



PAKISTAN INSTITUTE FOR PARLIAMENTARY SERVICES
Dedicated to Parliamentary Excellence

PARLIAMENTARY RESEARCH

Participants' Handbook



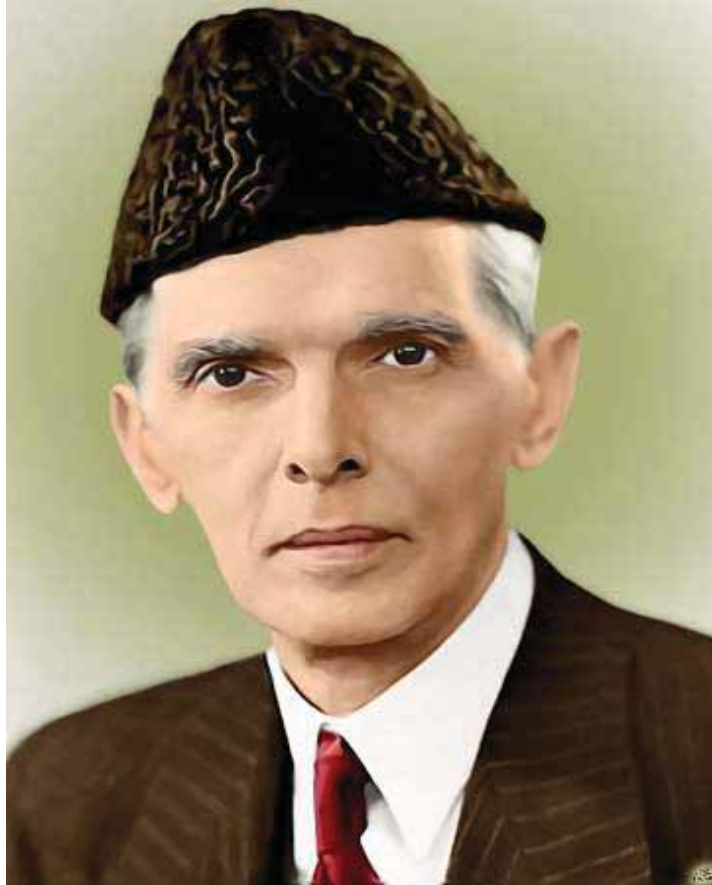


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Work honestly and sincerely and be faithful and loyal to the Pakistan Government. I can assure you there is nothing greater in this world than your own conscience and, when you appear before God, you can say that you performed your duty with the highest sense of integrity, honesty and with loyalty and faithfulness.

(Address to Civil Officers of Balochistan,
Sibi, 14 February 1948)



PAKISTAN INSTITUTE FOR PARLIAMENTARY SERVICES

FOREWORD

The Pakistan Institute for Parliamentary Services, PIPS, is committed to organize capacity building of parliamentary functionaries supporting the Parliamentarians in their challenging tasks of representation, law making, oversight and devising public policy. In this context, the Institute commenced a series of National Parliamentary Workshops in 2012 which are held annually on various imperative topics. These workshops are attended by participants from the Senate and National Assembly of Pakistan, four provincial assemblies of Balochistan, Khyber Pakhtunkhwa, Punjab and Sindh as well as legislative assemblies of AJK and Gilgit Baltistan.

PIPS has held these week long- National Parliamentary workshops on topics such as Assessing and Drafting Legislations, Parliamentary Diplomacy, Protocol and Mannerism, Working of Parliamentary Committees and Parliamentary Research.

I am pleased to share the Handbook on Parliamentary Research 2013-14 with the kind readers and all concerned stakeholders. It is a participants' book for PIPS National Parliamentary Course on Advanced Parliamentary Research, which is aimed at equipping Members and parliamentary functionaries of the National Parliament and the Provincial Assemblies, with key concepts of parliamentary research methodology.

The Handbook and the Workshop endeavours to develop essential skills-set required to comprehend the semantics of research procedure and its various steps involved. It would develop insights among researchers working for the Parliament to conduct research for any individual MP or parliamentary committees on any assigned topic keeping in view the relationship of principles of public policy and characteristics of good governance. This would go a long way in developing research papers and reports within the paradigm of best practices of public policy and good governance that can markedly support the Members of the Parliament in making informed decisions on matters of national interest.

We extend our special thanks to our long-time partner the Konrad-Adenauer Stiftung of Germany who have kindly offered to provide support for publishing the first concise issue of PIPS Handbook on Parliamentary Research 2013-14.

Khan Ahmad Goraya
Executive Director

Islamabad
Thursday, November 28, 2013

A C K N O W L E D G E M E N T S

Islamabad, November 28, 2013

Parliamentary research is an established discipline in developing and developed democracies of the world. It refers to research essentially conducted for a specific audience i.e. the parliamentarian and parliamentary committees, who play the central role in the arduous functions of oversight of executive, policy setting and representation of a democratic pluralistic society where aspirations of people is given primary priority. It is imperative that Members of the Parliament are able to make well-informed decisions in line with public priorities and their decisions manifest key national interest.

