



MAPS

Methodology for Assessing
Procurement Systems

Professionalisation

SUPPLEMENTARY MODULE

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Contents

- Purpose and Use of the Methodology 3
- MAPS Analytical Framework..... 3
- MAPS Module Professionalisation..... 3
- Compliance with MAPS Methodology 5
- Preamble 6
- Pillar I. Legal, Regulatory, and Policy Framework 8
 - Prof-Indicator 1. The legal framework includes appropriate regulations on public procurement professionalisation 8
 - Prof-Sub-indicator 1(a) – Rules on professionalization 9
 - Prof-Sub-indicator 1(b) – Rules on private sector participation 9
 - Prof-Indicator 2. Implementing regulations and tools to support public procurement professionalisation..... 10
 - Prof-Sub-indicator 2(a) – Recognition of public procurement as a professional function 10
 - Prof-Sub-indicator 2(b) – Implementing regulations define the professionalisation policy 11
 - Prof-Sub-indicator 2(c) – Strategic and specialised procurement, horizontal policy objectives and international obligations..... 12
- Pillar II. Institutional Framework and Management Capacity 12
 - Prof-Indicator 3. Professionalisation is a key component of the public procurement system..... 13
 - Prof-Sub-indicator 3(a) – The professionalisation policy is part of a broader public procurement capacity-building strategy..... 13
 - Prof-Indicator 4. Professionalisation takes place in an environment of planning, monitoring and evaluation 14
 - Prof-Sub-indicator 4(a) – Professionalisation planning 14
 - Prof-Sub-indicator 4(b) – Public procurement information systems include data suitable for the efficient support of professionalisation..... 14
 - Prof-Sub-indicator 4(c) – Monitoring and evaluation of the professionalisation policy 15
 - Prof-Indicator 5. Professionalisation is based on sound principles and standards 16
 - Prof-Sub-indicator 5(a) – Professionalisation policy is based on sound principles and standards..... 16
- Pillar III. Public Procurement Operations and Market Practices 17



Prof-Indicator 6. The public procurement system has adequate financial mechanisms to finance the cost of education, training and certification of public procurement professionals	17
Prof-Sub-indicator 6(a) – Existence of adequate budgetary resources	18
Prof-Indicator 7. Public procurement is recognised as a professional career line in the country’s public service.	18
Prof-Sub-indicator 7(a) – Existence of a public procurement competency framework	18
Prof-Sub-indicator 7(b) – Existence of a career path of public procurement within the civil service	19
Prof-Sub-indicator 7(c) – The career path of public procurement is competitive compared to the rest of the civil service	19
Prof-Indicator 8. Market conditions favour the development of professionalisation.....	20
Prof-Sub-indicator 8(a) – Competitive professionalisation market	20
Prof-Sub-indicator 8(b) – Access to professionalisation assets	20
Prof-Sub-indicator 8(c) – Open and inclusive professionalisation market	21
Pillar IV. Accountability, Integrity and Transparency of the Public Procurement System.....	21
Prof-Indicator 9. The professionalisation policy considers ethics and accountability.....	22
Prof-Sub-indicator 9(a) – Ethical considerations in the professionalisation policy	22
Prof-Sub-indicator 9(b) – Management for results and accountability.....	22
Prof-Indicator 10. The country has mechanisms that support professional integrity in public procurement	22
Prof-Sub-indicator 10(a) – Supplementary mechanisms for supporting professional integrity in place	23
Prof-Sub-indicator 10(b) – Implementation of mechanisms to sanction professionals for their unethical behaviour	23
ANNEXES	25
Annex 1 – MAPS Professionalisation Module. Indicator System.....	25
Annex 2 – MAPS Professionalisation Module. Assessment Criteria expressed in Quantitative Terms.....	26



INTRODUCTION

Purpose and Use of the Methodology

The Methodology for Assessing Procurement Systems (MAPS) is intended to provide a harmonised tool for use in the assessment of public procurement systems. The methodology has been designed to enable a country, with or without support of external partners, to conduct an assessment of its procurement system to determine its strengths and weaknesses: the resulting information can serve as the basis for the design of harmonised system development and reform initiatives to improve capacity and to address weaknesses. The assessment provides the country with information it can use to monitor the performance of its system and the success of the reform initiatives in improving performance. In identifying weaknesses in the current system in a country, external partners are also provided with information that helps them determine risks to the funds they provide to partner countries.

MAPS Analytical Framework

The MAPS analytical framework consists of a core assessment methodology and a number of supplementary modules.

The MAPS core methodology provides a comprehensive approach for assessing procurement systems. It defines the structure to conduct a country context analysis, presents a refined indicator system for assessing the quality and performance of the system in terms of outcomes and results and describes the key elements of the assessment process. The assessment report provides context to the assessment and exhibits the detailed results of the evaluation.

Supplementary modules complement the core assessment methodology. The modules focus on specific policy areas of public procurement and can be used by countries depending on their particular needs. Some of the modules have been designed as stand-alone tools. However, to facilitate a coherent and holistic approach to public procurement assessments and reform, it is generally recommended that the application of a MAPS module should follow or be embedded in a comprehensive assessment using the MAPS core methodology. The MAPS Professionalisation module has been designed to be used as a stand-alone assessment tool.

MAPS Module Professionalisation

This module is intended to provide a harmonized tool for use in the assessment of professionalisation. The findings of a core MAPS assessment can be used to ensure a proper understanding of the context and to facilitate a targeted application of this module.



The table below highlights the indicators of the core methodology that assess specific aspects related to professionalisation. It illustrates the information already available establishing the starting point for the modular based assessment.

MAPS Core Assessment: Indicators specifically linked to Professionalisation		
Sub-indicator	Assessment criteria	
5(b)	Responsibilities of the normative/regulatory function	The following functions are clearly assigned to one or several agencies without creating gaps or overlaps in responsibility: (j) Supporting the professionalisation of the procurement function (e.g. development of role descriptions, competency profiles and accreditation and certification schemes for the profession)
8(a)	Training, advice and assistance	There are systems in place that provide for: (a) Substantive permanent training programmes of suitable quality and content for the needs of the system. (b) Routine evaluation and periodic adjustment based on feedback and need. (...) (d) A strategy well-integrated with other measures for developing the capacity of key actors involved in public procurement.
8(b)	Recognition of procurement as a profession	The country's public service recognises procurement as a profession: (a) Procurement is recognised as a specific function with procurement positions defined at different professional levels, and job descriptions and the requisite qualifications and competencies specified. (b) Appointments and promotion are competitive and based on qualifications and professional certification. (c) Staff performance is evaluated on a regular and consistent basis and staff development and adequate training is provided.

The module is intended to provide the following additional value:

- › Having a universal tool for assessing the state of professionalisation of public procurement.
- › Identifying aspects of the respective professionalisation policy where improvements are required, as well as the best way to implement them.
- › Having indicators to guide and accelerate the implementation of the professionalisation of public procurement.

The module covers the following key issues:

- › Existence in the public procurement legal, regulatory and policy frameworks of rules that give stability to the professionalisation policy as well as the necessary participation of public and private stakeholders.



- › Development of the regulatory framework in implementation instruments that define the policy and recognise the importance of professionalisation and its impact on public finance and quality of expenditure.
- › The integration of the professionalisation policy as one of the key components of the public procurement system, with mandates clearly assigned to the normative/ regulatory function and implemented under conditions of planning, monitoring, and evaluation.
- › Financing mechanisms for the qualification and certification of professionals.
- › Recognition and use of internationally recognised standards, best practices, and tools.
- › Existence of a recognised career path for public procurement professionals.
- › Consideration of ethical aspects and accountability.

