignment of funding among Heads of Secretariat is 'higher (policy) objective/coordination of policies/strategic intervention'. This 'definition' used by over one third of the Heads of Secretariat was not once mentioned by any JTS Project staff member.

³³ As the answers were 'free text' answers, possibly fall in more than one category, the total % does not equal 100%.

Chart 36: Definitions of ‘alignment of funding’

This somewhat different approach to alignment of funding can of course easily be explained by the different roles and responsibilities of the Heads of Secretariat as the strategic-planning management level and the JTS Project staff members dealing with the concrete support and monitoring services to projects. Interesting though to see that, as shown above, only one third of the JTS project staff considered itself familiar with the concept of alignment of funding - whereas the concrete explanations/definitions provided by the respondents actually prove the opposite. It seems that the general understanding of alignment of funding at JTS Project staff is (relatively) good.

However, the challenge again might be the concrete implementation of this concept. How much the Heads of Secretariat with a more abstract understanding can be of support in this respect is difficult to an-

swer. Or the other way round, for the Heads of Secretariat, the practical implementation of alignment of funding might be even more abstract, challenging than for the JTS staff concretely and every day dealing with projects.

Working experience beyond ETC



In the context of inter-programme capacity and competence working experience beyond ETC is naturally of very high value. It

is therefore relevant to repeat in this context that, as shown above,³⁴ only 43% of the JTS Project staff have ever worked in Objective 1 (7%), Objective 2 (5%) or other (EU, national, regional) funding programmes (32%). For the Heads of Secretariat the picture looks slightly different with 57% having worked in Objective 1 (23%), Objective 2 (4%) or other (EU, national, regional) funding programmes (31%). The fact that a slight majority of Heads of Secretariat has a working experience beyond ETC being of importance as it might also work in favour of a general inter-programme openness and approach in the JTS if already the management level has relevant own experience in this respect. However, it has to be noted that judging from the responses received, the “other funding programmes” in the one or the other case also include working experience within ETC/Interreg programmes. Hence not all 32% JTS Project staff respectively 31% Heads of Secretariat

³⁴ Cf. Chapter 3.2 (*Working experience (beyond ETC)*)

have necessarily worked beyond ETC - but it seems at least the majority if looking at the individual specifications.³⁵

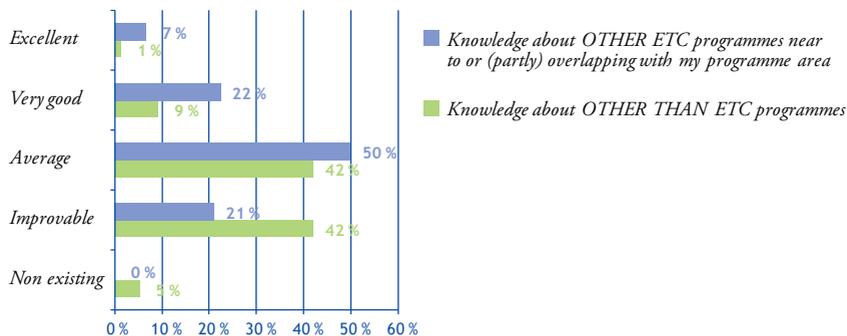
Knowledge beyond one's own Programme and training needs



Starting point for any inter-programme capacity and competence is the pure knowledge about other funding programmes. Firstly, about other ETC programmes near to or (partly) overlapping with one's own programme area and secondly with other than ETC programmes (e.g. Objective 1 and 2/Mainstream programmes). Actually half of the respondents considered their knowledge about other ETC programmes next to or (partly) overlapping with their programme's area as average, only about one third as very good or even excellent.

³⁵ Cf. overview table in Chapter 3.2 (*Working experience (beyond ETC)*)

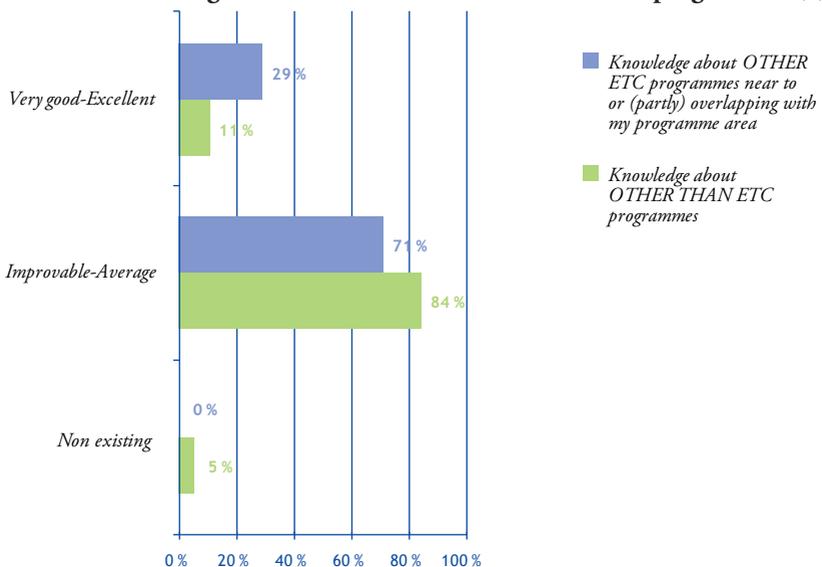
Chart 37: Knowledge about other ETC and other than ETC programmes (1)



These are relatively sad findings as good knowledge about those other ETC programmes closest to one's own programme (area) should be considered as basic knowledge for any JTS staff member, not least in view to avoid double-funding and 'funding tourism'. When it comes to the personal knowledge about other than ETC programmes, the picture looks even worse with even less JTS Project staff members considering their knowledge as average (42%) and another 42% even as improvable. The picture becomes even clearer when looking only at three different levels of knowledge (non existing; improvable-average; very good-excellent), hereby even better pointing out that important preconditions for

inter-programme capacity and competence are not met - good knowledge about other ETC and other than ETC programmes.

Chart 38: Knowledge about other ETC and other than ETC programmes (2)

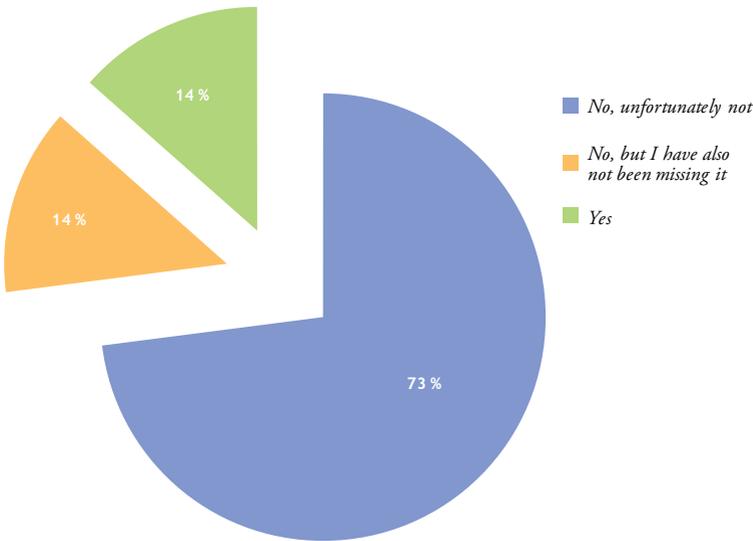


The fact that the big majority of the JTS Project staff considers its knowledge about other ETC programmes near to or (partly) overlapping with their programme area and their knowledge about other than ETC programmes as ‘improvable’ to ‘average’ emphasizes very well the need to provide

JTS Project staff with training, learning and exchange possibilities not only with other ETC programmes, but at the same time also and especially other than ETC programmes.

Chart 39: Internal or external training received?

Have you received internal or external training regarding other than ETC programmes, possible overlaps and synergies with your...



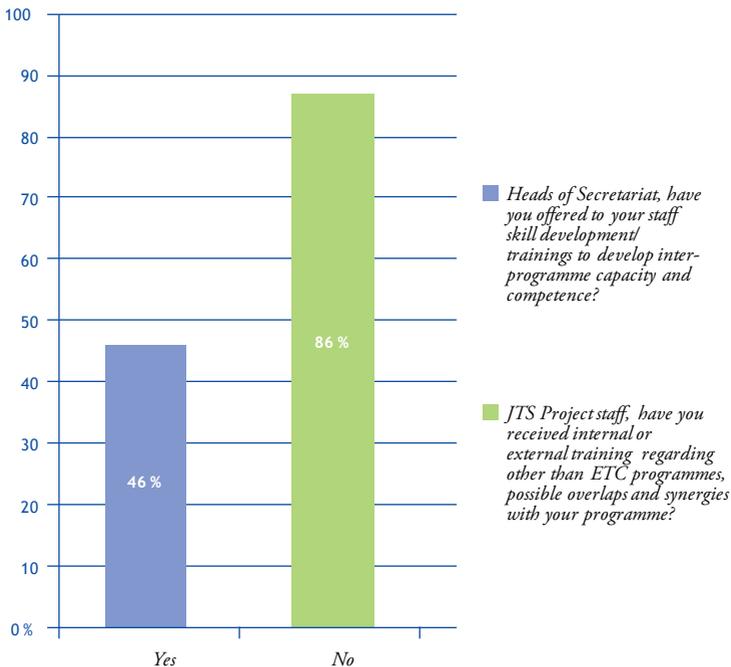
This need for staff training seems not yet having reached the management level or has reached it, but might not have yet resulted in concrete steps taken. At least not when it comes to the knowledge about other than ETC programmes as the vast majority of JTS Project staff considers not having received any internal or external training

regarding other than ETC programmes, possible overlaps and synergies with their programme - with three fourths regretting this. Only 14% actually consider having received relevant training, whereas the methods used according to the JTS Project staff vary very much: in-house exchange with colleagues; information sessions and

periodical meetings with colleagues involved in other programmes; participation at other programmes' events, in INTERACT events, different (thematic, e.g. TEN-T) seminars; information and training on mechanisms common to national and ETC programmes, but also language classes and

training on managing changes - especially the latter examples making it questionable if in each case one can really talk about a "real" dedicated training regarding other than ETC programmes, possible overlaps and synergies with the own programme.

Chart 40: Perception of offered and received skill development/internal or external training³⁶



³⁶ Due to rounding, 86% "No" does not equal the 87% (73%+14%) in Chart 39.

The need to invest into the staff by providing skill development/trainings is acknowledged only by a bit less than half of the Heads of Secretariat, as only 46% have actually offered to their staff such opportunities to develop inter-programme capacity and competence. However, there seems to be a slightly contradicting perception by the JTS Project staff regarding the possibilities for skill development and trainings to develop inter-programme capacity and competence. Although 46% of the Heads of Secretariat state that they have offered relevant skill development and training opportunities to develop inter-programme capacity and competence, 86% of the JTS Project staff states that they have not received internal or external training regarding other than ETC programmes, possible overlaps and synergies with their own programme.

This might have to do with the fact that knowledge about other than ETC programmes, possible overlaps and synergies with one's own programme is just one part of inter-programme capacity and competence, but also a different expectation on what would be considered by the two groups a relevant training to develop inter-programme capacity and competence. It could be that the JTS Project staff rather expects tailor-made training events on other than ETC programmes, possible overlaps and synergies with their own programme. Whereas the Heads of Secretariat seem to rather rely on the in-built and indirect learning effect of the very same issues by sending their staff to the various mainly, but not only INTERACT events.

At least when asked which kind of skill development/trainings the Heads of Secre-

tariat have offered their staff to develop inter-programme capacity and competence, trainings, events and exchange opportunities (e.g. regional networks) offered by INTERACT were frequently mentioned. In addition, this cross-programme learning effect possibly was "inbuilt" also in the participation at national events and events of projects to get a wider picture of the situation in specific fields; the participation to thematic events organized by the European Commission and MAs of non-ETC programmes or stakeholders; or working contacts with other than ETC programmes.

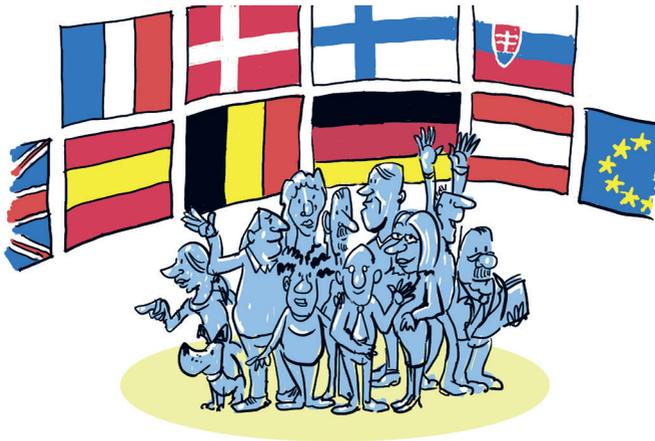


4. Inter-programme Capacity and Competence in 2014-2020 Interreg Programmes

The previous chapter clearly showed what were the relevant factors working for or against an inter-programme capacity and competence in secretariats and more concretely the JTS Project staff in the 2007-2013 programmes - both when it comes to structural as well as when it comes to personal and personnel aspects. This chapter will now examine the same aspects for the

2014-2020 period and what are the plans for the new programmes' secretariats when it comes the JS set-up. To which extent it will enable staff to get, maintain, respectively increase and at the end use their inter-programme capacity and competence? At the same time, comparisons between 2007-2013 and 2014-2020 will be drawn for the various respects (where applicable).