Professional Research's pivotal role in empowering MPs with knowledge cannot be underestimated. Parliamentary Researcher acts like a bridge between studies undertaken by academia and the policy makers who define the plans and priorities of the State. It is also important to remember that parliamentarians are often required to legislate and make decisions on a range of issues within a short time span. In this context, Parliamentary Researcher sorts, compresses, simplifies and presents a research report that interprets information and authentic data available on the subject assigned or under discussion. Such research reports must be tailored in a way that enables parliamentarians to quickly gauge the main issues of a subject-area, covers various point of views and policy options to facilitate decision making.

In this context, the Pakistan Institute for Parliamentary Services, has taken it as a

priority area for its capacity building agenda for the members and officials of the National Parliament and the provincial assemblies as well as holders of public offices. The Institute has held two National Parliamentary Workshops in 2010 and 2012 on Parliamentary and Legislative Research aiming at developing the essential research skill-set among researchers working at the Senate of Pakistan, National Assembly, four provincial assemblies of Balochistan, Khyber Pakhtunkhwa, Punjab and Sindh as well as legislative assemblies of Azad Jammu and Kashmir and Gilgit Baltistan Assembly.

This 2013-14 Handbook of Parliamentary Research has been conceived by the Research and I.T wing of the Pakistan Institute for Parliamentary Services. It is a mutual team effort of Institute's officials including Mr Muhammad Rashid Mafzool Zaka, Director Research and Information Services, Muhammad Maqbool Khan, Research Associate, Mr Muhammad Faisal Israr, Senior Research Officer-I, Ms Tehseen Khalid, Senior Research Officer-II, and Mr Jam Muhammad Aslam, Legislative Officer, who have all contributed various chapters. The Urdu translation has been done by Prof Muhammad Akhlaq Khan, a reputable expert on literature and Iqbalayat.

We are grateful to Senate and National Assembly of Pakistan for their feedback on our previous programs as well as envisaging this handbook. We are also grateful to the German Foundation, Konrad Adenauer Stiftung KAS, for supporting PIPS in publication of this Handbook on Parliamentary Research. We welcome any feedback and suggestions by the participants and readers of the handbook at: research@pips.org.pk

Research and I.T Wing

Pakistan Institute for Parliamentary Services

O B J E C T I V E S

This handbook endeavours following key objectives for the course:

- i. To provide parliamentarians and parliamentary functionaries useful insights to acknowledge the significance of research-based support for honourable MPs as well as parliamentary committees undertaking arduous tasks of oversight, representation and setting up national interests and policies.
- ii. To develop awareness and essential skills-set of non-partisan parliamentary research in the upcoming cadre of professional research community in the Parliament, PIPS and provincial as well as legislative assemblies of Pakistan.
- iii. To develop understanding of key concepts of public policy and good governance, which would equip the parliamentary researchers to develop a thought process/paradigm to conduct research papers critically analysing state policies, plans and implementation accordingly.

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*Chapter 1***ADVANCED PARLIAMENTARY RESEARCH**

Research involves the attempt to gather evidence in such a way that others can see how evidence was gathered, why particular evidence was gathered and draw their own conclusions on that evidence.

Academic research tends to rely on theoretical models for exploration of a new phenomenon, explanation and discussion on existing prepositions. Parliamentary research however, is essentially research conducted for a specific audience i.e. the parliamentarian, who play the central role in the decision making process of a democratic pluralistic society where aspirations of people remains a priority. It is imperative that Members of the Parliament are able to make well-informed decisions in line with public priorities and national interest.

Research's role in empowering MPs with knowledge cannot be underestimated. Parliamentary Researcher acts like a bridge between studies undertaken by academia and the policy makers who define the plans and priorities of the State. It is also important to remember that parliamentarians are often required to legislate and make decisions on a range of issues within a short time span. In this context, Parliamentary Researcher sorts, compresses, simplifies and presents a research report that interprets information and authentic data available on the subject assigned or under discussion. Such research reports must be tailored in a way that enables parliamentarians to quickly gauge the main issues of a subject-area, covers various point of views and policy options to facilitate decision making.

Why do Parliamentarian's need Research?

Members of Parliament have a constant need for quality research and authentic information. Indeed without access to research, a parliamentarian

cannot make well informed decisions, nor effectively scrutinize the government. Research assists a parliamentarian in a variety of purposes:

- To understand an issue;
- Develop a policy or private member's bill
- As preparation for input into a meetings;
- In order to answer constituent queries;
- To make a speech to national or international audiences;
- To enable informed voting on a Bill;
- To convince and persuade colleagues of the de/merits of a particular policy.
- To make a comparative analysis of the policies

Given the variety of Parliamentarians' needs and purposes for research and analysis, a researcher needs certain attributes to be successful, which include:

- i. Skills to find appropriate sources and facts;
- ii. Inventiveness;
- iii. Precision and objectivity in defining the research issues, in gathering and evaluating relevant information, and in presenting findings;
- iv. Commitment to finding evidence to support assertions;
- v. Ability to summarize the findings in a short and comprehensive document;
- vi. Ability to estimate times required to perform the research and meet the deadline for completion;
- vii. Ability to assess the validity, relevance and reliability of data;
- viii. Ability to analyze and develop well-structured policy options;
- ix. Ability to persuade and grasp the Member's principles, constituency

and intentions;

- x. Humility to acknowledge errors and take into consideration all existing authorities related to the topic

Parliamentary researchers must be clear with regard to research as being a specific activity entailing the systematic study of a particular topic which tries to examine a topic more intensely and in a disciplined way. It is an intensive intellectual activity that takes into account the different aspects of the topic under scrutiny but put together in a non-technical simpler presentation and reaches the MP in time. Furthermore, research tries to present real, concrete evidence to support the claims made.