The module comprises ten (10) indicators and 21 sub-indicators to be assessed. The indicators rest on the four pillars of the MAPS methodology: a) the existing legal and policy framework; b) the institutional framework and management capacity; c) procurement operations and market practices; and d) accountability, integrity, and transparency of the procurement system.

The indicators are expressed in qualitative and/or quantitative terms, as appropriate.

Compliance with MAPS Methodology

The modular assessment should fully comply with the core Methodology for Assessing Procurement Systems (MAPS), 2018 Version. The methodology comprises the following sections:

Section I – User’s Guide

Section II – Analysis of Country Context

Section III – Assessment of Public Procurement Systems

The Methodology and its supplementary modules are available online on www.mapsinitiative.org

The MAPS Secretariat offers support to all users of the MAPS methodology on request including:

- › Advice to country teams for planning and management of a MAPS assessment including quality review of Concept Notes and Terms of References for MAPS assessments
- › Advice to MAPS assessment teams on the MAPS methodology
- › Quality review of MAPS assessment reports (in collaboration with the MAPS Technical Advisory Group) to provide certification of assessments that meet the quality standards specified.

Further information, templates, and guidance on applying the MAPS methodology and transforming public procurement systems are available on www.mapsinitiative.org



ASSESSMENT OF PROFESSIONALISATION

Preamble

In developing sub-indicator 8(b) of the core methodology (Recognition of procurement as a profession), this module refers not only to the recognition as a profession given to public procurement, but also to the conditions for said recognition to occur.

Professionalisation implies a transformation in public procurement, from a clerical function to a key governmental function with highly qualified personnel, for which professionalisation is a necessary condition. For the purposes of this module, the term professionalisation of public procurement has a double meaning: (i) the process by which the occupation of public procurement practitioners becomes a real profession of highest integrity and competence, distinct from other existing professions (professionalisation *sensu stricto*) and (ii) the process by which the overall competencies and skills of procurement officials are improved and recognised in order to deliver overall better outcomes (professionalism). Both meanings, which are different, but by no means incompatible, represent complementary visions that are included in the description of Indicator 8 of the core methodology, in which numeral 1, a clear reference is made to the meaning coinciding with professionalism ("strategies and programs are in place to develop the capacity of procurement staff and other key actors involved in public procurement"), while numeral 2 refers to professionalisation *sensu stricto* ("procurement is recognised as a profession in the country's public service").

Although the professionalisation of public procurement is a necessary requisite to be able to advance public procurement from a clerical role to a strategic government function, with highly qualified personnel, the professionalisation of public procurement itself translates into the transformation of the subjects that practice public contracting, from simple execution and compliance with rigid regulations, to professionals who use knowledge, skills, abilities and judgement specific of the public procurement profession. Within the framework of core principles defined in the regulations, public procurement professionals should be able to decide strategies, select tools from existing ones or create new ones as required, establish and implement courses of action, considering the risks, the operational context and the dynamics of market, among others, to obtain the best results for the society that they serve.

The professionalization of public procurement is a complex process, which requires the participation of multiple actors of varied nature (public, private, civil society, professional associations, training providers, academic institutions, among others).

In this context, the role of governments in general and (depending on the characteristics and conditions of each national system) of the governing bodies in particular, on the one hand, to promote the conditions for professionalism to arise and develop (and what is more important not to hinder it) and on the other, define the conditions of a public procurement career in the government that (depending on the degree of professional development in each country and time, and without necessarily implying the adoption of



a certain denomination, such as "professional official" or others that in the circumstances of each country, could be restricted or prohibited) restrict access to certain positions in that career line, based on professional competences and credentials or define preferences for hiring professionals of public procurement and establish access requirements to procurement positions, in addition to those of professionalisation, including the accreditation of specific skills (such as national regulations, information systems, specific tools and requirements, among others), controls on accountability and integrity in the exercise of the function and the provision of remuneration suitable for capturing and retaining professionals.

As stated in multiple concept papers and scholarly articles, the professionalisation of public procurement is at an early stage, where many of the definitions of requirements and best practices are under development. The same concept papers and scholarly articles have been pronounced for recommending that the strategy of support to the processes of professionalisation of public procurement are not prescriptive, but rather focused on the provision of tools and resources that support the professionalisation efforts of the countries.

For the assessment of professionalisation in a national procurement system, this module focuses mainly on the existence of conditions (regulatory and policy framework, institutional and managerial, operational and market capacity, and the system of integrity) that favour and promote the development of the profession, rather than to actions of "direction" and "control" of the professionalisation by the respective government (since this last one would imply an important risk of, on the one hand, to politicize and bureaucratize the profession from its base and, on the other hand, to fragment and anarchize the profession, by developing as many "public contracting professions" as governments that direct and control their development). As in the rest of the professions, the Professionalisation of public contracting must be promoted and developed by professional bodies or academic institutions (depending on the model which is best suited to each reality).

An important element in the evaluation of professionalisation is the consideration along the instruments of implementation (implementing rules, policy documents, competency frameworks, career progression, among others) of the different professional levels and specialization, coupled with different levels of qualification and competence required, according to the degree of sophistication of knowledge, experience and professional judgment required in each of the different specific areas of action of the public procurement professional.

As a process, public procurement professionalisation may take different paths in the transit towards the assurance of the exercise of the function by highly qualified personnel. This path can include, among others, the following:

- a) The recognition by the public procurement officers, the normative/regulatory function, and the country's public service of the existence of the profession as well as its strategic function in the implementation of policy choices of procuring entities;
- b) The definition of standards for professional conduct, which are explicit, systematic, mandatory and public service oriented, are integrated into codes of ethics, whose violation leads to the application of professional sanctions that, in serious cases, include the exclusion of the offender from the profession and its privileges;



- c) Education, as a mechanism for generating or improving professional skills with significance for the exercise of the procurement function, through formal teaching activities, as well as work experience;
- d) Accreditation, as a mechanism by which an entity that is part of or is dependent on the employer (in the case of government procurement, a public entity, including the normative/regulatory function) gives recognition to a person who meets the requirements specified for the performance of the procurement function within the respective employer (in the case of government procurement in the respective procuring entity, sector or country), mainly oriented to verify the mastery of the rules, instruments, systems and tools of the respective procurement system;
- e) Certification, as a process by which an entity independent of employers, employees and education providers gives recognition to a person that he or she meets the specified competency requirements for the performance of a procurement work, in general, regardless of specificities of a particular entity, system or country, including the application, evaluation, decision on certification, monitoring and renewal of certification, and the use of certificates and logos;
- f) The definition of areas of practice reserved to public procurement professionals, excluding their practice by those not recognised as professionals (“occupational closure”), with appointment/promotion competitive and based on qualifications and competencies specified; and
- g) The establishment of levels of remuneration, staff development and training, according to the professional status, levels of education, experience, and risks in the exercise of the public procurement profession, with performance being evaluated on a regular and consistent basis.

Pillar I. Legal, Regulatory, and Policy Framework

The MAPS core methodology, Pillar I, assesses the existing legal, regulatory and policy framework for public procurement. It evaluates the adequacy of the structure of the legal framework, its clarity, and the precedence of the different instruments to minimize inconsistencies in application. Pillar I comprises three indicators and a total of eighteen sub-indicators.