4.1. The set-up of the JS – Relevant factors for Inter-programme Capacity and Competence

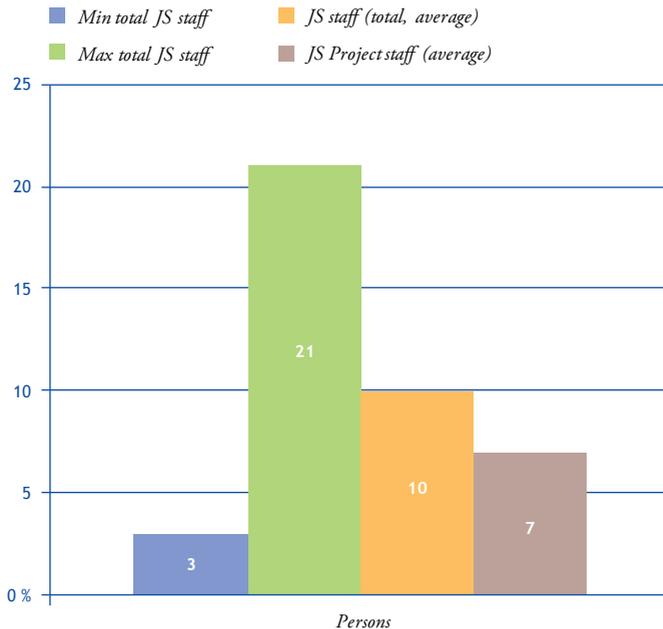


JS Staffing and relevance of inter-programme capacity and competence for different positions

The JS will have in average a total staff of 10 persons with minimum 3 and maximum 21 persons. In average, 7 out of these 10 will directly deal as Programme/Project Managers/Officers or alike with projects

(project generation, assessment, implementation monitoring and support). This being only a minor change to 2007-2013 where also 7 to 10 staff members directly dealt with projects - but the secretariats being slightly bigger with between 2 and 28 staff members in total.³⁷

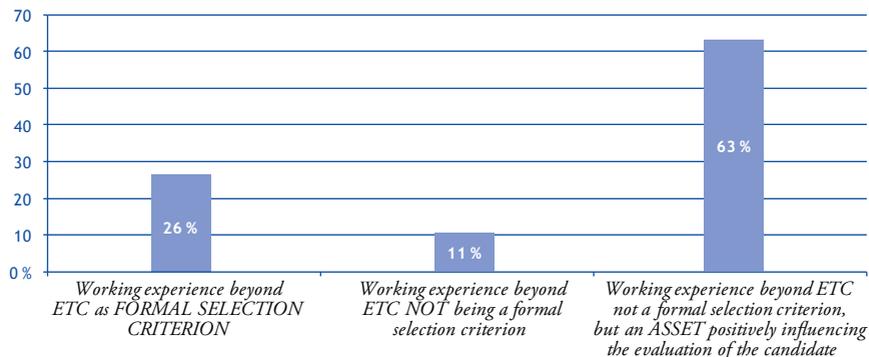
³⁷ Cf. Chart 12

Chart 41: JS Staff composition

It is again obvious that the JS Project staff, the ones dealing directly with the projects, would benefit from inter-programme capacity and competence. According to the opinion of the MAs/Heads of Secretariat coordinating or involved in the 2014-2020 programming process, there are though also other positions in the 2014-2020 secretariats for which inter-programme capacity and competence would be useful or even necessary. Explicitly and several times mentioned were the Head of Secretariat/JS Coordinator, Financial Manager, Communication Manager and Communication staff, but also the MA and (JS) Contact Points' staff were mentioned. The reasons behind seem to be very similar to those for

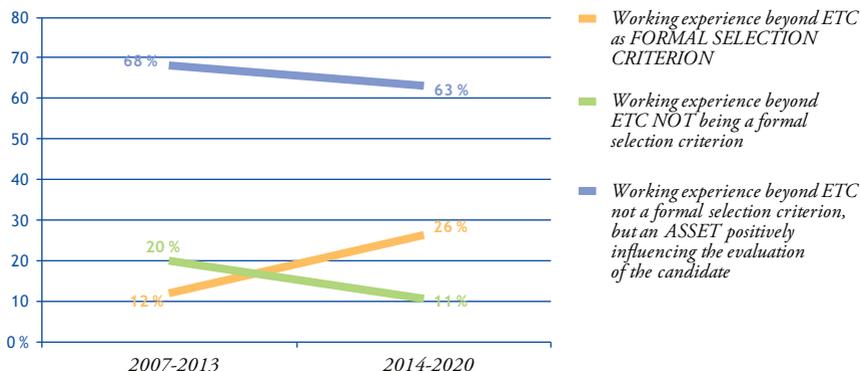
2007-2013, the most "prominent" example being one programme with a programme geography overlapping with 9 other EU-programmes. It actually seems that inter-programme capacity and competence is something considered useful if not necessary for more or less all Secretariat's staff. Taking this into account, it is actually interesting to note that only in about one fourth of the programmes working experience in other than ETC programmes (not projects) will be a formal selection/recruitment criterion. But in about two thirds of the programmes such working experience beyond ETC will be at least considered as an asset positively influencing the evaluation of the candidate.

Chart 42a: Relevance of working experience beyond ETC during JS staff recruitments

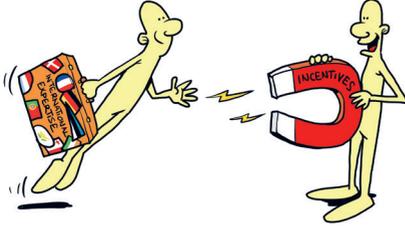


Here, actually a development can be seen from 2007-2013 to 2014-2020 with regard to the relevance of working experience beyond ETC becoming more important and in more cases being a formal selection criterion (from 12% to 26%) respectively in fewer cases not (from 20% to 11%).

Chart 42b: Relevance of working experience beyond ETC during J(T)S staff recruitments (2007-2013 vs. 2014-2020)



Internationality of secretariats

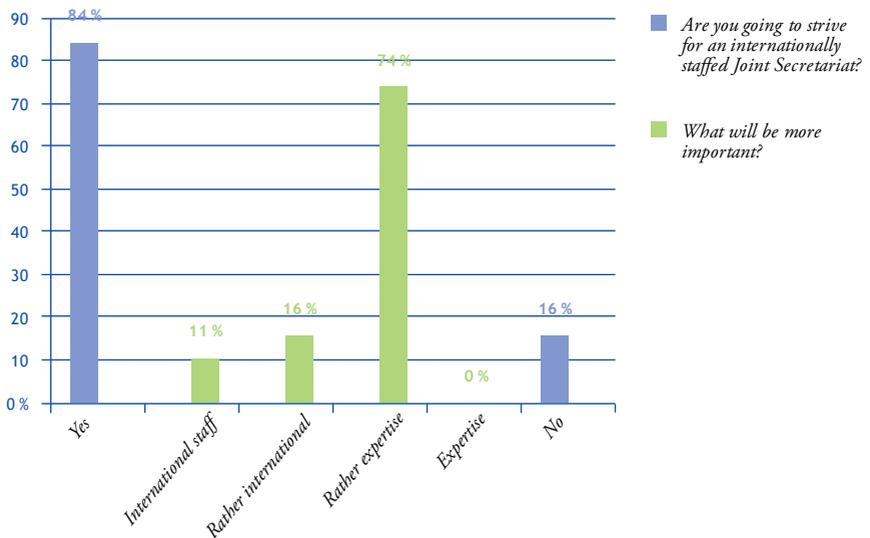


The internationality of secretariats is also well reflected in the plans for 2014-2020 where actually 84% of the programmes will strive for an internationally staffed Joint Secretariat. It is then interesting to see how and where this aim is actually anchored, e.g. by explicitly mentioning it in the Cooperation Programme? Another question, to be dealt with later, is how then in-

ternational staff is attracted and recruited as naturally the recruitment process is the essential step in this regard. In some cases, the internationality of the secretariat is laid down in the Cooperation Programme, but in some other cases not explicitly mentioned. It seems that here programmes take various different ways.³⁸ This might also have to do with the question what at the end is more important: an internationally staffed secretariat with staff members from all programme countries or qualified staff even if finally coming only from the country where the secretariat is located is more important?

³⁸ Laid down in the Member States Agreement; in the Cooperation Programme; agreed in the Programming Group, laid down in the minutes of the Programming Task Force.

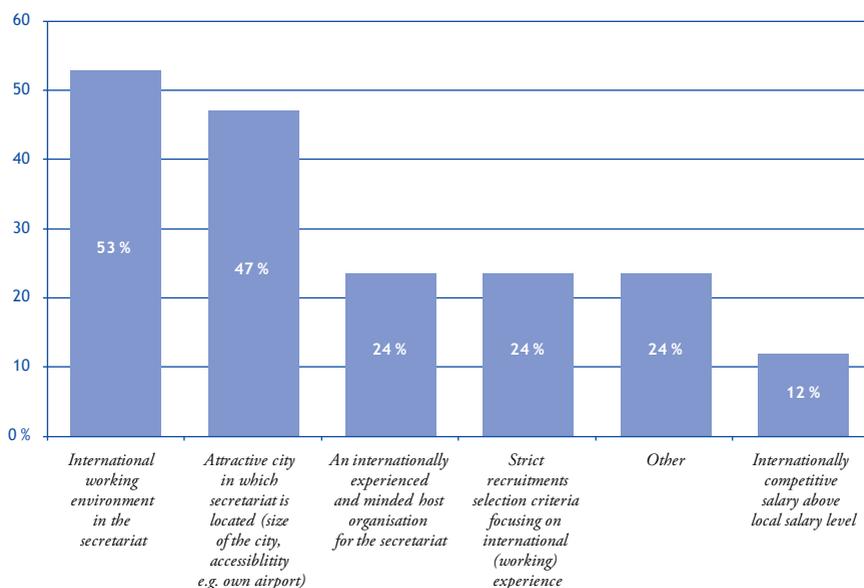
Chart 43: 'Internationality' or 'expertise' of secretariat staff?



On the first impression looking at the 84% of programmes aiming at an internationally staffed JS, the scene seems to be set for an international secretariat and working environment as somewhat precondition or at least preferable environment to create and use inter-programme capacity and competence. However, at the same time the majority of 74% of the responding MAs/ Heads of Secretariat coordinating/involved in the 2014-2020 programming process consider expertise being more important than internationality. Somewhat there is

a contradiction with the majority on the one hand saying that they are striving for an internationally staffed secretariat, but at the same time the majority saying that expertise is more important than internationality of the staff. This would mean that at the end, despite the aim to have an internationally staffed secretariat, the internationality would be sacrificed in favour of the relevant expertise. 16% even go so far to say that they are not even striving at an internationally staffed secretariat.

Chart 44a: Main incentives used by the management to attract internationally experienced and minded staff to the 2014-2020 Joint Secretariat³⁹



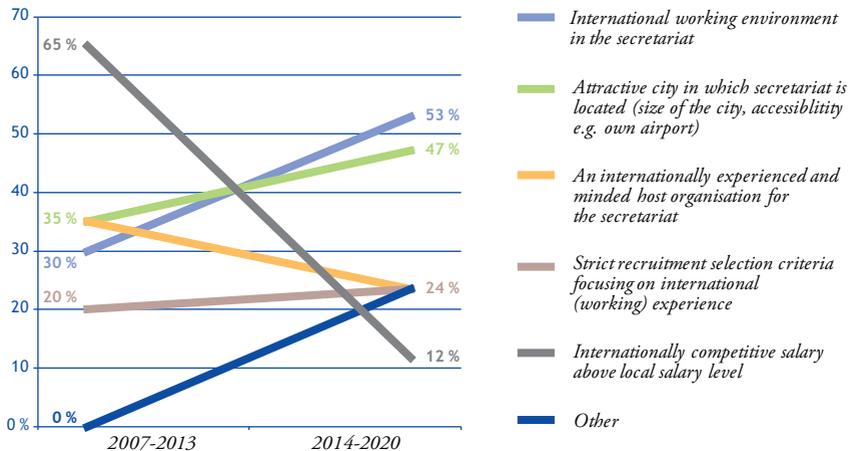
³⁹ Respondents could choose several options wherefore the total % does not equal 100%. The only specified "other" incentive was "salary above local level, but not above international standards".

The two main incentives which the management level intends to use to attract internationally experienced and minded staff for the 2014-2020 secretariats are an international working environment in the Joint Secretariat and the location of the secretariat in an attractive city (size, accessibility etc). But may be the question would have needed to be asked slightly different: not what are the incentives to attract, but what are the incentives to keep the 2007-2013 JTS Project staff as 2014-2020 JS Project staff. This is due to the fact that in 96% all or partly the 2007-2013 staff will be kept. Meaning the creation of an international secretariat is not so much an issue of recruitment anymore, but more of keeping staff in the secretariat - for what the very same incentives can be used (except 'strict

recruitment selection criterion'). However, in cases where recruitment is going to take place, now during the setting-up phase or later on due to staff rotation, the findings presented in this study can provide some useful guidance.

In this context it is also interesting to see that some of the incentives used in 2007-2013 become more and some less important for 2014-2020. An international working environment in the secretariat has increasingly gained importance (from 30% to 53%) whereas an internationally competitive salary above the local salary level significantly lose importance as incentive to attract internationally experienced and minded staff to the secretariat (from 65% to 12%).

Chart 44b: Main incentives used by the management to attract internationally experienced and minded staff to the secretariat (2007-2013 vs. 2014-2020)⁴⁰



⁴⁰ Respondents could choose several options wherefore the total % does not equal 100%.