This assessment of professionalisation reviews (1) whether the existing legal framework includes adequate and clear provisions to effectively support the public procurement professionalisation; and (2) whether implementing regulations and tools supplement the legal framework and supports public procurement professionalisation.

Prof-Indicator 1. The legal framework includes appropriate regulations on public procurement professionalisation

The indicator covers how the different legal and regulatory instruments regulate the professionalisation of public procurement.

To provide stability to professionalisation at the level of the legal framework, it is important that regulations clearly define professionalisation as a strategic objective in the public procurement system. Being an area in which a balanced participation of public and private sectors is essential (including the normative/regulatory function, public and private academic institutions, professional associations,



content and training providers, certification bodies, among others), the legal framework should include references to such participation, or at least not contain provisions that may result in restriction of private sector participation.

This indicator is divided into two sub-indicators (a-b) which are individually assessed.

Prof-Sub-indicator 1(a) – Rules on professionalization

This sub-indicator assesses whether the legal framework includes a clear definition of professionalisation as a strategic objective.

The legal framework should provide a stable long-term basis for professionalisation including the legislative commitment to define professionalisation as a strategic objective to be implemented in the national procurement system, as well as a clear attribution of competences and definition of responsibilities regarding professionalisation.

Prof- Sub-indicator 1(a): Assessment criteria

The legal framework meets the following conditions:

- (a) Professionalisation of the procurement function is established unambiguously as a strategic objective.
- (b) The roles, functions and responsibilities of public bodies with regard to professionalisation are clearly defined and assigned.

Prof-Sub-indicator 1(b) – Rules on private sector participation

This sub-indicator assesses the legal framework to ensure that it does not set restrictions on participation in the public procurement professionalisation market. As a general principle, academic entities, private training providers, and the private sector in general should neither be excluded nor discouraged from participating in the provision of education services, training, and certification of competencies in public procurement. There should be no restrictions for certification bodies, independent of government entities as well as of education or training providers, to provide certification of competencies in public procurement.

The participation of entities financed by public funds and state-owned enterprises in the public procurement professionalisation market should be governed by rules that establish a fair playing field for all competitors and should not be subject to any preferential treatment through subsidies, exemptions, or the establishment of prices so low that they inhibit the participation of the private sector in the market.

Prof- Sub-indicator 1(b): Assessment criteria

The legal framework meets the following conditions:

- (a) Ensures that there are no barriers to participation in the public procurement professionalisation market.
- (b) Establishes rules for the participation in the public procurement professionalisation market of publicly funded entities and state-owned enterprises that promote fair competition.



Prof-Indicator 2. Implementing regulations and tools to support public procurement professionalisation

It is essential to recognise that any process of professionalisation requires time to gain momentum, produce results and become sustainable, and that professionalisation of public procurement is no exception.

The first signs of professionalisation of public procurement result from the recognition of the practice of public procurement as a professional function, which requires the use of specialized knowledge and experience, professional judgement, a set of ethical values, and with a remuneration corresponding to their professional character.

Although not all the conditions required for the full development of the profession may be present, they all contribute to the improvement of procurement practices and the recognition of the existence of the profession is the starting point around which begin to consolidate other aspects of the process.

For example, there may be no consensus on the knowledge that supports the profession; it may not yet be consolidated and developed in a body of knowledge; codes of ethics may not yet be adopted. However, the recognition of the activity as a profession, is mutually supportive of other improvements that gradually begin to develop. The recognition of the existence of the profession, goes hand in hand with the development of the body of knowledge, code of ethics, and the exercise of specialised, possibly restricted, activities.

In this sense, the official approach to the strategic and operational aspects of professionalisation, leading to the recognition of public procurement as a profession, by the government, and especially the public procurement and the public finance normative/regulatory functions, should be documented in implementing instruments (like policies, plans, jobs definitions and competency frameworks, among others), that develop and detail aspects that the normative framework has defined at the level of strategic objectives.

The policies and instruments defined should highlight the importance of professionalisation and its effects. Such recognition should not only come from the authorities of the national procurement system (internal recognition), but should also be included in the official documents governing the public financial management and/or the country's governance system (external recognition), as a reflection of their awareness of the essential role of professionalisation to improve the performance, effectiveness and savings of the procurement system and its impact on public finance and on improving the quality of expenditure.

This indicator verifies that the implementing regulations and tools of the public procurement system include support for professionalisation, as well as the internal and external recognition of the importance of professionalisation in the performance of the national procurement system. This indicator includes three sub-indicators (a-c).

Prof-Sub-indicator 2(a) – Recognition of public procurement as a professional function

This sub-indicator is intended to verify the recognition of public procurement as a professional function in the implementing rules, policy documents and other implementing instruments.



The recognition of public contracting as a professional function does not necessarily require the adoption of specific denominations that include the reference to "professional" in the title or description of the positions, which in terms of specific regulations of each country could be of restricted use or even prohibited.

Although it is clear that not all public procurement activity require highly sophisticate knowledge nor professional judgement (take the example of simple shopping or electronic catalogue shopping), the implementing instruments should recognise the need for qualified personnel, public procurement professional, for the adequate management of complex and strategic procurement and the tendency to the gradual requirement of personnel with this profile for key positions in the system, to the extent that such personnel are available in quality and quantity sufficient to cover reasonably the system needs.

Prof- Sub-indicator 2(a): Assessment criteria

The implementing rules, policy documents and other instruments recognise:

- (a) Public procurement as a profession.
- (b) Public procurement as a specific function with different professional levels, specialization, and a high degree of multidisciplinary.
- (c) The importance of professionalisation for the performance of the public procurement system.
- (d) The impact of professionalisation on public finances quality of expenditure (in regulations and policy documents governing public finance management and/or public governance systems)

Prof-Sub-indicator 2(b) – Implementing regulations define the professionalisation policy

The professionalisation of public procurement is a continuous and long-term effort, requiring stability over time, as well as commitment of resources, to produce sustainable results. That is why it is important to have regulations and other implementation instruments that show the high-level commitment with the professionalisation and provide the general framework to generate the necessary stability.

As was pointed out above, the official approach to the strategic and operational aspects of professionalisation must be documented in implementing instruments that develop and detail aspects that the normative framework has defined at the level of strategic objectives, so that the effort to ensure the professionalisation goals have a stable and systemic reference framework.

This sub-indicator is intended to verify the existence, clarity and comprehensiveness of the rules that define the strategic and operational aspects of professionalisation. These regulations should develop the principles established in the law, in a clear and comprehensive way (including at least a clear definition of prioritized objectives, anticipation of systematic evaluation of professionalisation activities and their impact on institutional capacity building, among others).

Prof- Sub-indicator 2(b): Assessment criteria

- (a) The implementing regulations complement and detail the legal provisions on professionalisation, in accordance with the principles established in the law.
- (b) The regulations that develop the principles of professionalisation are clear and comprehensive (including at least a clear definition of prioritized objectives, anticipation of systematic evaluation of professionalisation activities and their impact on institutional capacity building, among others).
- (c) The implementing regulations includes a strategy for: (i) profiling the procurement jobs; (ii) defining a career path with appointment/promotion competitive and based on qualifications and competencies specified; (iii) reinforcing the continuity of the professionals in the career path; (iv) developing a systematic approach to learning and development to build and update practitioners' knowledge and skills; and (v) ensuring that



procurement professionals achieve a threshold level of knowledge and practice requirements in order to obtain senior procurement positions and key procurement responsibilities.