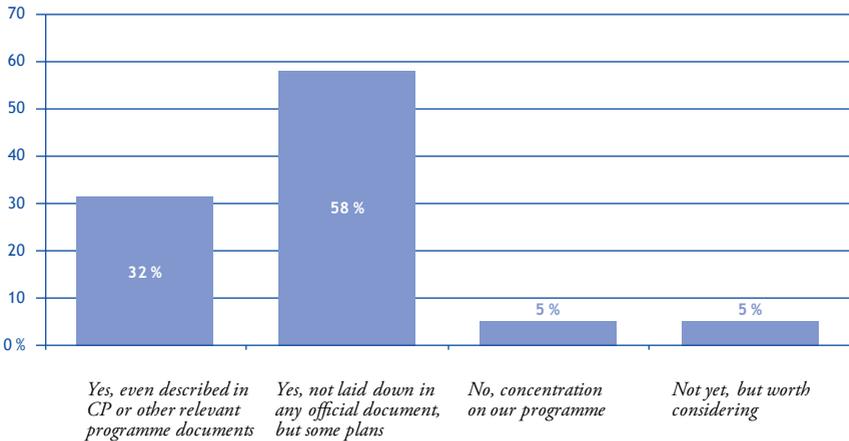
Exchange and cooperation with (JS of) other (ETC and non-ETC) programmes



Recognising that by talking and exchanging with others and by looking beyond one's

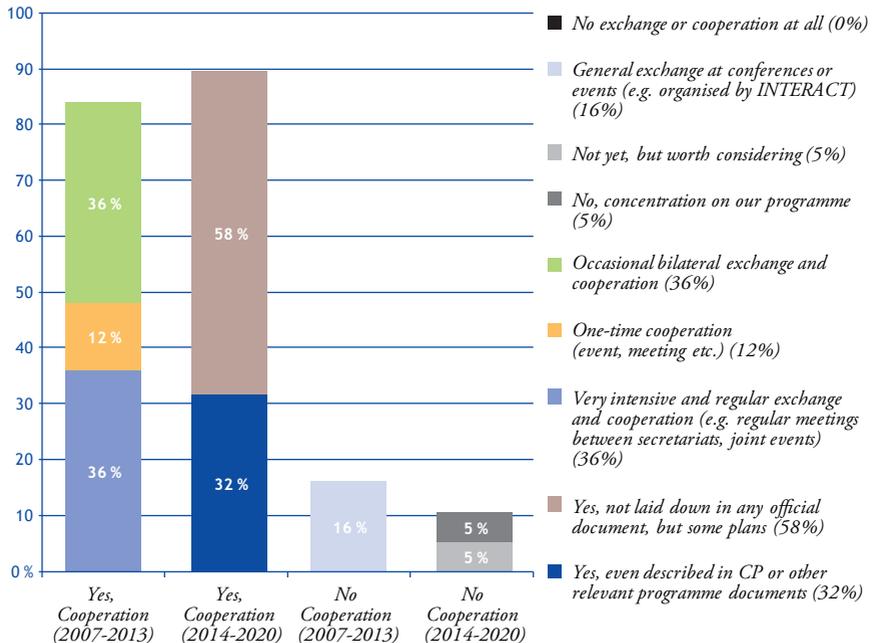
own programme, one will either develop or actually use and benefit from inter-programme capacity and competence, it is very positive that the vast majority actually have foreseen concrete exchange, cooperation and joint activities with (ETC or non-ETC) programmes in 2014-2020. Only a minority of 5% will purely concentrate on their own programme, meaning seems not to be interested in an exchange with other programmes. And in nearly one third of the cases, the plan to exchange and cooperate is even laid down in the Cooperation Programme or another relevant programme document.

Chart 45a: Exchange and cooperation with (JS of) other (ETC or non-ETC) programmes



This again shows a positive development from 2007-2013 to 2014-2020 towards more exchange and cooperation between programmes (from 84% to 90%), hereby underlining the growing importance of inter-programme capacity and competence.

Chart 45b: Exchange and cooperation with (JTS/JS) of other (ETC or non-ETC) programmes (2007-2013 vs. 2014-2020)⁴¹



⁴¹ In the legend mentioned as first answer option is “No exchange or cooperation at all”. As this answer option was chosen by none (0%) of the respondents, it is not included in the chart itself.

The ‘positive respondents’ foresee various different ways for the exchange and cooperation with (JS of) other (ETC and non-ETC) programmes, mainly a self-organised exchange of experiences on their own initiative and in some cases possibly stimulated by macro-regional strategies: Establishing/increasing links and cooperation to/with geographically close/neighbouring or ‘overlapping’ programmes (e.g. self-organised network of 5 ETC MAs); Experience exchange with implementing units of main-

stream programmes and cooperation with national programmes in the participating countries. When talking about the ‘content’ of the exchange and cooperation, it covers issues as rules and templates (i.a. with reference to HIT developed by INTERACT); External evaluations; Joint marketing and events; cooperation from a thematic perspective. Although in many cases reference is made to other ETC programmes, also exchange and cooperation with non-ETC programmes is mentioned - and the references

to macro-regional strategies indicate that the thinking here is not limited to cooperation within ETC. Last but not least worth mentioning in this context that half of the Host Organisations of the JS will actually also be responsible for the implementation of a programme under the Growth and Jobs Goal - compared to 40% in 2007-2013 also being responsible for the implementation of an Objective 1 or 2 programmes.

4.2. The individual profile of a 2014-2020 JS Staff member directly dealing with projects



As already mentioned earlier, eventually capacity and competence goes down to the individual staff member - also in 2014-2020.

Therefore, this chapter attempts to draw a picture of the “average” JS staff member directly dealing with projects in 2014-2020. However, as most JS were not yet opera-

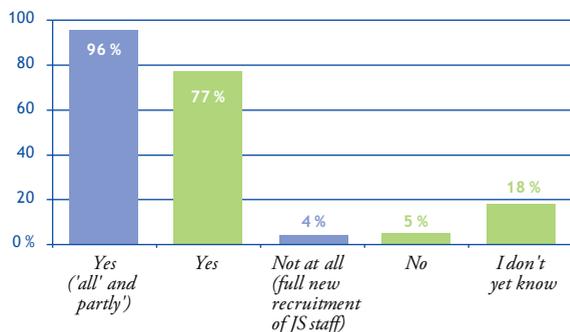
tional at the moment the questionnaire for this study was launched and closed, it will less be a description of the status quo, but rather of the plans and expectations of the management level for future staff.

Continuity of expertise



At the same time, the aspect of continuity of expertise is of relevance in this context. Hence the question if the 2007-2013 JTS staff will be the 2014-2020 JS staff or if they will be, at least partly recruited from scratch. Actually, more or less in all programmes, the 2007-2013 JTS (Project) staff will, at least partly continue as 2014-2020 JS (Project) staff. Only in 4% the whole 2014-2020 secretariat will be recruited from scratch in an open recruitment. These plans by the management level very well match the plans of the individual project staff members as the big majority would, if it was only up to them, like to stay in the JTS (then JS) for the 2014-2020 programme.

Chart 46: Continuity of expertise vs. Staff rotation



■ Heads of Secretariat, will you keep your 2007-2013 staff (concrete individuals) for 2014-2020 without new recruitment?

■ JTS Project Staff, if it was only up to you, would you like to stay in the 2014-2020 JS?

On the other hand, it has to be taken into account that in almost all cases the 2007-2013 secretariat staff will (at least partly) continue as 2014-2020 staff (more details to follow below). Meaning, the findings regarding the more person related aspects for 2007-2013⁴² are to some extent valid also for the future as the human beings will not change. However, some other aspects are more depending on the structural set-up, hence changes in 2014-2020 compared to 2007-2013 are possible.

Working experience



For 2014-2020 JS Project staff, a working experience between 1 and 5 years with 3 to 5 years as the optimal is favoured by nearly two third of the respondents. As, however, the 2014-2020 JS Project staff will to 96% consist (partly) of the already present 2007-2013 JTS staff members, it is worth looking once again at the average working experience of the present, at the same time future staff and if this matches the expectations expressed regarding the foreseen work experience for 2014-2020 JS Project staff.

⁴² Cf. *Chapter 3.2 The individual profile of a 2007-2013 JTS staff member directly dealing with projects*

Chart 47a: Expected work experience from 2014-2020 JS Project staff

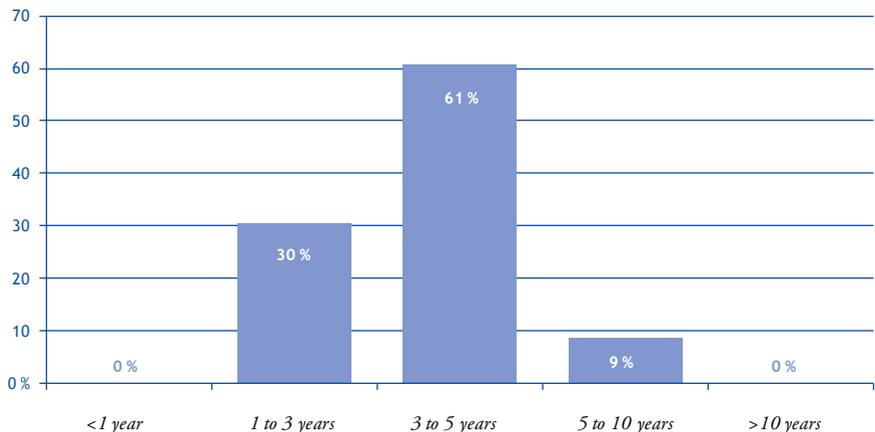
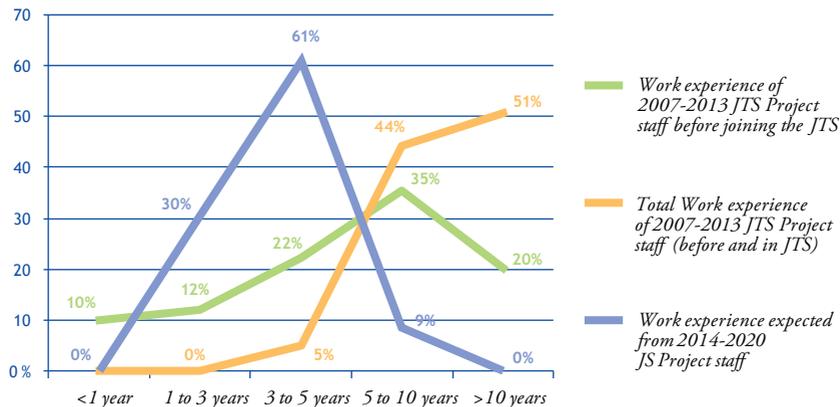


Chart 47b: Real work experience 2007-2013 vs. Expected work experience 2014-2020⁴³



⁴³ For this Chart, the answers to Question 2 on the work experience of the 2007-2013 JTS Project staff has been converted into the answer categories of Question 15 on the expected work experience for 2014-2020 JS Project staff. Answers “3 years” and “5 years” have been attributed 50%:50% to both “1 to 3 years” and “3 to 5 years” respectively “3 to 5 years” and “5 to 10 years”. For the “Total Work experience” until this present moment, the average of 5 years working in the JTS have been added (Cf. *Chapter 3.2 (Working experience (beyond ETC))*).

Taking into account the staff continuity, referring to the above findings that the 2007-2013 JTS Project staff has in average seven years of work experience before joining the JTS followed by five years in the JTS⁴⁴ and comparing the real work experience to the expected work experience a certain mismatch becomes visible. The MAs/Heads of Secretariat would mainly like to have 2014-2020 JS Project staff members with a working experience of three to five years. But in fact they do have staff members with a much higher working experience, a much

longer working life - at least in those cases where the 2014-2020 JS Project staff is the 2007-2013 JTS Project staff.

International experience



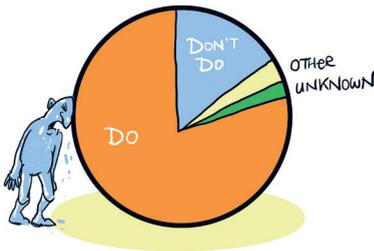
Regarding the international experience of staff, it was already shown above⁴⁵ that for

⁴⁴ Cf. *Chapter 3.2 (Working experience (beyond ETC))*

⁴⁵ Cf. *Internationality of secretariats, Chart 43*

the majority of the management level relevant experience is more important than an internationally staffed secretariat. However, nearly all secretariats aim at being internationally staffed. At the same time, once again, it has to be taken into account that to large extent, the 2007-2013 JTS Project staff will be the 2014-2020 JS Project staff. Meaning, if a secretariat is by now not 'international', it won't be in the future without any staff changes.⁴⁶ From the individual perspective (and this sub-chapter is all about the individual profile of 2014-2020 JS Project staff), it then seems that international experience will not necessarily compensate a lack of expertise, that an international staff profile will be sacrificed in favour of expertise.

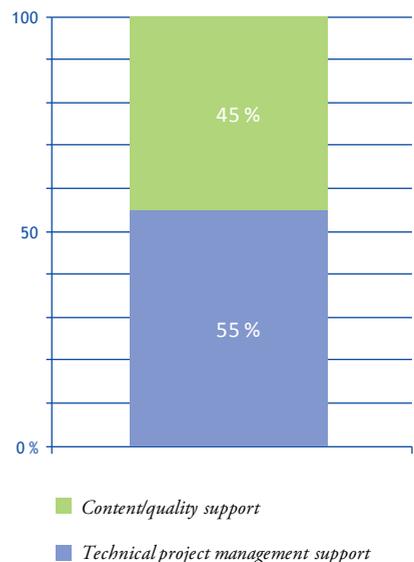
Work load and division of working time



As there are not yet any 2014-2020 calls conducted and projects approved, it can of course not yet been said how many project applications one staff member will assess in average during one call/application round and how many he/she will be monitoring and supporting. For 52% of the respondents,

it is also too early to give any indication on how much ERDF has to be handled in average by one staff member directly dealing with the projects. The most obvious reason is that at the moment of responding to the question, the ERDF amount available was not yet finally agreed upon by the participating Member States. The indication from those programmes which already could reply to this question is that each person will handle in average between 15,8 and 16,1 MEUR ERDF. This not being a big difference compared to 2007-2013 when the average amount of ERDF handled by one JTS Project staff member was 15,5 MEUR.

Chart 48a: Division of working time of future JS Project staff

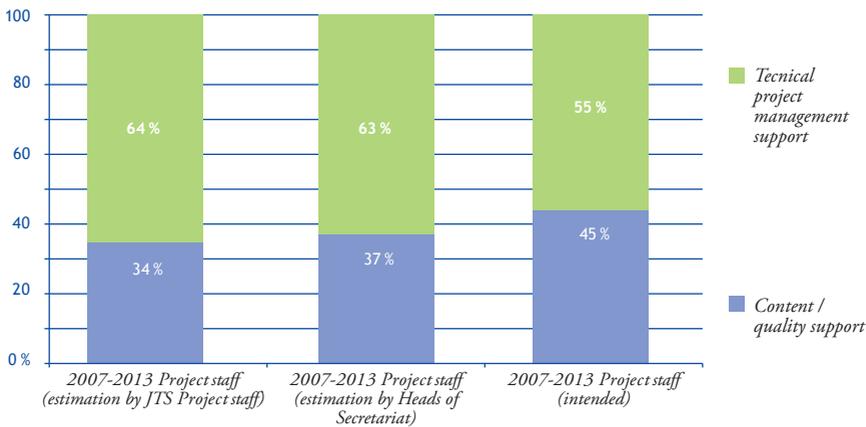


⁴⁶ For the status quo, cf. *Chapter 3.2 (International experience)*.