- (d) The implementing regulations consider the need to gradually implement the requirements for professionals of the public procurement, so as to balance the needs of professionalisation with those of operations continuity.
- (e) The implementing regulations include a clear strategy of involvement, participation, and empowerment of stakeholders in the definition, implementation and evaluation of the professionalisation policy.
- (f) The implementing regulations define a strategy to promote the participation of the productive sector, academia, and civil society in the professionalisation policy.

Prof-Sub-indicator 2(c) – Strategic and specialised procurement, horizontal policy objectives and international obligations

In line with Indicator 3 of the core methodology, this sub-indicator evaluates whether the professionalisation policy considers the needs of strategic procurement as well as specialized procurement, highlighting both the homogenizing elements of theory and professional practice, as well as the differential aspects that define the specialised and strategic areas of public procurement.

This sub-indicator also evaluates whether horizontal policy objectives, such as goals aiming at increased sustainability, support for certain groups in society, etc., and obligations deriving from international agreements are consistently considered in the professionalisation strategy.

Prof- Sub-indicator 2(c): Assessment criteria

- (a) The professionalisation policy considers the needs of strategic and specialty areas of public procurement as an integral part of the professionalisation effort and not as an exception to it.
- (b) The professionalisation policy considers the development and mastery of knowledge, skills and values that promote support for country's horizontal policy objectives, such as sustainable procurement, promoting economic development, social development and environmental protection and innovation.
- (c) The professionalisation policy considers the impact in public procurement of due compliance of obligations derived from membership in international and/or regional associations or binding international/regional agreements

Pillar II. Institutional Framework and Management Capacity

The MAPS core methodology, Pillar II, assesses how the procurement system as defined by the legal and regulatory framework in a country is operating in practice through the institutions and management systems that are part of the overall public sector governance in the country. It comprises five indicators and a total of fourteen sub-indicators.

This assessment of professionalisation reviews (1) the integration of professionalisation in the country's public procurement system; (2) whether professionalisation policy is part of a well-articulated planning, monitoring, and evaluation environment; and (3) the use of sound principles and standards.



Prof-Indicator 3. Professionalisation is a key component of the public procurement system

This indicator assesses whether professionalisation is a key component of the public procurement system and how it interrelates with other elements of the system, evaluating the capacity of the procurement system to support the professionalisation and the latter to provide the expected benefits to the system.

Prof-Sub-indicator 3(a) – The professionalisation policy is part of a broader public procurement capacity-building strategy

Professionalisation efforts should be embedded in an overarching capacity building strategy. In this context, capacity building includes inter-related individual, institutional and enabling environment levels, and comprises all measures aimed at human resource, organizational and institutional development, including those that ensure that the individuals operating processes in the institution are equipped with the knowledge, skills and abilities that enables them to perform their functions in an effective, efficient, and sustainable manner.

Professionalisation should not be considered as an end in itself, but rather a necessary prerequisite for the development of institutional capacities in public procurement. Therefore, the professionalisation policy should be part of a broader strategy of capacity-building in public procurement, with which it must have relationships of interdependence. The design of a professionalisation policy should start with an in-depth analysis of the public procurement system to assess the existing situation, as well as the needs of change and the key milestones for the policy implementation. It is essential to conduct a formal evaluation to have detailed knowledge of the public procurement system in which the professionalisation policy will be developed.

An adequate professionalisation policy should be aimed at providing the procurement professionals with the skills and tools for an adequate performance in the relevant procurement system, thus (i) professionalisation policies should be adapted to and in coherence with the general policy orientation and features of the procurement system (be it more normative or more strategic), although (ii) procurement policies in general, and professionalisation policies in particular, should strive to deliver better results by adopting a more strategic approach focused on results rather than exclusively on process.

Prof- Sub-indicator 3(a): Assessment criteria

The professionalisation policy:

- (a) Is defined in support of a broader public procurement capacity-building strategy.
- (b) Is based on an assessment of the public procurement system¹ that guides the policy definition.
- (c) Allows the procurement professionals to have the required qualifications and competencies for different professional levels for an outstanding performance in the procurement system within which they operate.
- (d) Strives to deliver better results by adopting a more strategic approach focused on results rather than exclusively on process.

¹ MAPS core methodology



Prof-Indicator 4. Professionalisation takes place in an environment of planning, monitoring and evaluation

This indicator assesses the degree to which the implementation of the professionalisation policy is the result of a well-articulated planning process, supported by data provided by information systems, as well as the existence of monitoring and evaluation mechanisms. The indicator is divided into three sub-indicators (a-c), which are evaluated individually.

Prof-Sub-indicator 4(a) – Professionalisation planning

This sub-indicator assesses the degree to which the implementation of the professionalisation policy is the result of a well-articulated planning process, based on the formal assessment of existing needs, capacities and gaps, and in consideration of objectives and goals shared by a large majority of stakeholders, including details and monitoring mechanisms as practically possible.

It also assesses the relationship and consistency of professionalisation plans, institutional strengthening, and other strategic plans of the existing procurement system.

Prof- Sub-indicator 4(a): Assessment criteria

- (a) Annual or multi-annual professionalisation plans are prepared by the normative/regulatory function.
- (b) Professionalisation plans are based on the formal assessment of existing needs, capacities and gaps.
- (c) Professionalisation plans consider at least: (i) the preparation of a diagnostic in collaboration with the relevant stakeholders; (ii) a clear definition of the objectives; (iii) consensus building; (iv) shared goals; (v) detailed planning; and (v) monitoring. *
- (d) The professionalisation plans are linked to those of institutional strengthening and there are mechanisms in place to ensure consistency.
- (e) The professionalisation plans are consistent with the other procurement system's strategic plans in place.

* Quantitative indicator to substantiate assessment of sub-indicator 4(a) Assessment criterion (c):

- Perception that the professionalisation plans represents shared goals for relevant stakeholders (in % of responses).

Source: Survey.

* Recommended quantitative indicator to substantiate assessment of sub-indicator 4(a) Assessment criterion (c):

- Share of relevant stakeholders whose participation is documented in the preparation of diagnosis considered for the professionalisation plan (in % of the total number of identified relevant stakeholders).

Source: Normative/regulatory function

Prof-Sub-indicator 4(b) – Public procurement information systems include data suitable for the efficient support of professionalisation

Professionalisation requires the development of a knowledge infrastructure based on empirical data on the procurement system performance. This information can be used for research, and analysis to create evidence-based educational contents, targeted according to the performance of individual functions in the procurement system.

A well-functioning public procurement information system is the most adequate source of empirical data, which must provide empirical evidence to generate knowledge and contents useful for professionalisation activities.



This sub-indicator assesses the extent to which public procurement information systems efficiently support the needs of the professionalisation process by providing information to analyse the effects of certain regulations, practices and/or trends in the performance of specific procurement processes, sectors or the entire public procurement system.

In addition, the sub-indicator evaluates the existence of mechanisms that make mandatory and effectively possible to publicly disclose such information, so that the relevant information for such purposes it is available to the stakeholders (normative/regulatory institution, procuring entities, academia, training institutions, procurement professional bodies, research institutions, certification bodies, financial and audit authorities, anti-corruption agencies, representatives of the private sector and civil society and international partners). The relevant information includes: 1) data available in electronic Procurement (e-Procurement) systems such as monitoring actions, audits and responses to complaints and appeals (anonymized if needed); 2) information referring to existing needs, capacities and gaps; and 3) relevant professionalisation plans and priorities defined by the normative/regulatory function and other authorities.

Prof- Sub-indicator 4(b): Assessment criteria

The country public procurement system meets the following requirements:

- (a) The public procurement integrated information system (centralised online portal) and/or other systems are easily accessible to all interested parties at no cost and provides up-to-date information relevant to the creation of evidence-based educational contents, targeted according to the performance of individual functions in the procurement system.
- (b) The public information system(s) provides public access, at least, to the following information (anonymized if needed):
 - Detailed and disaggregated information on procurement processes;
 - Results of monitoring actions and audits; *
 - Decisions on complaints and appeals in procurement processes; *
 - Existing needs, capacities and gaps;
 - Relevant professionalisation plans and priorities defined by the normative/regulatory function and other authorities. *
- (c) The aforementioned information is available in open and structured machine-readable format, using identifiers and classifications (open data format). *

* Quantitative indicators to substantiate assessment of sub-indicator 4(b) Assessment criterion (b):

- Monitoring and audits reports available to the public (in % of total number of reports produced).
- Decisions on complaints and appeals in procurement processes available to the public (in % of total number of complaints and appeals decisions).
- Professionalisation plans and priorities documents available to the public (in % of total plans and priorities documents).

Source: Centralized online portal.

* Recommended quantitative indicators to substantiate assessment of sub-indicator 4(b) Assessment criterion (c):

- Share of the professionalisation-related information published in open data format (in %).

Source: Centralized online portal.

- Perception of educational and training entities with public procurement programs, on suitability of the publicly available information for data mining and statistical analysis (in % of responses).

Source: Survey.

Prof-Sub-indicator 4(c) – Monitoring and evaluation of the professionalisation policy

This sub-indicator assesses the monitoring mechanisms of professionalisation policy implementation and its impact on the procurement system. It evaluates the existence of monitoring and evaluation



mechanisms, their integration with other monitoring mechanisms of the procurement system, the allocation of responsibilities, provision of resources and the authority responsible for these mechanisms. The use of monitoring and evaluation is also assessed as a feedback mechanism of professionalisation policies and plans.

Prof- Sub-indicator 4(c): Assessment criteria

- (a) The professionalisation policy includes mechanisms for monitoring and evaluation.
- (b) The monitoring and evaluation of the professionalisation policy is integrated in the performance measurement system referred to in Sub Indicator 8 (c) of the core assessment methodology. *
- (c) The responsibilities of monitoring and evaluation are clearly assigned.
- (d) Monitoring comprises mechanisms for evaluating the impact of professionalisation on the performance of procurement operations.
- (e) Results of monitoring and evaluation are used as a feedback mechanism to improve the professionalisation policy and its implementation plans. *

Quantitative indicator to substantiate assessment of sub-indicator 4(c) Assessment criterion (e):

- Share of monitoring and evaluation reports used to improve the professionalisation policy or its implementation plans (in %).

Source: Normative/regulatory function.

* Recommended quantitative indicator to substantiate assessment of sub-indicator 4(c) Assessment criterion (b):

- Indicators about professionalisation policy included in the country's procurement performance measurement system (total number).

Source: Procurement performance measurement system.

Prof-Indicator 5. Professionalisation is based on sound principles and standards

This indicator refers to the use of sound principles and standards in the professionalisation policy.

Prof-Sub-indicator 5(a) – Professionalisation policy is based on sound principles and standards

This sub-indicator assesses the basis of the professionalisation policy, and the consideration of sound principles and standards such as competence (a combination of practical and theoretical knowledge through specific education, training and on-the-job experience), interdisciplinarity (the recognition of the need to be knowledgeable about the different strategic disciplines pertaining to procurement such as business, economics, technology, law, engineering and technical know-how and to possess strong interpersonal skills), accountability (the importance of procurement officials to be held, within the organization and with respect to stakeholders of the procurement process, responsible and rewarded for the actions and decisions taken) and discretion (professional's degree of freedom of decision in performing their tasks).

This sub-indicator includes evaluation of the professional's performance, the renewal of accreditations and certifications as mechanisms to ensure that the level of knowledge is maintained and aligned with good international practice, permanent training, as well as the need for certification bodies to be free of conflict of interest.



Prof- Sub-indicator 5(a): Assessment criteria

The professionalisation policy:

- (a) Is based in principles that include competence, interdisciplinarity, accountability and professional judgement.
- (b) Includes the recognition and evaluation of a combination of theoretical and practical knowledge through training and specific education, as well as on-the-job experience. *
- (c) Recognises the basic skills of professionals such as in the subject matter (technical skills) and of the markets (business skills) as well as negotiation, social and interpersonal skills. *
- (d) Includes the evaluation of procurement professional's performance.

* Quantitative indicator to substantiate assessment of sub-indicator 5(a) Assessment criterion (b):

- Percentage of favourable opinions by educational entities with public procurement programs, on the recognition in the professionalisation policy of a combination of theoretical and practical knowledge through training and specific education, as well as on-the-job experience (in % of responses).

Source: Survey.

* Quantitative indicator to substantiate assessment of sub-indicator 5(a) Assessment criterion (c):

- Percentage of favourable opinions by educational entities with public procurement programs, on the recognition in the professionalisation policy of the basic skills of professionals such as knowledge of the subject matter (technical skills) and of the markets (business skills) as well as negotiation, social and interpersonal skills (in % of responses).

Source: Survey.

Pillar III. Public Procurement Operations and Market Practices

The MAPS core methodology, Pillar III, assesses the operational efficiency, transparency, and effectiveness of the procurement system by selecting and reviewing a sample of actual procurement cases of several procuring entities. It also looks at the market as one means of judging the quality and effectiveness of the system when putting procurement procedures into practice. Pillar III of the MAPS core methodology comprises two indicators and a total of six sub-indicators.

This assessment of professionalisation reviews (1) the existence of mechanisms integration to finance at least partially the education and training related costs of professionalisation; (2) whether public procurement is recognized as a professional career line; and (3) whether procurement education, training and certification are developed in a transparent market, free of distortions and where the field of play is levelled.

Prof-Indicator 6. The public procurement system has adequate financial mechanisms to finance the cost of education, training and certification of public procurement professionals

One of the challenges of professionalisation is the cost of education, training and certification. Adequate funding is necessary to ensure quality education, training and certification that contributes to the sustainable development of the procurement professionalisation market.

Public funds allocated in the procurement entities' budgets must be available to finance at least partially the costs of education and training of their procurement officers.



Prof-Sub-indicator 6(a) – Existence of adequate budgetary resources

This sub-indicator refers to the availability of funds allocated in the procurement entities' budgets to finance at least partially the costs of education, training and certification of their practitioners.

Prof Sub-indicator 6(a): Assessment criteria

Adequate budgetary resources are provided to cover:

- (a) the professionalisation-related expenditures of the normative/regulatory function; *
- (b) the education/training in procurement of their procurement staff. *

* Quantitative indicator to substantiate assessment of sub-indicator 6(a) Assessment criterion (a):

- Financial resources in the normative/regulatory function budget allocated for professionalisation-related expenditures (in % of total budget).

Source: Normative/regulatory function budget.

* Recommended quantitative indicator to substantiate assessment of sub-indicator 6(a) Assessment criterion (b):

- Share of procurement entities that funded at least partially the education/training in procurement of their procurement staff in the last 12 months (in % of total number of procuring entities).

Source: Normative/regulatory function.

Prof-Indicator 7. Public procurement is recognised as a professional career line in the country's public service.