In view of the 2014-2020 thematic concentration and result orientation it would then be relevant to see how the future JS Project staff will, according to plans on the management level, divide its working time between ‘technical project management support’ and ‘content/quality support’. The suggestions to divide both vary between 20%:80% and 80%:20%. However, the MAs/ Heads of Secretariat coordinating/involved

in the 2014-2020 programming process still see a slight focus on the ‘technical’ side. In view of the thematic concentration and result orientation being high on the agenda, the whole 2014-2020 oriented towards results, this is a bit on the astonishing side. It shows that this result orientation and its impacts on the practical programme set-up and implementation might not (yet) be fully realized and implemented.

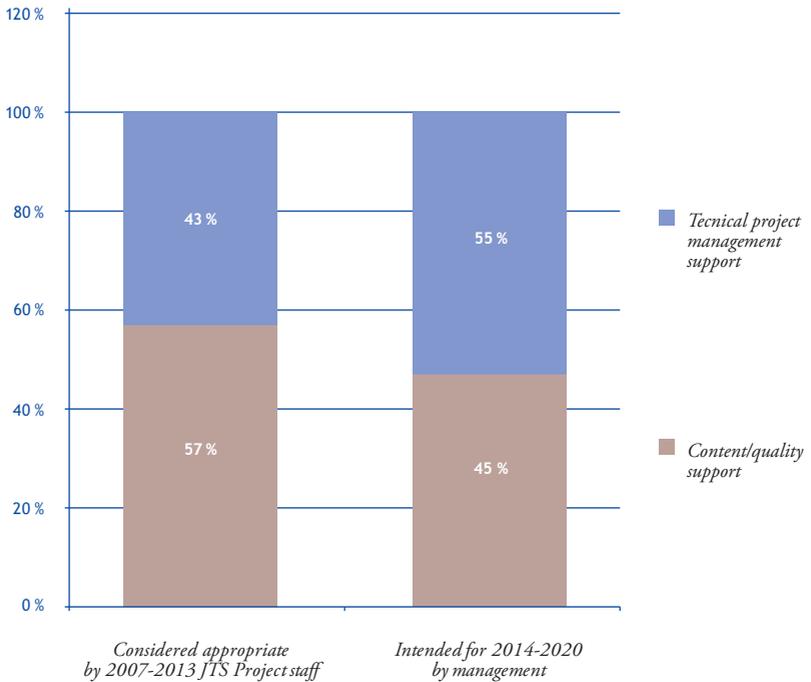
Chart 48b: Division of working time (2007-2013 vs. 2014-2020)⁴⁷



But at least more time will be spent on content and quality support in 2014-2020 than in 2007-2013 as shows the above comparison - even if only some “more”. This is very much in line with findings for 2007-2013 that the division between technical project management and content/quality support was not appropriate⁴⁸ and that more time needs to be allocated to content and quality support. However, the intended division for 2014-2020 is still not matching what the JTS Project staff with its experience from 2007-2013 actually considers an appropriate division.

⁴⁷ The proportions indicated by the responding JTS Project staff for content/quality and technical project management support does not match up in all cases to 100%. Therefore, also the total average of 34%+64% does not match up to 100%.

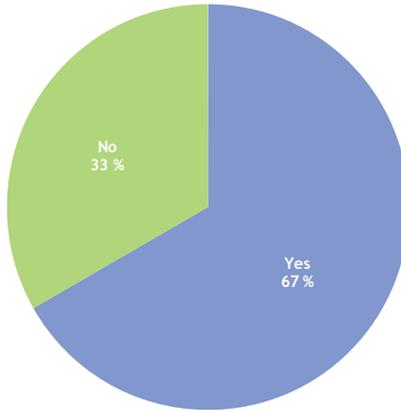
⁴⁸ Cf. Chapter 3.2 (Work load and division of working time), Chart 27

Chart 49: Division of working 2014-2020 compared to 2007-2013 experience⁴⁹

This more sceptical interpretation is, however, not supported when looking at the answers to the question if the new requirements of a thematic concentration and result orientation will change the profile and requirements to JS Project staff directly dealing with projects. Two thirds of the respondents actually see such change happen.

⁴⁹ The charts for 2007-2013 (43% and 57%) are based on above *Chart 28* with the responses to the category “Both...” being divided equally between technical project management and content/quality support.

Chart 50: Change in profile and requirements to JS Project staff due to 2014-2020 thematic concentration and result orientation



In the specifications which changes the MAs/Heads of Secretariat coordinating/involved in the 2014-2020 programming process foresee in general, it becomes clear that thematic, quality and result oriented support will become more important. The two main changes foreseen specifically for the JS Project staff are on the one hand to have more content/thematic expertise and content related background (with regard to the programme priorities). And on the other hand to focus more on content, quality and results in the application assessment, and later on project implementation monitoring and support. The somewhat contradiction is now that 67% see a change in the staff profile happen towards content/quality support and monitoring while only 55% intend to put a focus on the content/quality support when it comes to the division of working time - which then would request from

the management level a reconsideration if such changes in the JS Project staff profile are feasible, if still the majority of the working time will be devoted to technical and project management and not content/quality support.

Skills and training to focus on content/quality monitoring/support and the results of projects



On the one hand, one cannot yet say anything about the skills of the 2014-2020 JS Project staff as 2014-

2020 JS were not yet operating at the time the questionnaire for this study was launched and closed. However, as shown

above,⁵⁰ the 2007-2013 JTS Project staff will (to large extent) also be the 2014-2020 JS Project staff. Regarding the skills of the 'future' staff, one could therefore refer to the self-assessment by and the assessment by Heads of 2007-2013 Secretariats of the 'present' staff.⁵¹ According to these, 61% (JTS Project staff) respectively 57% (Heads of Secretariat) consider themselves respectively their Project staff having the necessary skills. This though still leaves about 40% of the Project staff plus possibly those which will be newly recruited in need for training on how to focus on content/quality monitoring/support and the results of projects.

As we talk here about 'future' staff, it is important to see how the MAs/Heads of Secretariat coordinating/involved in the 2014-2020 programming process intend to ensure that the staff dealing in 2014-2020 with projects possesses the necessary skills which enable them to focus on content and quality monitoring and support and the results of projects. The main tool considered is in-house training (plans) in its different forms (tailor-made, personalized, thematic, continuous, ad-hoc).⁵² Externally provided training (e.g. by INTERACT) is also

mentioned, however to a lesser extent explicitly - this though not meaning that in-house training would/could not involve, be supported also by external providers as e.g. INTERACT. Under 'internal' would then also fall the experience of the continuing staff and the possibility to learn from each other, the transfer of this experience to the new staff, for the latter (staff to be recruited) the restrictive recruitment criteria focusing on content and quality monitoring/support and results of projects (or at least considering such skills as an asset during the recruitment). Further to set a quality threshold for the JS work with regular follow-ups and a well implemented monitoring system. These plans confirm actually that the MAs/Heads of Secretariat coordinating/involved in the 2014-2020 programming process see the need and importance of staff training for 2014-2020 on how to focus on content and quality monitoring/support and the results of projects.⁵³

Salary level



The online questionnaire included also a question on the net salary for 2014-2020 Joint Secretariat

staff directly dealing with projects (project generation, assessment, implementa-

⁵⁰ Cf. *Continuity of expertise*

⁵¹ Cf. *Chapter 3.2 (Skills and training to focus on content/quality monitoring/support and the results of projects)*

⁵² The support by expert evaluators could possibly be mentioned here in this context. Getting support by external evaluators does not immediately ensure that the own staff possesses the necessary skills, but might lead to this through a learning process from the external expert evaluators.

⁵³ This positive attitude is not to be mixed up with the slightly less positive attitude when it comes to skill development/trainings to develop inter-programme capacity and competence (Cf. *Chapter 3.3 (Knowledge beyond one's own Programme and training needs)*).

tion monitoring and support; Programme/Project Manager/Officer or alike) having the relevant education (university degree) and work experience. However, only a very small number of MA/Heads of Secretariat coordinating/involved in the 2014-2020 programming process have responded to this question, of which even 28% either could not or did not want (yet) to reveal the net monthly salary for 2014-2020 JS Project staff. This study will therefore refrain at this point to draw any further conclusions on the 2014-2020 salary level (as for 2007-2013⁵⁴). For the same reason and the fact that not necessarily the same persons from the same countries (and salary systems) have answered for 2014-2020 as for 2007-2013, it also does not allow for a comparison of the salary levels between both periods.

The model JS Project staff member (Summary)

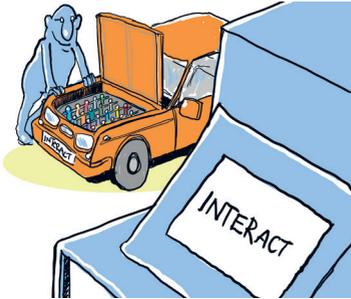


Based on the above findings, a summary description of the average ‘model JS Project staff member’ can be drawn. However, different from the 2007-2013 model the focus of this summary is only on the demanded (international) work experience and the future work focus. It is self-understanding that aspects like gender and age cannot be elements of a ‘model’ of individual staff members, and for other aspects (as e.g. salary) the received responses do not allow for reliable conclusions. The model 2014-2020 JS Project staff has a work experience between 3 and 5 years, where the strength lies on ‘experience’ and not ‘internationality’. The work focus of the 2014-2020 JS Project staff will lie to 45% on content and quality support and to 55% on technical project management support.

As a concluding remark, it should however be mentioned again that drawing here a ‘model JS Project staff member’ is somewhat only of limited value as in a majority of cases, the 2007-2013 staff will be the 2014-2020 staff and certain directly human resource related ‘model aspects’ (as e.g. work experience, internationality) then rather depend on the in reality existing facts and staff. Due to this continuity of staff, relevant conclusions for how to prepare the JS Project staff for the future rather have to be drawn from the status quo (the present staff) than from - *tabula rasa* - wishful thinking for and planning of (new) future (staff). And possible gaps are then matter of appropriate training and skill development.

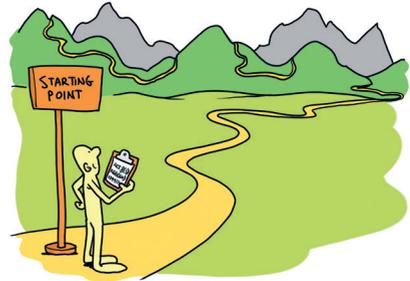
⁵⁴ Cf. Chapter 3.2 (Salary level and additional benefits)

4.3. Inter-programme capacity and competence in 2014-2020



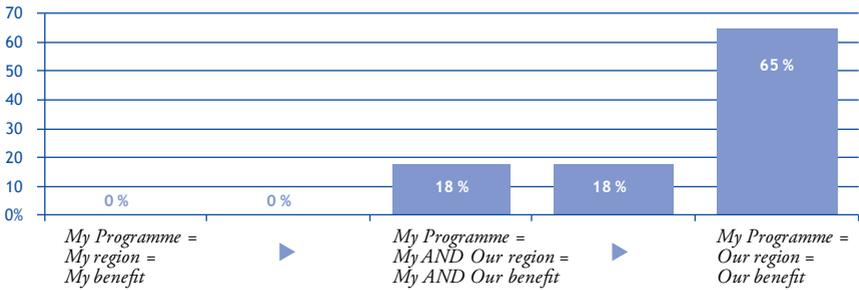
In continuation of the conclusions drawn earlier, that training and skill development of the present and future Project staff is of key importance for a successful implementation of the 2014-2020 key requirements of thematic concentration and result orientation, this chapter will look more specifically at the needs for skill development when it comes to inter-programme capacity and competence. As to large extent the 2014-2020 JS Project staff was not yet in place, in case of staff continuity meaning not yet working (full speed) for the 2014-2020 programmes, at the moment of conducting the survey, inter-programme capacity and competence will rather be looked at from the management level perspective, and how it is anchored in the 2014-2020 programmes.

Starting point: Integrated approach according to Art. 8(3) Regulation (EU) 1299/2013 (ETC)



As a starting point, it is important to see how the Integrated Approach according to Art. 8(3) Regulation (EU) 1299/2013 (ETC) foreseen by the Cooperation Programmes has set the scene, results in the need for inter-programme capacity and competence in 2014-2020 on an overall level, but also very concretely for each single programme. Therefore, it was to find out where related to the Integrated Approach the MAs/Heads of Secretariat coordinating respectively involved in the 2014-2020 programming process see their future programme's motivation and approach.