As a complement to the sub-indicator 8(b) of the core methodology (Recognition of procurement as a profession), this indicator evaluates specific aspects of such a recognition, like the existence of a competency framework, as well as a career path and how it compares to others, in terms of levels of remuneration and stability. This indicator is divided into three sub-indicators (a-c), which are evaluated individually.

Prof-Sub-indicator 7(a) – Existence of a public procurement competency framework

An important element in the recognition of the profession is the existence of a competency framework developed for the public procurement profession. The competency framework should define procurement positions at different professional levels, and job descriptions and the requisite qualifications and competencies, including the awarding of certifications, master's degrees, among others, in the field of public procurement. It supports the personal development through skills assessments, identification of educational, training and development needs, and career planning.

The competency framework also provides a benchmark that makes it possible to develop a basic road map for further professional development. It should distinguish different professional levels and specialties.

Prof-Sub-indicator 7(a): Assessment criteria

- (a) A public procurement competency framework that includes different professional levels and specialties has been developed and is in use.
- (b) The public procurement competency framework identifies the skills and competency levels required by all the key staff involved in the procurement process, for different professional levels. *
- (c) The public procurement competency framework is suitable for conducting skills assessments, identification of educational, training and development needs, and career planning. *

* Quantitative indicator to substantiate assessment of sub-indicator 7(a) Assessment criterion (b):



- Percentage of favourable opinions by procurement officers on the adequacy of the skills and competency levels identified in the public procurement competency framework (in % of responses).
Source: Survey.

* Recommended quantitative indicator to substantiate assessment of sub-indicator 7(a) Assessment criterion (c):
- Percentage of favourable opinions by educational entities with public procurement programs, on the suitability of the public procurement competency framework for conducting skills assessments, identification of educational, training and development needs, and career planning (in % of responses).
Source: Survey.

Prof-Sub-indicator 7(b) – Existence of a career path of public procurement within the civil service

An important element in the recognition of the profession is the existence of a career progression, covering all aspects of public procurement with a clear differentiation between different professional levels and specialties, where professionals can be promoted not only based on performance but also by obtaining higher levels of education, training or certification of competencies.

Prof- Sub-indicator 7(b): Assessment criteria

- (a) Career path of public procurement within the civil service where positions of different professional levels and specialties are distinguished.
- (b) Career path in public procurement within the civil service covering all aspects of public procurement (planning, management of selection procedures, administration of contracts, supervision and management, among others).
- (c) Existence of attractive, competitive, and merit-based career paths which allow for merit-based advancements, based on qualifications and professional certification.

Prof-Sub-indicator 7(c) – The career path of public procurement is competitive compared to the rest of the civil service

This sub-indicator evaluates the existence of competitive levels of remuneration, benefits and stability when comparing the professional positions of public procurement with other equivalents in the civil service, such as public budget or financial management:

Prof sub-indicator 7(c): Assessment criteria

- (a) Levels of remuneration of the public procurement career path are at least equivalent to the career path of technicians and professionals in critical areas of government (such as public budget or financial management).*
- (b) Career stability of the public procurement career path is at least equivalent to that available for other career paths. *

* Quantitative indicator to substantiate assessment of sub-indicator 7(c) Assessment criterion (a):
- Average wage of public procurement professionals as percentage of average wage of public budget or financial management professionals.
Source: Normative/regulatory function.

* Quantitative indicators to substantiate assessment of sub-indicator 7(c) Assessment criterion (b):
- Average length of service in public procurement career of public procurement professionals.
Source: Normative/regulatory function.
- Average length of service in the current procurement position of public procurement professionals.
Source: Normative/regulatory function.



Prof-Indicator 8. Market conditions favour the development of professionalisation.

Experience has shown that an open, transparent and diversified market, free of distortions and where the field of play is levelled, that provides not only a broad range of professionalisation services but also several and diverse approaches.

This indicator is divided into three sub-indicators (a-c), which are evaluated individually.

Prof-Sub-indicator 8(a) – Competitive professionalisation market

This sub-indicator evaluates the existence of a competitive training and education market, free of distortions created by the professionalisation policy or other actions undertaken by the normative/regulatory function or other government funded institutions.

Prof-Sub-indicator 8(a): Assessment criteria

- (a) Education, training and certification are developed in an environment of open and free competition. *
- (b) The professionalisation policy, strategic plans and projects designed by the normative/regulatory function does not introduce undue distortions in the market.
- (c) The provision of training by the normative/regulatory function and government funded providers of education and training should not have characteristics that inhibit or hinder the development of a private market for education and training. *

* Quantitative indicator to substantiate assessment of sub-indicator 8(a) Assessment criterion (a):

- Percentage of favourable opinions by educational entities with public procurement programs, on the openness and competitiveness of professionalisation market (in % of responses).

Source: Survey.

* Recommended quantitative indicator to substantiate assessment of sub-indicator 8 (a) Assessment criterion (c):

- Percentage of favourable opinions by educational and training entities with public procurement programs, absence of characteristics in the provision of training by the normative/regulatory function and government funded providers, that inhibit or hinder the development of a private market for education and training (in % of responses).

Source: Survey.

Prof-Sub-indicator 8(b) – Access to professionalisation assets

This sub-indicator examines the market provision of professionalisation assets, such as academic degrees, national accreditations and national / international certifications, and its consideration of the interdisciplinary nature of the public procurement profession.

Prof-Sub-indicator 8(b): Assessment criteria

- (a) Professionalisation assets such as academic degrees, national accreditations and national/international certifications are available in the different degrees required for certain professional levels as specified in the competency framework.
- (b) Academic and technical formal training programs based on competencies are provided by academic institutions and other training entities. *
- (c) The education and training programs available adequately deal with the interdisciplinary nature of public procurement.
- (d) The education and training programs available are adapted to the country context and match the reality of the public service and its needs.

* Quantitative indicators to substantiate assessment of sub-indicator 8(b) Assessment criterion (b):



- Number of public procurement academic and technical formal training programs with a duration equal or greater than 160 hours.
Source: Normative/regulatory function.
- Number of public procurement formal training programs with a duration less than 160 hours.
Source: Normative/regulatory function.

Prof-Sub-indicator 8(c) – Open and inclusive professionalisation market

This sub-indicator evaluates the openness and inclusiveness for professionalisation services provided for in the professionalisation policy and strategic plans. The professionalisation policy and strategic plans should allow the beneficiaries (professionals and institutions) to determine, once quality proposals, institutional prestige, contents, costs, and other conditions are considered, which offer or combination of offers of qualification and certification are more suitable to the needs and circumstances of each institution or individual. This sub-indicator also considers the existence of cooperation mechanisms between public and private sectors, professional associations, policy and knowledge centres that provide specific programs, education and training in procurement, as they are key for a sustainable effort of capacity building.

Prof- Sub-indicator 8(c): Assessment criteria

- (a) The professionalisation policy and plans allow the beneficiaries (professionals and institutions) to determine, assessing proposals of quality, institutional prestige, contents, costs and other conditions, which of the different proposals will be selected, considering the needs and circumstances of each institution or individual.
*
- (b) Mechanisms for cooperation between public and private sectors, professional associations, policy centres and knowledge centres that provide specific programs, education and training in procurement are in place.

* Quantitative indicator to substantiate assessment of sub-indicator 8(c) Assessment criterion (a):

- Percentage of favourable opinions by procurement officers on their capacity to determine which of the different professionalisation services proposals will be selected, considering the needs and circumstances of each institution or individual (in % of responses).

Source: Survey.

Pillar IV. Accountability, Integrity and Transparency of the Public Procurement System

The MAPS core methodology, Pillar IV, assesses the integrity of the public procurement system. It reviews the appropriateness of controls and anti-corruption measures and it covers means to enhance transparency. Pillar IV comprises four indicators and a total of seventeen sub-indicators.

This assessment of professionalisation reviews (1) whether the professionalisation policy considers ethical and accountability; and (2) the existence of mechanisms that support professional integrity in public procurement.



Prof-Indicator 9. The professionalisation policy considers ethics and accountability.

This indicator evaluates the inclusion of ethical and integrity aspects in the professionalisation policy and plans and the ways in which the policy promotes a culture of management for results and accountability in the profession. There are two sub-indicators (a-b) contributing to this indicator.

Prof-Sub-indicator 9(a) – Ethical considerations in the professionalisation policy

This sub-indicator assesses whether the professionalisation policy includes ethical and integrity aspects of the profession and if the normative/regulatory function is actively engaged in initiatives for the development and implementation of professional and ethical standards in the public procurement profession.

Prof- Sub-indicator 9(a): Assessment criteria

- (a) Professionalisation policy and strategic plans include provisions that foster ethics and integrity. *
- (b) The normative/regulatory function actively participates in local or international initiatives for the development and implementation of professional and ethical standards in the public procurement profession.

* Recommended quantitative indicators to substantiate assessment of sub-indicator 9(a) Assessment criterion (a):

- Percentage of favourable opinions by procurement officers on inclusion of provisions that foster ethics and integrity in the professionalisation policy and plans (in % of responses).

Source: Survey.

- Percentage of favourable opinions by CSOs on inclusion of provisions that foster ethics and integrity in the professionalisation policy and plans (in % of responses).

Source: Survey.

Prof-Sub-indicator 9(b) – Management for results and accountability

This sub-indicator evaluates whether the professionalisation policy consider accountability as an important component in shaping the procurement profession as well as the inclusion of a management for results-oriented behaviour of the procurement professionals.

Prof- Sub-indicator 9(b): Assessment criteria

- (a) Management for results and accountability of procurement professionals are included in the professionalisation policy.
- (b) The professionalisation policy recognises the importance of procurement professionals to be held responsible and rewarded with respect to (i) the organization, and (ii) procurement stakeholders

Prof-Indicator 10. The country has mechanisms that support professional integrity in public procurement

This indicator evaluates the existence of mechanisms that support professional integrity in public procurement and that sanction unethical conduct by procurement professionals.

In many cases, these mechanisms will be integrated into the general national fiscal control system, and in others will be part of the supervisory mechanisms established by the procurement normative/regulatory



function, or a combination of both, so the assessors could find that the required information coincides with that raised for the evaluation of Indicator 12 of the core methodology.

There are two closely related sub-indicators (a-b) contributing to this indicator. While the former refers to mechanisms that make it possible and facilitate the detection of professionally inappropriate behaviours, the second refers to mechanisms of compliance with ethical standards and professional competence affected by such inappropriate behaviours.

Prof-Sub-indicator 10(a) – Supplementary mechanisms for supporting professional integrity in place

This sub-indicator assesses the existence of mechanisms that support professional integrity, such as performance audits and oversight, mechanisms for anonymous reporting of unethical conduct and training of professionals, auditors, journalists and civil society on technical and ethical issues of public procurement.

Prof-Sub-indicator 10(a): Assessment criteria

- (a) The country has in place audits and supervision actions that exceed compliance with legality, including review of performance and professional judgement.
- (b) Audits and supervisory actions that include performance and professional judgement review are conducted on a regular basis. *
- (c) The results of the audits and supervision actions are publicly disclosed.
- (d) There are mechanisms for anonymous report of unethical conduct in public procurement, which are widely promoted among civil servants, contractors, and civil society.
- (e) Regular training programs on public procurement rules, principles, standards, and ethics are offered to public procurement professionals, auditors, journalists and civil society organizations. *

* Recommended quantitative indicators to substantiate assessment of sub-indicator 10(a) Assessment criterion (b):
- Number of procurement audits that include performance and professional judgement review carried out compared to the total number of specialized procurement audits carried out (in %).
Source: Ministry of Finance/Supreme Audit Institution.

- Number of reports of unethical conduct in public procurement received compared to the total number of procurement processes carried out (in %).
Source: Normative/regulatory function. Ministry of Finance/Supreme Audit Institution.

- Number of reports of unethical conduct in public procurement investigated compared to the total number of reports received (in %).
Source: Normative/regulatory function. Ministry of Finance/Supreme Audit Institution.

* Recommended quantitative indicator to substantiate assessment of sub-indicator 10(a) Assessment criterion (e):
- Number of training programs on public procurement rules, principles, standards, and ethics offered to public procurement professionals, auditors, journalists and civil society organizations in the last 12 months.
Source: Normative/regulatory function.

Prof-Sub-indicator 10(b) – Implementation of mechanisms to sanction professionals for their unethical behaviour

This sub-indicator evaluates the existence in the country of mechanisms against professional misconduct, such as sanctions imposed by the civil service, suspensions or disqualifications for the exercise of charges for ethical violations.



As a key element in the practice of any profession, professional competence refers to the professional's ability to use the knowledge, skills and attitudes developed during the education, training, and professional development. In this sense, the professional is expected to use such knowledge, skills, and attitudes, combined with the good judgement associated with his profession, in the effective attention of the situations corresponding to the field of public procurement.

Prof-Sub-indicator 10(b): Assessment criteria

- (a) The civil service has mechanisms in place to prevent, detect and punish conduct contrary to ethics, including violations of the ethics code.
- (b) Mechanisms are in place that sanction with the suspension or disqualification of the office to officials who intentionally contradict ethical rules. *

* Recommended quantitative indicator to substantiate assessment of sub-indicator 10(b) Assessment criterion (b):
- Number of procurement professionals suspended or disqualified for the exercise of procurement positions because of ethical violations in the last 12 months.

Source: Normative/regulatory function/Anti-Corruption Body.



ANNEXES

Annex 1 – MAPS Professionalisation Module. Indicator System

Pillar I – Legal, Regulatory, and Policy Framework	
1	The legal framework includes appropriate regulations on public procurement professionalisation
	1(a) - Rules on professionalisation 1(b) - Rules on private sector participation
2	Implementing regulations and tools to support public procurement professionalisation
	2(a) – Recognition of public procurement as a professional function 2(b) - Implementing regulations define the professionalisation policy 2(c) - Strategic and specialised procurement, horizontal policy objectives and international obligations
Pillar II – Institutional Framework and Management Capacity	
3	Professionalisation is a key component of the public procurement system
	3(a) – The professionalisation policy is part of a broader public procurement capacity-building strategy
4	Professionalisation takes place in an environment of planning, monitoring and evaluation
	4(a) – Professionalisation planning 4(b) – Public procurement information systems include data suitable for the efficient support of professionalisation 4(c) – Monitoring and evaluation of the professionalisation policy
5	Professionalisation is based on sound principles and standards
	5(a) – Professionalisation policy is based on sound principles and standards
Pillar III – Public Procurement Operations and Market Practices	
6	The public procurement system has adequate financial mechanisms to finance the cost of education, training and certification of public procurement professionals
	6(a) – Existence of adequate budgetary resources
7	Public procurement is recognised as a professional career line in the country's public service
	7(a) – Existence of a public procurement competency framework 7(b) – Existence of a career path of public procurement within the civil service 7(c) – The career path of public procurement is competitive compared to the rest of the civil service
8	Market conditions favour the development of professionalisation
	8(a) – Competitive professionalisation market 8(b) – Access to professionalisation assets 8(c) – Open and inclusive professionalisation market
Pillar IV – Accountability, Integrity and Transparency of the Public Procurement System	
9	The professionalisation policy considers ethics and accountability
	9(a) – Ethical considerations in the professionalisation policy 9(b) – Management for results and accountability
10	The country has mechanisms that support professional integrity in public procurement
	10(a) – Supplementary mechanisms for supporting professional integrity in place 10(b) – Implementation of mechanisms to sanction professionals for their unethical behaviour