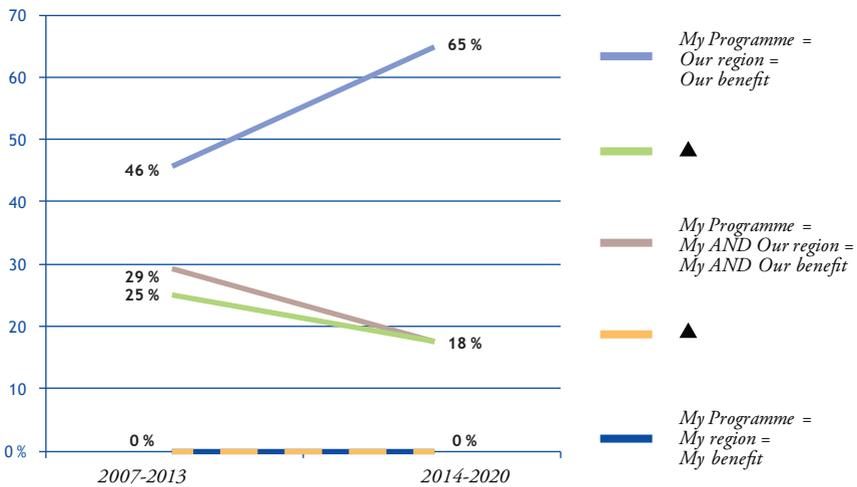
Chart 51a: Motivation and approach of 2014-2020 programmes



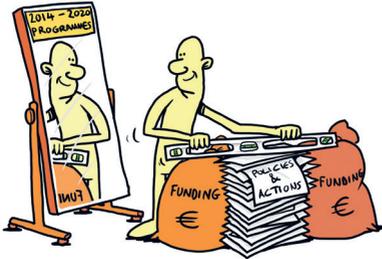
The picture is very clear as two thirds see their programme as clearly being part of and benefitting a bigger (macro-)region and also the remaining third at least considers the integrated approach as a win-win situation for both the programme (area) and the bigger (region) picture. And no one is putting one's own programme and area into the focus - an essential precondition to de-

velop and implement inter-programme capacity and competence. Also here can be seen a significant development from 2007-2013 to 2014-2020 towards more support of an integrated approach by the management level (2007-2013 Heads of Secretariat, MAS/ Heads of Secretariat coordinating respectively involved in the 2014-2020 programming process).

Chart 51b: Motivation and approach regarding inter-programme capacity and competence (2007-2013 vs. 2014-2020)



Alignment of funding – Reflected in 2014-2020 programmes



The practical side of using inter-programme capacity and competence is, once again, the alignment of funding as the complementing use of funding sources to achieve a goal which could not be achieved with the support of one single funding source only. Hence it would be interesting to see how the overall positive attitude to the integrated approach and inter-programme capacity and competence are reflected on a

more practical level. Hence how alignment of funding has been taken into account in the 2014-2020 programmes? If the programmes and their management will actively search for synergies with other programmes?⁵⁵

⁵⁵ As this study is a human resources related study, it will not go into a deeper analysis of the Cooperation Programmes and their approach to the integrated approach including the support to macro-regional and sea basin strategies (Section 4, Model for cooperation programmes under the European territorial cooperation goal) and the coordination with other funds (Section 6, Model for cooperation programmes under the European territorial cooperation goal). It could though be very interesting to further assess if especially the coordination with other funds is about how to concretely create synergies, or rather about how to delimit programmes/funds from each other and/ to avoid overlaps pointing out each programmes/funds specificities?

Chart 52a: 'Alignment of funding' taken into account in the 2014-2020 programmes

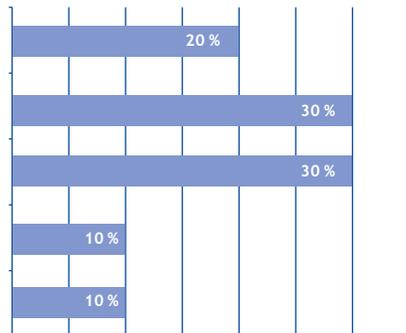
5 - Financing our projects as contributing to the bigger picture beyond our own programme geography and looking out for opportunities where our funding can complement other funding sources.

4 ▲

3 - Good balance between financing our projects on the one and "offering" our funding to the bigger picture on the other hand.

2 ▲

1 - Focus on projects from and for the benefit of our region.

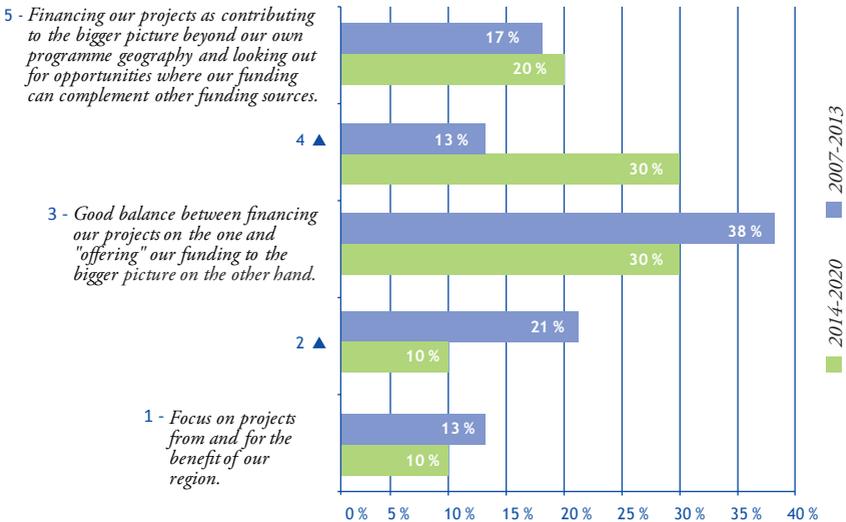


Interesting enough, the picture here looks a bit different. Although 65% saw their programme mainly as being part of and benefiting the bigger picture, the bigger (macro-)region,⁵⁶ only 20% clearly see financing their projects as contributing to this bigger picture beyond their own programme geography and are looking out for opportunities where their funding can complement other funding sources. It seems that there is a difference between the overall strategic approach and the plans how to use the available funding. However, as the two are

interdependent, most probably the question where the money will be used for gives the more realistic picture. Hence, it seems that the majority will at least look for a good balance between financing own projects on the one hand, and (if not mainly) offering funding to the bigger picture (e.g. by aligning it with other funding sources). Hence, the overall picture is positive, even if not as positive as when asked on a more overall-strategic level: a more integrated and aligned use of funding in 2014-2020.

⁵⁶ Cf. Chart 51a

Chart 52b: ‘Alignment of funding’ taken into account in 2007-2013 and 2014-2020 programmes



Alignment of funding – What is meant?



But is this positive picture also based on a solid understanding of what alignment of funding actually mean? As the MAs/Heads of Secretariat coordinat-

ing respectively involved in the 2014-2020 programming are normally the 2007-2013 MAs/Heads of Secretariat, and since at least the latter had already been asked about their understanding of ‘alignment of funding’, one could easily refer to the earlier findings above.⁵⁷ Also the separately provided descriptions of what MAs/Heads of Secretariat coordinating/involved in the 2014-2020 programming process understand as alignment of funding are actually quite similar and again show that there seem to be a rather good understanding of what is in general meant with alignment of funding, what the idea behind is. The challenge then, however, will be again how to implement in practice this general good understanding of alignment of funding:⁵⁸

- Use funding in an integrated/coordinated/combined way to achieve a common goal and better results (63%)

⁵⁷ Cf. Chapter 3.3 (*Alignment of funding – What is meant?*)

⁵⁸ Here, the same categories as above (cf. Chapter 3.3 (*Alignment of funding – What is meant?*)) are used. ‘Use existing funding (better) instead of creating new funding sources’ and ‘Use funding to pursue/co-finance (macro-)regional policy/strategy’ both received no (0%) responses.

- Higher (policy) objective/coordination of policies/strategic intervention (36%)
- Other (e.g. avoiding double financing, maximization of opportunities and results) (9%)

Inter-programme capacity and competence and skill development/training needs



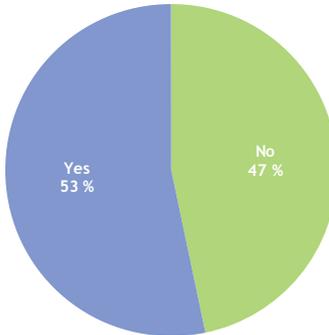
As earlier stated, regarding 2014-2020 some aspects need to be tackled more from an strategic-organisational

point of view in this study, not necessarily reflecting on concrete persons (staff in place), but rather expectations towards the future (staff). Even if due to staff continuity to large extent the persons might be the same. Above MAs/Heads of Secretariat coordinating/involved in the 2014-2020 programming process already indicated how they are going to ensure that their future JS project staff will possess the necessary skills enabling them to focus on content and quality monitoring and support and the results of the projects.⁵⁹ It is though a totally different question if and what kind of skill development/trainings will be offered to develop inter-programme capacity and competence - and where INTERACT could provide support in this regard.

⁵⁹ Cf. Chapter 4.2 (*Skills and training to focus on content/quality monitoring/support and the results of projects*)

Chart 53a: Inter-programme capacity and competence skill development/trainings

Will you offer skill development/trainings to your staff to develop inter-programme capacity and competence?

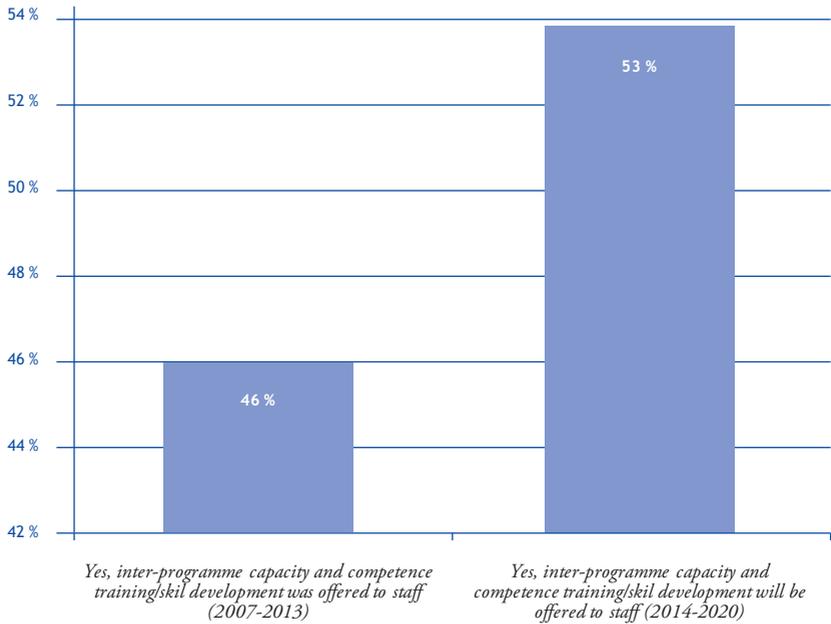


Astonishing enough that only slightly more than half of the respondents actually intend to offer to their 2014-2020 staff skill development/trainings to develop inter-programme capacity and competence. Would this mean that the other half of the respondents are convinced that their 2014-2020, partly not yet recruited staff will already possess these skills? As there is in general a positive attitude towards inter-programme capacity and competence, it cannot be an attitude problem. But rather the need for, to devote time and financial resources for concrete skill development/training activities on inter-programme capacity and com-

petence might not be considered as important by the management level. Something also supported by the fact that training and skill development was for both periods not necessarily in the focus of the management level as in 2007-2013 only 46% of the Heads of Secretariat had offered skill development/trainings to their staff to develop inter-programme capacity and competence.⁶⁰ Something to be reconsidered.

⁶⁰ Cf. Chapter 3.3 (*Knowledge beyond one's own Programme and training needs*)

Chart 53b: Inter-programme capacity and competence training and skill development (2007-2013 vs. 2014-2020)





On an overall level, both the management and the JTS Project staff level are positive towards inter-programme capacity and competence. The challenge then lies in how to develop such skills and in the practical implementation and use of inter-programme capacity and competence in the daily programme management. One clear obstacle in this context is the lack of time, that the work related to one's own programme is already time-consuming enough. This lack of time is then amplified by the fact that more time is spent on technical project management support instead of content and quality support (both in 2007-2013 and also foreseen for 2014-2020). To overcome these obstacles is something in the responsibility of the management level, to ensure that staff has the time for further skill development... or, as one respondent expressed it: "*INTERACT needs to encourage Heads of Secretariat to invest in their staff.*"

However, the main obstacle to, first of all, be able to develop inter-programme capacity and competence is the lack of knowledge about other programmes and funds. When asked what kinds of training, tools, guidance INTERACT could provide in the future to get or to improve the JTS Project staff personal inter-programme capacity and competence, quite naturally came up guidance on the combination of different EU instruments (i.a. in special topics, the synergy between Goal 1 and Goal 2 programmes) and on the benefits of inter-programme capacity and competence for the respective cooperation area. Here the wish was for concrete examples and solutions (also regarding very practical is-

sues as the application form, reporting and monitoring). However, despite this wish for concrete examples and solutions, the issues raised (combination of funds, benefit, concrete examples) are rather 'Step 2' based on a profound inter-programme capacity and competence. At the same time, the majority of respondents came up with rather concrete tools, guidance, trainings etc. which may be do not bear 'inter-programme capacity and competence' in their title, but are the 'Step 1', essential precondition to later on see the benefit to and to combine different EU instruments.

On this level ('Step 1'), there is the clear need identified by the respondents - interestingly enough very strongly by the JTS Project staff, and much less by the Heads of Secretariat: to receive very basic and overall information about all the different funding instruments. Even if put into different words, the majority of JTS Project staff clearly is lacking and looking for a database, list, online map, info portal, basic fiches, information events, larger participation at various meetings of representatives from more different programmes, guidance documents for each country outlining programmes operating,⁶¹ training on the various programmes, specifying their priorities, goals and supported activities, hence enabling to see the synergy between the different instruments etc. The strong wish for a general and comprehensive, easily accessible and always updated over-

⁶¹ More extensive than the existing, rather brief Cohesion Policy Country fact sheets available at http://ec.europa.eu/regional_policy/information/brochures/index_en.cfm#2.

view on the different funding instruments is actually nothing specific for JTS Project staff. It is rather a wish which one can also often hear from the project level, from potential beneficiaries, from those actors looking for funding and being lost in the “jungle of funding opportunities”. However, interesting enough, the issue of general information/overview about the different funding instruments was not raised by the Heads of Secretariat when asked what kind of training INTERACT could provide to their secretariat to improve its inter-programme capacity and competence. At the same time one can ask if as much as providing such basic knowledge is the first step, will the pure availability of such information also lead to personal inter-programme capacity and competence? Therefore, last but not least, or first and foremost, not to be underestimated is the expressed need and wish by the staff to the programme management level to also visualize and emphasize the need for cross-programme cooperation, and to provide an understanding of the context one is working in from the very top to the bottom.

The Heads of Secretariat here look less at the pure provision information, but rather at a contextual training on the ‘why’ of the programmes, their positioning and the possible links in between them. This then to be complemented by providing common trainings and other personal exchange opportunities with ETC and non-ETC programmes on both the more “traditional” programme management issues, but also content aspects - with the positive side effect of such physical meetings establishing informal personal contacts. This exchange

with other programmes could even lead so far as to staff exchange, to provide staff the possibility to work for some time in another programme - and also the participation of e.g. ETC staff in trainings offered by non-ETC programmes could be considered .

What becomes clear, that skill development/training does not need to be only expensive, time and finance resource consuming one-time trainings. But there are many steps which could and should be integrated in the day-to-day working processes. Just to mention a few brought up by the respondents: (INTERACT) seminars/sessions/trainings; Coordination/networking events with other instruments (with participation by projects) to share know-how and experiences; Study visits; Reading; Highlighted in recruitment; Highlighted as task during programme implementation; Included in training package at beginning or later internal trainings and/or in Personal training plans; HIT and Monitoring systems. It is important to realize that inter-programme capacity and competence skill development needs both short-term and long-term attention, with some more general introductory training at the beginning and on-going support activities throughout programme implementation especially for the JS Project staff as the ones closest to the projects.

Hence, the management level should have a clear plan for their staff skill development throughout the whole programme implementation. Skill development to be understood though not only as training events, but as a package consisting of the various above mentioned and other components building up to a continuous learning and skill development process.

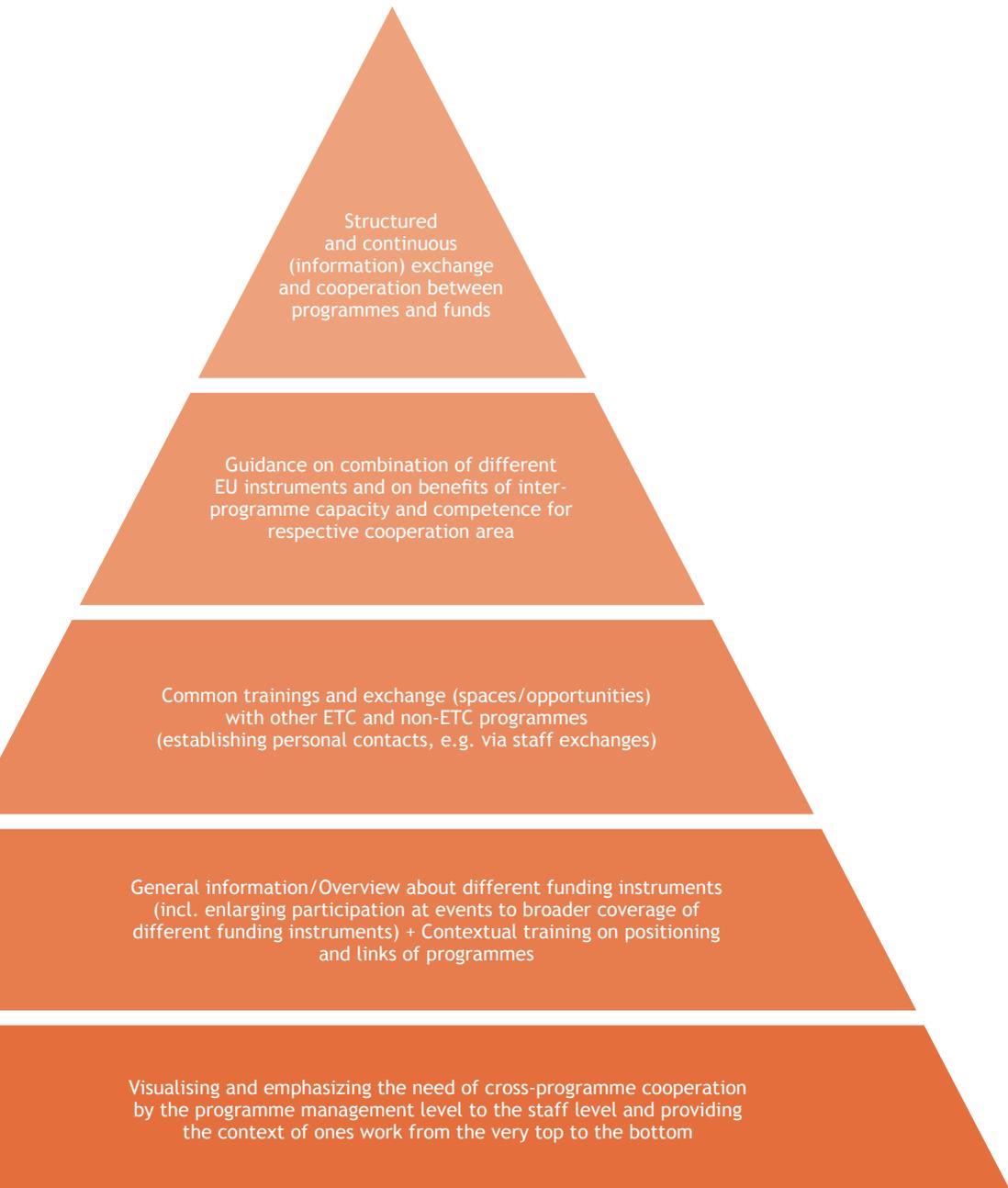
This strategic planning is something to be done internally. However, this does not exclude the involvement of external expertise. The respondents therefore were asked what kind of training would their future staff need and if this is something INTERACT could offer? Naturally, training on the programme and project-cycle are in demand, incorporating the underlying aspect of result orientation throughout the whole programme and project cycle with a special reference to the indicator system. At the same time, many ask for a close exchange with other programmes (and between programmes and the European Commission) on both practical and methodological aspects of the programme and project cycle (e.g. harmonisation of approaches and tools). Here, INTERACT's role is clearly seen. At the same time, there seem to be also a need for content related trainings, on the different policy fields, the programmes' thematic priorities, either on a national level or international level, in the best case together involving several programmes for an inter-programme (best practice) exchange. INTERACT could provide the platform and by the involvement of external thematic experts⁶² offer such content/thematic training, involving several programmes highlight the added value of inter-programme capacity, competence, cooperation and synergies.

Eventually, all this would lead to a structured continuous exchange and coopera-

tion between programmes with created/improved tools for an ongoing and always up-to-date flow of knowledge and information between the different programmes. Not only about their approved projects, in view of possible joint capitalisation efforts - but also and especially in view of project generation especially in cases where for a bigger 'project' funding would need to be aligned from different funding instruments.

To conclude, training and skill development with regard to inter-programme capacity and competence of the present and future secretariats' (not only, but especially) Project staff is of key importance for a successful implementation of the 2014-2020 key requirements of thematic concentration and result orientation. Such skill development of inter-programme capacity and competence can be visualized in the following 'Inter-programme capacity and competence development pyramid' - which could serve the JS management level to develop appropriate training plans for their staff (and which will serve INTERACT in designing future support activities when it comes to inter-programme capacity and competence):

⁶² E.g. the Priority Area Coordinators, Pillar Coordinators, Theme Coordinators and Horizontal Action Leaders of macro-regional strategies.



This annex presents the 97 questions of the online survey in a way that enables the reader to see the relation between the different questions for the three respondent groups. Meaning, if the same question has been posed to more than one respondent group, possibly in a slightly different formulation, it will be found in one horizontal line for both or even all three respondent groups. “” being a tick box and “[]” a text field. “»Q...” indicating the next question (depending on choices made).

Welcome

Thank you very much for participating in this study on inter-programme capacity and competence. There are three different sets of questions for the three below ETC target groups. Please select your group and you will be guided through the relevant questions. If you belong to more than one group, please fill in the questionnaire for both groups separately as the questions partly differ. Thank you very much for your contribution!

In case of any question or problem with the questionnaire, please contact Mr. Philipp Schwartz, INTERACT Point Turku, via (phone) +358-405564237 or (e-mail) philipp.schwartz@interact-eu.net.

Disclaimer - The questions in this questionnaire are formulated and information collected in a way that should not disclose your identity (e.g. we are not asking for your name, address or programme). As this questionnaire is accessible only via one unpersonalized link sent to all 67 ETC programmes, it can not be traced back who submitted which information. In any case, the information provided will be treated confidentially and presented in an agglomerated way.

Q1. I will answer this questionnaire as

2007-2013 JTS staff member dealing directly with projects (project generation, assessment, implementation, monitoring and support; Programme/Project Manager/Officer or alike) (~ Q2)

2007-2013 Head of Secretariat (~ Q7)

MA/JTS coordinating/involved in the 2014-2020 programming process (~ Q12)

I don't belong to any of these groups (~ "Thank you for your contribution")

General Questions (GQ2007-2013JTSStaff)	General Questions (GQ2007-2013HoS)	General Questions (2014-2020MA/JTS)
<p>This questionnaire is about inter-programme capacity and competence in both present (2007-2013) and future (2014-2020) ETC programmes. Already in 2007-2013, but even more in 2014-2020, it is important for Joint (Technical) Secretariat staff dealing with projects to see their funding programme, its objectives and the co-financed projects in the overall picture. This requiring first of all general knowledge and understanding of the various funding programmes/sources in and beyond ETC, and especially of their linkages and of ways to use them in a complementary way. This knowledge in the best case goes hand in hand with working in other than ETC programmes or experiences with exchange and cooperation between ETC and non-ETC programmes. This all being inter-programme capacity and competence.</p>		
	<p>Q7. How many staff members do you have in your JTS in total? Persons []</p>	<p>Q12. How many staff members will the future Joint Secretariat have in total? Persons []</p>
	<p>Q8. How many of them directly deal with projects (project generation, assessment, implementation monitoring and support; Programme/Project Managers/Officers or alike)? Persons []</p>	<p>Q13. How many of them will directly deal with projects (project generation, assessment, implementation monitoring and support; Programme/Project Managers/Officers or alike)? Persons []</p>
		<p>Q14. Will there be respectively have there been changes in the staff composition, profile of positions etc. due to the change from a Joint Technical to a Joint Secretariat? <input type="checkbox"/> No <input type="checkbox"/> Yes, the following []</p>
<p>Q2. How many years of working experience do you have in total before you joined the JTS? Years []</p>		
<p>Q3. How long are you working in ETC programme management structures in general (in the present and other programmes' MA, JTS etc.)? Years [] Months []</p>	<p>Q9. How long are you personally working in ETC programme management structures in total (in the present and other programmes' MA, JTS etc.)? Years [] Months []</p>	<p>Q15. How many years of work experience should future staff dealing directly with projects have? <input type="checkbox"/> None or less than 1 year <input type="checkbox"/> 1 to 3 years <input type="checkbox"/> 3 to 5 years <input type="checkbox"/> 5 to 10 years <input type="checkbox"/> More than 10 years</p>
<p>Q4. Before joining ETC programme management structures (MA, JTS etc.), have you been working in/for ETC co-financed projects? <input type="checkbox"/> No <input type="checkbox"/> Yes (please specify for how many years) []</p>	<p>Q10. Before joining ETC programme management structures (MA, JTS etc.), have you personally been working in/for an ETC co-financed project? <input type="checkbox"/> No <input type="checkbox"/> Yes (please specify for how many years/months) []</p>	
<p>Q5. How long are you working in this JTS dealing directly with projects (project generation, assessment, implementation monitoring and support)? <input type="checkbox"/> Years [] <input type="checkbox"/> Months []</p>		
<p>Q6. Looking at the continuity of expertise, if it was only up to you, would you like to stay in the JTS (then JS) also for the 2014-2020 programme? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't yet know <input type="checkbox"/> My programme will not continue <input type="checkbox"/> (= Q18)</p>		<p>Q16. Looking at the continuity of expertise, will you keep your present 2007-2013 staff (=concrete individual persons, not positions) for 2014-2020 without new recruitment? <input type="checkbox"/> Not at all, the whole secretariat will be recruited from scratch in an open external recruitment <input type="checkbox"/> Yes, all <input type="checkbox"/> Yes, partly (please specify how many, in %) []</p>
	<p>Q11. For which other position in the JTS than Programme/Project Manager/Officer inter-programme capacity and competence might be useful or even necessary? And why? [] (= Q39)</p>	<p>Q17. For which other position in the future secretariat than Programme/Project Manager/Officer inter-programme capacity and competence might be useful or even necessary? And why? [] (= Q65)</p>