Annex 2 – MAPS Professionalisation Module. Assessment Criteria expressed in Quantitative Terms

Indicator		Quantitative Indicators (Minimum)	Recommended Quantitative Indicators
4(a)	Professionalisation planning	4(a) Assessment criterion (c): Perception that the professionalisation plans represents shared goals for relevant stakeholders (in % of responses). Source: Survey.	4(a) Assessment criterion (c): Share of relevant stakeholders whose participation is documented in the preparation of diagnosis considered for the professionalisation plan (in % of the total number of identified relevant stakeholders). Source: Normative/regulatory function
4(b)	Public procurement information systems include data suitable for the efficient support of professionalisation	4(b) Assessment criterion (b): - Monitoring and audits reports available to the public (in % of total number of reports produced). Source: Centralized online portal.	(b) Assessment criterion (c): - Share of the professionalisation-related information published in open data format (in %). Source: Centralized online portal
		4(b) Assessment criterion (b): - Decisions on complaints and appeals in procurement processes available to the public (in % of total number of complaints and appeals decisions). Source: Centralized online portal.	4(b) Assessment criterion (c): - Perception of educational and training entities with public procurement programs, on suitability of the publicly available information for data mining and statistical analysis (in % of responses). Source: Survey.
		4(b) Assessment criterion (b): - Professionalisation plans and priorities documents available to the public (in % of total plans and priorities documents). Source: Centralized online portal.	
4(c)	Monitoring and evaluation of the professionalisation policy	4(c) Assessment criterion (e): - Share of monitoring and evaluation reports used to improve the professionalisation policy or its implementation plans (in %). Source: Normative/regulatory function.	4(c) Assessment criterion (b): - Indicators about professionalisation policy included in the country's procurement performance measurement system (total number). Source: Procurement performance measurement system.
5(a)	Professionalisation policy is based on sound principles and standards Sustainability considerations during selection and contracting stage	5(a) Assessment criterion (b): - Percentage of favourable opinions by educational entities with public procurement programs, on the recognition in the professionalisation policy of a combination of theoretical and practical knowledge through training and specific education, as well as on-the-job experience (in % of responses).	



		<p>Source: Survey.</p> <p>5(a) Assessment criterion (c): - Percentage of favourable opinions by educational entities with public procurement programs, on the recognition in the professionalisation policy of the basic skills of professionals such as knowledge of the subject matter (technical skills) and of the markets (business skills) as well as negotiation, social and interpersonal skills (in % of responses). Source: Survey.</p>	
6(a)	Existence of adequate budgetary resources	<p>6(a) Assessment criterion (a): - Financial resources in the normative/regulatory function budget allocated for professionalisation-related expenditures (in % of total budget). Source: Normative/regulatory function budget.</p>	<p>6(a) Assessment criterion (b): - Share of procurement entities that funded at least partially the education/training in procurement of their procurement staff in the last 12 months (in % of total number of procuring entities). Source: Normative/regulatory function.</p>
7(a)	Existence of public procurement competency framework	<p>7(a) Assessment criterion (b): - Percentage of favourable opinions by procurement officers on the adequacy of the skills and competency levels identified in the public procurement competency framework (in % of responses). Source: Survey.</p>	<p>7(a) Assessment criterion (c): - Percentage of favourable opinions by educational entities with public procurement programs, on the suitability of the public procurement competency framework for conducting skills assessments, identification of educational, training and development needs, and career planning (in % of responses). Source: Survey.</p>
7(c)	Career path of public procurement is competitive compared to the rest of the civil service	<p>7(c) Assessment criterion (a): - Average wage of public procurement professionals as percentage of average wage of public budget or financial management professionals. Source: Normative/regulatory function.</p>	
		<p>7(c) Assessment criterion (b): - Average length of service in public procurement career of public procurement professionals. Source: Normative/regulatory function.</p>	
		<p>7(c) Assessment criterion (b): - Average length of service in the current procurement position of public procurement professionals. Source: Normative/regulatory</p>	



		function.	
8(a)	Competitive professionalisation market	8(a) Assessment criterion (a): - Percentage of favourable opinions by educational entities with public procurement programs, on the openness and competitiveness of professionalisation market (in % of responses). Source: Survey.	8 (a) Assessment criterion (c): - Percentage of favourable opinions by educational and training entities with public procurement programs, absence of characteristics in the provision of training by the normative/regulatory function and government funded providers, that inhibit or hinder the development of a private market for education and training (in % of responses). Source: Survey.
8(b)	Open and inclusive professionalisation market	8(b) Assessment criterion (b): - Number of public procurement academic and technical formal training programs with a duration equal or greater than 160 hours. Source: Normative/regulatory function.	
		8(b) Assessment criterion (b): - Number of public procurement formal training programs with a duration less than 160 hours. Source: Normative/regulatory function.	
8(c)	Private sector's organisation and access to the sustainable procurement market	8(c) Assessment criterion (a): - Percentage of favourable opinions by procurement officers on their capacity to determine which of the different professionalisation services proposals will be selected, considering the needs and circumstances of each institution or individual (in % of responses). Source: Survey.	
9(a)	Ethical considerations in the professionalisation policy		9(a) Assessment criterion (a): - Percentage of favourable opinions by procurement officers on inclusion of provisions that foster ethics and integrity in the professionalisation policy and plans (in % of responses). Source: Survey.
			9(a) Assessment criterion (a): - Percentage of favourable opinions by CSOs on inclusion of provisions that foster ethics and integrity in the professionalisation policy and plans (in % of responses). Source: Survey.
10(a)	Supplementary mechanisms for		10(a) Assessment criterion (b): - Number of procurement audits that



	supporting professional integrity in place		include performance and professional judgement review carried out compared to total number of specialized procurement audits carried out (in %). Source: Ministry of Finance/Supreme Audit Institution.
			10(a) Assessment criterion (b): - Number of reports of unethical conduct in public procurement received compared to the total number of procurement processes carried out (in %). Source: Normative/regulatory function. Ministry of Finance/Supreme Audit Institution.
			10(a) Assessment criterion (b): - Number of reports of unethical conduct in public procurement investigated compared to the total number of reports received (in %). Source: Normative/regulatory function. Ministry of Finance/Supreme Audit Institution.
			10(a) Assessment criterion (e): - Number of training programs on public procurement rules, principles, standards, and ethics offered to public procurement professionals, auditors, journalists and civil society organizations in the last 12 months. Source: Normative/regulatory function.
10(b)	Implementation of mechanisms to sanction professionals for their unethical behaviour		10(b) Assessment criterion (b): - Procurement professionals suspended or disqualified for the exercise of procurement positions because of ethical violations in the last 12 months. Source: Normative/regulatory function/Anti-Corruption Body.