Your profile (SQ2007-2013JTSStaff)	HR set-up and Profile of JTS project staff (SQ2007-2013HoS)	Changes foreseen in the HR set-up and profiles of Joint Secretariat staff (SQ2014-2020MAJS)
<p>Q18. If you would need to divide your working time (100%), how much do you spend on 'technical project management support' and how much on 'content/quality support'?</p> <p>'technical project management support' [] 'content/quality support' []</p>	<p>Q39. If you would need to divide the working time (100%) of your present staff dealing with projects, how much do they spend on 'technical project management support' and how much on 'content/quality support'?</p> <p>'technical project management support' (in %) [] 'content/quality support' (in %) []</p>	<p>Q65. If you would need to divide the working time (100%) of your future staff dealing with projects, how much will they spend on 'technical project management support' and how much on 'content/quality support'?</p> <p>'technical project management support' (in %) [] 'content/quality support' (in %) []</p>
<p>Q19. Do you think this proportion is appropriate or how would you rather like to spend your working time. Please divide your time (100%) between 'technical project management support' and 'content/quality support'.</p> <p><input type="checkbox"/> Appropriate as it is <input type="checkbox"/> Not appropriate, working time should be divided differently (please specify technical vs. content, e.g. 60:40) []</p>		<p>Q66. Will the new requirements of a thematic concentration and result orientation change the profile and requirements to staff dealing directly with projects (project generation, assessment, implementation monitoring and support; Programme/Project Managers/Officers or alike)?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes (please specify how) []</p>
<p>Q20. Do you think that you personally possess the necessary skills which enable you to focus on content and quality monitoring/support and the results of projects?</p> <p><input type="checkbox"/> Yes, fully (= Q22) <input type="checkbox"/> Somewhat (= Q21) <input type="checkbox"/> No, not really (= Q21)</p>	<p>Q40. Do you think that your staff dealing directly with projects possesses the necessary skills which enable you to focus on content and quality monitoring/support and the results of projects?</p> <p><input type="checkbox"/> Yes, fully (= Q42) <input type="checkbox"/> Somewhat (= Q41) <input type="checkbox"/> No, not really (= Q41)</p>	<p>Q67. How are you going to ensure that your future staff dealing with projects possesses the necessary skills which enable them to focus on content and quality monitoring/support and the results of projects?</p> <p>[]</p>
<p>Q21. What kind of training would you personally need? Something INTERACT could provide?</p> <p>[]</p>	<p>Q41. What kind of training would your staff need? Something INTERACT could provide?</p> <p>[]</p>	<p>Q68. What kind of training would your future staff need? Something INTERACT could offer?</p> <p>[]</p>
	<p>Q42. How many project applications one staff member has assessed during one call/application round in average?</p> <p>Number of applications []</p>	
	<p>Q43. How many approved projects one staff member is monitoring and supporting in average at the same time?</p> <p>Number of projects []</p>	
	<p>Q44. How many of them are of 'soft' nature and how many of 'hard' nature (infrastructure, investments)?</p> <p>'Soft' nature [] 'Hard' nature []</p>	
	<p>Q45. If you divide the total amount of available ERDF by number of staff dealing directly with projects, how much ERDF is handled by one person?</p> <p>ERDF (in MEUR) []</p>	<p>Q69. If you divide the total amount of available ERDF by number of staff dealing directly with projects, how much ERDF is handled by one person?</p> <p><input type="checkbox"/> Cannot be said yet (e.g. total ERDF not yet decided) <input type="checkbox"/> Each staff member dealing with projects will handle the following amount of ERDF (in EUR) []</p>
		<p>Q70. What will become more important in the work and services of the Joint Secretariat and what less important in 2014-2020?</p> <p>More important [] Less important []</p>

Your inter-programme capacity and competence (SQ2007-2013JTSStaff)	Inter-programme capacity and competence of your staff at present (SQ2007-2013HoS)	Inter-programme capacity and competence of future Joint Secretariat staff (SQ2014-2020MAJS)
<p>Q22. Related to the 'Integrated Approach' according to Art. 8(3) Regulation (EU) 1299/2013 (ETC), where do you see your personal motivation and approach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> My Programme = My region = My benefit <input type="checkbox"/> My programme = My AND Our region = My AND Our benefit <input type="checkbox"/> My Programme = Our region = Our benefit 	<p>Q46. Related to the 'Integrated Approach' according to Art. 8(3) Regulation (EU) 1299/2013 (ETC), where do you see your JTS (staff) motivation and approach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> My Programme = My region = My benefit <input type="checkbox"/> My programme = My AND Our region = My AND Our benefit <input type="checkbox"/> My Programme = Our region = Our benefit 	<p>Q71. Related to the 'Integrated Approach' according to Art. 8(3) Regulation (EU) 1299/2013 (ETC), where do you see your future programme's motivation and approach?</p> <ul style="list-style-type: none"> <input type="checkbox"/> My Programme = My region = My benefit <input type="checkbox"/> My programme = My AND Our region = My AND Our benefit <input type="checkbox"/> My Programme = Our region = Our benefit
<p>Q23. Are you familiar with the concept of 'alignment of funding'?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (= Q24) <input type="checkbox"/> Somehow (= Q24) <input type="checkbox"/> No (= Q25) 	<p>Q47. How has 'alignment of funding' been taken into account in your programme? Is your programme actively searching for synergies with other programmes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, we primarily focus on projects from and for the benefit of our region. <input type="checkbox"/> We try to find a good balance between financing our projects on the one and "offering" our funding to the bigger picture on the other hand. <input type="checkbox"/> Absolutely, we see financing our projects as contributing to the bigger picture beyond our own programme geography and look out for opportunities where our funding can complement other funding sources. 	<p>Q72. How has 'alignment of funding' been taken into account in your future programme? Is/will your future programme actively search/ing for synergies with other programmes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, we primarily focus on projects from and for the benefit of our region. <input type="checkbox"/> We try to find a good balance between financing our projects on the one and "offering" our funding to the bigger picture on the other hand. <input type="checkbox"/> Absolutely, we see financing our projects as contributing to the bigger picture beyond our own programme geography and look out for opportunities where our funding can complement other funding sources.
<p>Q24. Please describe in a few words what you understand as 'alignment of funding' []</p>	<p>Q48. Please describe in a few words what you understand as 'alignment of funding' []</p>	<p>Q73. Please describe in a few words what you understand as 'alignment of funding' []</p>
<p>Q25. Have you ever worked previously in Objective 1 or 2 (Mainstream) or other (EU, national, regional) funding programmes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, Objective 1 <input type="checkbox"/> Yes, Objective 2 <input type="checkbox"/> Yes, other (EU, national, regional) funding programme <input type="checkbox"/> No <p>If yes, please specify which programme and when/how long []</p>	<p>Q49. Have you personally ever worked previously in Objective 1 or 2 (Mainstream) or other (EU, national, regional) funding programmes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, Objective 1 <input type="checkbox"/> Yes, Objective 2 <input type="checkbox"/> Yes, other (EU, national, regional) funding programme <input type="checkbox"/> No <p>If yes, please specify which programme and when/how long []</p>	X
X	<p>Q50. Has any of your present staff members previously worked in Objective 1 or 2 (Mainstream) or other funding programmes or Has any of your staff members left your JTS and found a new job in Objective 1 or 2 (Mainstream) or other funding programmes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (= Q51) <input type="checkbox"/> No (= Q53) 	X
X	<p>Q51. How many of your present staff members have previously worked in Objective 1 or 2 (Mainstream) or other (EU, national, regional) funding programmes?</p> <p>In Objective 1 []</p> <p>In Objective 2 []</p> <p>In Other (EU, national, regional) funding programmes []</p>	X
X	<p>Q52. How many of your staff members have left your JTS and found a new job in an Objective 1 or 2 (Mainstream) or other (EU, national, regional) funding programme?</p> <p>In Objective 1 []</p> <p>In Objective 2 []</p> <p>In Other (EU, national, regional) funding programmes []</p>	X

<p>Q26. How would you assess your knowledge about other ETC programmes near to or (partly) overlapping with your programme area?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non existing <input type="checkbox"/> Improvable <input type="checkbox"/> Average <input type="checkbox"/> Very good <input type="checkbox"/> Excellent 	<p>Q53. How is your exchange and co-operation with (JTS) of other (ETC or non-ETC) programmes?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No exchange or cooperation at all (- Q55) <input type="checkbox"/> General exchange at conferences or events (e.g. organised by INTERACT) (- Q55) <input type="checkbox"/> Occasional bilateral exchange and cooperation (- Q54) <input type="checkbox"/> One-time cooperation (event, meeting etc.) (- Q54) <input type="checkbox"/> Very intensive and regular exchange and cooperation (e.g. regular meetings between secretariats, joint events) (- Q54) 	<p>Q74. Have you foreseen any concrete exchange, cooperation, joint activities with other (ETC or non-ETC) programmes in 2014-2020? If so, please specify.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, and it is even described in the Cooperation Programme or other relevant programme documents. <input type="checkbox"/> Yes, not laid down in any official programme document, but we have some plans. <input type="checkbox"/> No, we will concentrate on our programme. <input type="checkbox"/> Not yet, but worth considering. <input type="checkbox"/> If yes (both options), please specify []
<p>Q27. How would you assess your knowledge about other than ETC programmes (e.g. Objective 1 and 2/Mainstream programmes)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non existing <input type="checkbox"/> Improvable <input type="checkbox"/> Average <input type="checkbox"/> Very good <input type="checkbox"/> Excellent 	<p>Q54. Please specify the programme (ETC CBC, transnational, interregional, Objective 1, Objective 2, others) and what kind of exchange/cooperation you had. []</p>	
<p>Developing and improving inter-programme capacity and competence (SQ2007-2013JTSStaff)</p>	<p>(How) Have you ensured that your staff has inter-programme capacity and competence? (SQ2007-2013HoS)</p>	<p>How to ensure inter-programme capacity and competence of future staff? (SQ2014-2020MAJS)</p>
	<p>Q55. During recruitment, was working experience in other than ETC programmes (not project) a formal selection criterion?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but an asset positively influencing the evaluation of the candidate 	<p>Q75. During recruitment, will working experience in other than ETC programmes (not project) a formal selection criterion?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but an asset positively influencing the evaluation of the candidate
<p>Q28. Have you received internal or external training regarding other than ETC programmes, possible overlaps and synergies with your programme?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No, unfortunately not (- Q29) <input type="checkbox"/> No, but I have also not been missing it. (- Q30) <input type="checkbox"/> Yes, the following (- Q29) [] 	<p>Q56. Have you and if yes, what kind of skill development/trainings have you offered to your staff to develop inter-programme capacity and competence?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Yes, the following [] 	<p>Q56. Will you and if yes, what kind of skill development/trainings will you offer to your staff to develop inter-programme capacity and competence?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No(ne) <input type="checkbox"/> Yes, the following []
<p>Q29. What kinds of training, tools, guidance INTERACT could provide you to get or to improve your personal inter-programme capacity and competence? []</p>	<p>Q57. What kinds of training, tools, guidance INTERACT could provide to your JTS improve your team's inter-programme capacity and competence? []</p>	<p>Q77. What kinds of training, tools, guidance INTERACT could provide to get or to improve your inter-programme capacity and competence of your future Joint Secretariat staff? []</p>

JTS set-up and staffing supporting inter-programme capacity and competence (2007-2013JTSStaff)	JTS set-up and staffing supporting inter-programme capacity and competence (2007-2013HoS)	Future JS's set-up and staffing supporting inter-programme capacity and competence (SQ2014-2020MAJS)
<p>Q30. What do you think is most important for yourself with regard to the set-up and staffing of the secretariat to get an inter-programme understanding?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant work experience in other than ETC programmes (other EU, national, regional programmes) <input type="checkbox"/> Multi-country background in and international staffing of the JTS <input type="checkbox"/> Staff training on inter-programme capacity and competence <input type="checkbox"/> Other (please specify) [] 	<p>Q58. What do you think is/was most important with regard to the set-up and staffing of the JTS to get an inter-programme understanding and perception by your present staff?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant work experience in other than ETC programmes (other EU, national, regional programmes) <input type="checkbox"/> Multi-country background in and international staffing of the JTS <input type="checkbox"/> Staff training on inter-programme capacity and competence <input type="checkbox"/> Other (please specify) [] 	<p>Q78. What do you think is/was most important with regard to the set-up and staffing of the secretariat to get an inter-programme understanding and perception by your present staff?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant work experience in other than ETC programmes (other EU, national, regional programmes) <input type="checkbox"/> Multi-country background in and international staffing of the Joint Secretariat <input type="checkbox"/> Staff training on inter-programme capacity and competence <input type="checkbox"/> Other (please specify) []
<p>Q31. Where do you see the main obstacle(s) for you personally having inter-programme capacity and competence in the present programme period?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of time (work related to own programme is already time-consuming enough) <input type="checkbox"/> Lack of working experience in/with different programmes (beyond ETC) <input type="checkbox"/> Lack of support by JTS management <input type="checkbox"/> Pressure by programme's Member States to purely concentrate on own programme <input type="checkbox"/> Other (please specify) [] 	<p>Q59. Where do you see the main obstacle(s) for your staff having inter-programme capacity and competence in the present programme period?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of time (work related to own programme is already time-consuming enough) <input type="checkbox"/> Lack of working experience in/with different programmes (beyond ETC) <input type="checkbox"/> Lack of support by JTS management <input type="checkbox"/> Pressure by programme's Member States to purely concentrate on own programme <input type="checkbox"/> Other (please specify) [] 	<p>Q79. Where do you see the main obstacle(s) for your staff having inter-programme capacity and competence in the present programme period?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of time (work related to own programme is already time-consuming enough) <input type="checkbox"/> Lack of working experience in/with different programmes (beyond ETC) <input type="checkbox"/> Lack of support by JTS management <input type="checkbox"/> Pressure by programme's Member States to purely concentrate on own programme <input type="checkbox"/> Other (please specify) []
<p>Q32. What would you consider being the main asset and motivation for you personally to have such inter-programme capacity and competence?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Broadening the perspective of my work beyond my own programme <input type="checkbox"/> Positive appraisal during annual development talks with my supervisor <input type="checkbox"/> Financial bonus/higher salary <input type="checkbox"/> Getting assigned special tasks/responsibilities (e.g. team leader) due to having such capacity/competence <input type="checkbox"/> Other (please specify) [] 	<p>Q60. How do you motivate and follow-up your staff to get/have such inter-programme capacity and competence?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive appraisal during the annual staff development talks <input type="checkbox"/> Financial bonus/higher salary <input type="checkbox"/> Assigning special tasks/responsibilities to staff with such capacity/competence (e.g. team leader) <input type="checkbox"/> Other (please specify) [] 	<p>Q80. How will you motivate and follow-up the Joint Secretariat staff to have such inter-programme capacity and competence?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive appraisal during the annual staff development talks <input type="checkbox"/> Financial bonus/higher salary <input type="checkbox"/> Assigning special tasks/responsibilities to staff with such capacity/competence (e.g. team leader) <input type="checkbox"/> Other (please specify) []
<p>Q33. Do you come from the same country in which the secretariat is located?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (~ Q35) <input type="checkbox"/> No (~ Q34) 	<p>Q61. From how many different countries (including the host country) your staff comes from?</p> <p>Countries []</p>	<p>Q81. Are you going to strive for an internationally staffed Joint Secretariat?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (~ Q82) <input type="checkbox"/> No (~ Q83)
	<p>Q62. How many of your staff members do not come from the country in which the secretariat is located?</p> <p>Persons []</p>	<p>Q82. How is the intention to have an internationally staffed secretariat reflected in the Cooperation Programme or other relevant programme documents?</p> <p>[] (~ Q84)</p>
		<p>Q83. What are the reasons for not striving for an internationally staffed Joint Secretariat?</p> <p>[]</p>
		<p>Q84. What will be more important, an internationally staffed Joint Secretariat with staff members from all programme countries, or qualified staff even if finally coming only from the country where the secretariat is located in?</p> <ul style="list-style-type: none"> <input type="checkbox"/> International staff <input type="checkbox"/> Rather internationality than expertise <input type="checkbox"/> Rather expertise than internationality <input type="checkbox"/> Expertise

<p>Q34. What was your motivation to move to another country? Please tick max 2 options.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The concrete position <input type="checkbox"/> Higher salary than in my own country <input type="checkbox"/> Having an international career <input type="checkbox"/> The city the JTS is located in (its accessibility, size, attractiveness, internationality etc.) <input type="checkbox"/> No job opportunities in my own country <input type="checkbox"/> Personal reasons (family, boy/girlfriend etc.) <input type="checkbox"/> Other (please specify) [] <p>(~ Q37)</p>	<p>Q63. What are/were the main factors/incentives you used to attract internationally experienced and minded staff to your secretariat? Please tick max 2 options.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Internationally competitive salary above local salary level <input type="checkbox"/> Attractive city in which secretariat is located (size of the city, accessibility e.g. own airport) <input type="checkbox"/> An internationally experienced and international-minded host organisation for the secretariat <input type="checkbox"/> International working environment in the secretariat <input type="checkbox"/> Strict recruitment selection criterion focusing on international (working) experience <input type="checkbox"/> Other (please specify) [] 	<p>Q85. How are you going to attract internationally experienced and minded staff to your 2014-2020 Joint Secretariat?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Internationally competitive salary above local salary level <input type="checkbox"/> Attractive city in which Joint Secretariat is located (size of the city, accessibility e.g. own airport) <input type="checkbox"/> An internationally experienced and international-minded host organisation for the Joint Secretariat <input type="checkbox"/> International working environment in the Joint Secretariat <input type="checkbox"/> Strict recruitment selection criterion focusing on international (working) experience <input type="checkbox"/> Other (please specify) []
<p>Q35. Have you worked and lived abroad before starting your job at the secretariat? Exchange semesters, traineeships etc. do not count here.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Yes (please specify how many years) [] 		
<p>Q36. What would mainly attract you to work in a programme where the JTS is located in another country than your home country requiring you to move and live abroad? Please tick max 2 options.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The concrete position <input type="checkbox"/> Higher salary than in my own country <input type="checkbox"/> Having an international career <input type="checkbox"/> The city the JTS is located in (its accessibility, size, attractiveness, internationality etc.) <input type="checkbox"/> No job opportunities in my own country <input type="checkbox"/> Personal reasons (family, boy/girlfriend etc.) <input type="checkbox"/> Other (please specify) [] 		
<p>Q37. Please indicate your net salary per month in EUR after taxes (with 12 monthly payments)</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 1,500 EUR/month <input type="checkbox"/> 1,500-2,000 EUR/month <input type="checkbox"/> 2,000-2,500 EUR/month <input type="checkbox"/> 2,500-3,000 EUR/month <input type="checkbox"/> 3,000-3,500 EUR/month <input type="checkbox"/> 3,500-4,000 EUR/month <input type="checkbox"/> 4,000-4,500 EUR/month <input type="checkbox"/> above 4,500 EUR/month <input type="checkbox"/> I don't want to reveal. 		<p>Q86. Please indicate the average salary (after taxes, 12 monthly salaries) for future Joint Secretariat staff directly dealing with projects (project generation, assessment, implementation monitoring and support; Programme/Project Manager/Officer or alike) - having the relevant education (university degree) and work experience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 1,500 EUR/month <input type="checkbox"/> 1,500-2,000 EUR/month <input type="checkbox"/> 2,000-2,500 EUR/month <input type="checkbox"/> 2,500-3,000 EUR/month <input type="checkbox"/> 3,000-3,500 EUR/month <input type="checkbox"/> 3,500-4,000 EUR/month <input type="checkbox"/> 4,000-4,500 EUR/month <input type="checkbox"/> above 4,500 EUR/month <input type="checkbox"/> I cannot/don't want (yet) to reveal.
<p>Q38. Do you get any additional benefits (e.g. 13th salary, holiday money etc.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> I don't want to reveal. <input type="checkbox"/> Yes (please specify) [] <p>(~ Q88)</p>		
	<p>Q64. Is the host organisation of your secretariat also responsible for the implementation of an Objective 1 or 2 (Mainstream) programme?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>(~ Q92)</p>	<p>Q87. Will the host organisation of your Joint Secretariat also be responsible for the implementation of a programme under the Investment for Growth and Jobs Goal?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>(~ Q96)</p>

Other questions (OQ2007-2013JTSStaff)	Other questions (OQ2007-2013Ho5)	Other questions (OQ2014-2020MAJS)
<p>In this last section, a few more general questions will follow helping to establish the profile of a typical JTS staff member directly dealing with projects.</p>	<p>In this last section, a few more general questions will follow helping to establish the profile of a typical JTS staff member directly dealing with projects.</p>	
<p>Q88. Within ETC, my programme is a</p> <ul style="list-style-type: none"> <input type="checkbox"/> CBC programme <input type="checkbox"/> transnational programme <input type="checkbox"/> interregional programme 	<p>Q92. Within ETC, my programme is a</p> <ul style="list-style-type: none"> <input type="checkbox"/> CBC programme <input type="checkbox"/> transnational programme <input type="checkbox"/> interregional programme 	<p>Q96. Within ETC, my programme is a</p> <ul style="list-style-type: none"> <input type="checkbox"/> CBC programme <input type="checkbox"/> transnational programme <input type="checkbox"/> interregional programme
<p>Q89. Please indicate your age</p> <ul style="list-style-type: none"> <input type="checkbox"/> under 20 years <input type="checkbox"/> between 20 and 25 years <input type="checkbox"/> between 25 and 30 years <input type="checkbox"/> between 30 and 35 years <input type="checkbox"/> between 35 and 40 years <input type="checkbox"/> between 40 and 45 years <input type="checkbox"/> between 45 and 50 years <input type="checkbox"/> above 50 years 	<p>Q93. Please indicate the average age of your staff directly dealing with projects (project generation, assessment, implementation monitoring and support; Programme/Project Managers/Officers or alike).</p> <ul style="list-style-type: none"> <input type="checkbox"/> under 20 years <input type="checkbox"/> between 20 and 25 years <input type="checkbox"/> between 25 and 30 years <input type="checkbox"/> between 30 and 35 years <input type="checkbox"/> between 35 and 40 years <input type="checkbox"/> between 40 and 45 years <input type="checkbox"/> between 45 and 50 years <input type="checkbox"/> above 50 years 	
<p>Q90. Your gender</p> <ul style="list-style-type: none"> <input type="checkbox"/> Female <input type="checkbox"/> Male 	<p>Q94. How many staff member directly dealing with projects are</p> <ul style="list-style-type: none"> <input type="checkbox"/> Female <input type="checkbox"/> Male 	
<p>Q91. The JTS is located in</p> <ul style="list-style-type: none"> <input type="checkbox"/> Austria <input type="checkbox"/> Belgium <input type="checkbox"/> Croatia <input type="checkbox"/> Cyprus <input type="checkbox"/> Czech Republic <input type="checkbox"/> Bulgaria <input type="checkbox"/> Denmark <input type="checkbox"/> Estonia <input type="checkbox"/> Finland <input type="checkbox"/> France <input type="checkbox"/> Germany <input type="checkbox"/> Greece <input type="checkbox"/> Hungary <input type="checkbox"/> Ireland <input type="checkbox"/> Italy <input type="checkbox"/> Latvia <input type="checkbox"/> Lithuania <input type="checkbox"/> Luxembourg <input type="checkbox"/> Malta <input type="checkbox"/> Netherlands <input type="checkbox"/> Poland <input type="checkbox"/> Portugal <input type="checkbox"/> Romania <input type="checkbox"/> Sweden <input type="checkbox"/> Slovakia <input type="checkbox"/> Slovenia <input type="checkbox"/> Spain <input type="checkbox"/> United Kingdom <p>(* Thank you)</p>	<p>Q95. The JTS is located in</p> <ul style="list-style-type: none"> <input type="checkbox"/> Austria <input type="checkbox"/> Belgium <input type="checkbox"/> Croatia <input type="checkbox"/> Cyprus <input type="checkbox"/> Czech Republic <input type="checkbox"/> Bulgaria <input type="checkbox"/> Denmark <input type="checkbox"/> Estonia <input type="checkbox"/> Finland <input type="checkbox"/> France <input type="checkbox"/> Germany <input type="checkbox"/> Greece <input type="checkbox"/> Hungary <input type="checkbox"/> Ireland <input type="checkbox"/> Italy <input type="checkbox"/> Latvia <input type="checkbox"/> Lithuania <input type="checkbox"/> Luxembourg <input type="checkbox"/> Malta <input type="checkbox"/> Netherlands <input type="checkbox"/> Poland <input type="checkbox"/> Portugal <input type="checkbox"/> Romania <input type="checkbox"/> Sweden <input type="checkbox"/> Slovakia <input type="checkbox"/> Slovenia <input type="checkbox"/> Spain <input type="checkbox"/> United Kingdom <p>(* Thank you)</p>	<p>Q97. The Joint Secretariat will be located in</p> <ul style="list-style-type: none"> <input type="checkbox"/> Austria <input type="checkbox"/> Belgium <input type="checkbox"/> Croatia <input type="checkbox"/> Cyprus <input type="checkbox"/> Czech Republic <input type="checkbox"/> Bulgaria <input type="checkbox"/> Denmark <input type="checkbox"/> Estonia <input type="checkbox"/> Finland <input type="checkbox"/> France <input type="checkbox"/> Germany <input type="checkbox"/> Greece <input type="checkbox"/> Hungary <input type="checkbox"/> Ireland <input type="checkbox"/> Italy <input type="checkbox"/> Latvia <input type="checkbox"/> Lithuania <input type="checkbox"/> Luxembourg <input type="checkbox"/> Malta <input type="checkbox"/> Netherlands <input type="checkbox"/> Poland <input type="checkbox"/> Portugal <input type="checkbox"/> Romania <input type="checkbox"/> Sweden <input type="checkbox"/> Slovakia <input type="checkbox"/> Slovenia <input type="checkbox"/> Spain <input type="checkbox"/> United Kingdom <p>(* Thank you)</p>

Thank you for your contribution

Thank you very much for your contribution to this questionnaire!
Any feedback welcome at philipp.schwartz@interact-eu.net

Annex 2: Study chapters vs. Survey questions

The aim of this annex is to show which questions of respectively answers in the online questionnaire relate to which chapter of this study. Meaning, on which input by the three target groups the respective findings under each chapter have been based.

Study chapter	Survey questions
1. Introduction	---
1.1 Background and context of the Study	---
1.2 Outline of the Study	---
1.3 Methodology	1, 88, 91-92, 95-97
2. Inter-programme Capacity and Competence - A General Introduction	---
2.1 A short definition of Inter-programme Capacity and Competence	---
2.2 How to get Inter-programme Capacity and Competence?	---
- Set-up and staffing of the Secretariat supporting inter-programme capacity and competence	28, 30, 58, 64, 78, 87
- Stimulation to get and use inter-programme capacity and competence	32, 60, 80
- Obstacles to have inter-programme capacity and competence	31, 59, 79
- Perception of the added-value of and personal motivation for inter-programme capacity and competence	22, 46, 71
3. Inter-programme Capacity and Competence in 2007-2013 ETC Programmes	---
3.1 The set-up of the JTS - Relevant factors for Inter-programme Capacity and Competence	---
- JTS Staffing and relevance of inter-programme capacity and competence for different positions	7-8, 10-11, 49, 55
- Internationality of secretariats	33-36, 61-63
- Exchange and cooperation with (JTS of) other (ETC and non-ETC) programmes	53-54, 64
3.2 The individual profile of a 2007-2013 JTS Staff member directly dealing with projects	---
- Working experience (beyond ETC)	2, 4-5, 49, 52
- International experience	33
- Age and gender	89-90, 93-94
- Work load and division of working time	18-19, 39, 42-45
- Skills and training to focus on content/quality monitoring/support and the results of projects	20-21, 40-41
- Salary level and additional benefits	37-38
- The model JTS Project staff member (Summary)	---
3.3 Inter-programme capacity and competence of 2007-2013 JTS staff directly dealing with projects	---
- Starting point: Integrated approach according to Art. 8(3) Regulation (EU) 1299/2013 (ETC)	22, 46
- Alignment of funding - Familiarity with and Programme approach to	23, 47
- Alignment of funding - What is meant?	24, 48
- Working experience beyond ETC	25, 49
- Knowledge beyond one's own Programme and training needs	26-29, 56
4. Inter-programme Capacity and Competence in 2014-2020 ETC Programmes	---
4.1 The set-up of the JS - Relevant factors for Inter-programme Capacity and Competence	---
- JS staffing and relevance of inter-programme capacity and competence for different positions	12-13, 17, 75
- Internationality of secretariats	16, 81-85
- Exchange and cooperation with (JS) of other (ETC and non-ETC) programmes	74
4.2 The individual profile of a 2014-2020 JS Staff member directly dealing with projects	---
- Continuity of expertise	6, 16
- Working experience	2, 5, 15
- International experience	81, 84
- Workload and division of working time	14, 65-66, 69-70
- Skills and training to focus on content/quality monitoring/support and the results of projects	67
- Salary level	86
- The model JS Project staff member (Summary)	---
4.3 Inter-programme capacity and competence of 2014-2020 JS staff directly dealing with projects	---
- Starting point: Integrated approach according to Art. 8(3) Regulation (EU) 1299/2013 (ETC)	71
- Alignment of funding - Reflected in 2014-2020 programmes	72
- Alignment of funding - What is meant?	73
- Inter-programme capacity and competence and skill development/training needs	76
5. Conclusions	57, 68, 77
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