PRINCIPLES OF PARLIAMENTARY RESEARCH

The parliamentary researcher has an arduous task of assisting the individual MPs or a specific parliamentary committee in their oversight, policy-making, representation and budget-analysis functions. The success of a parliamentary researcher lies in following certain cardinal principles which are:

- **Objective and Non-Partisan:** Parliamentary researchers should ensure that the research service they provide is always a balanced view of the subject-area under investigation. Under no circumstances should a researcher engage in 'pushing' a particular perspective, rather the job is to ensure that the Honorable MPs are aware of the most important facets of the subject-area.
- **Accurate and Reliable:** Parliamentary research must draw on credible and quality sources to compile their research products. Quality and credibility are important ingredients for legislative research.
- **Timely:** Parliamentarians are people's representatives whose time is essentially important, therefore, researchers need to deliver

research products well within and ideally before the deadline given by the parliamentarian.

- **Analytical:** The parliamentary researcher must be confident and well versed enough to present a reasoned analysis that is grounded in evidence based data.
- **Confidential:** Research products are always offered to parliamentarians in confidence and kept confidential as and till their direction, as per the practice at international parliamentary institutions such as Congressional Research Service & House Library Department at UK House of Commons.
- **Understandable:** Research products for parliamentarians are supposed to facilitate them, and therefore it is important to:
 - Use non-technical terms;
 - Use summaries and abstracts for quick reading;
 - Use charts, graphs, tables, text boxes, diagrams.
- **Helpful for Legislature and is applied to their needs**
 - Researcher should know legislative procedure, issues, organization of legislature and be able to link research to those issues
 - Does outreach and advertise products
 - Knows the Legislative Agenda
- **Anticipate Issues:** Since researchers conduct research for parliament, it is also important they are aware of legislative procedures and upcoming issues. An active interest in parliamentary debate and current affairs enables the researcher to better respond to the research demands by the parliamentarian.

- **Institutional Memory:** Any research done for parliament must be cognizant of the legislative history of an issue or subject-area. This would mean that if research work is required, the researcher is able to locate the current information in its historically legislative context, and can clearly report on how the issue has been dealt with previously in the legislature.
- **Creativity and Critical Thinking:** Parliamentary Researcher requires scientific and creative skills to become effective researchers. In terms of scientific skills, they would include the ability to clarify ideas and develop standardized procedures for collecting and analyzing data. These skills are needed to carry out competent and creative research. Systematic scientific skills lie at the heart of legislative research as a technical activity.

In terms of creativity, the researcher must be able to engage in critical thinking and critical analysis of issues. Legislative research also involves the efficient and effective use of available resources to accomplish research activities. Planning and management skills are as important to legislative research projects as they are to other organizational endeavors. Research management skills are critical to successful research project outcomes. The practice of legislative research requires the simultaneous consideration of all the skill areas mentioned above.

- **Humility and Team work:** Prophet Muhammad (SAW) hadith says: "Die before you die." It best implies to a parliamentary researcher, who should never fall prey to over-confidence as there is always room for improvement and especially when one is working for MPs who have to represent and provide for national solutions to a diversified population of a great country like

Pakistan. Therefore, Parliamentary research requires lots of teamwork in order to read as many point of views, reach authentic resources in shortest time and to ensure quality of the researches conducted. Parliamentary researcher must possess close linkages with academia, think tanks and subject experts as well as prone to skepticism and curiosity to know more through different sources.

ACTIVITY 1

ASSESSING YOUR QUALITIES AS RESEARCHER

Place your hand Right/Left on the space given below and draw its outline with your pen.

1. *Write five QUALITIES a researcher should possess on the tip of each finger.*
2. *Write three QUALITIES that make you a confident parliamentary researcher.*
3. *Now write a SINGLE QUALITY that every researcher must possess on your palm*
4. *Write down one of your main SHORT-COMING that you want to improve.*

RESEARCH AIM

In academic research, specifying, clarifying, and defining the question being posed in a research project is one of the most important activities. Whilst of course, it is equally important in parliamentary research that one is aware of what you want to know. The research activity requires a specific focus to guide it; otherwise the activity becomes too disparate, unfocussed and unmanageable.

Often however, ambiguity arises because the research question or focus has not been clearly defined. Whereas it is unnecessary to engage in explicit hypothesis building, it is necessary for the researcher's own focus to define a specific question that the MP and the parliamentary committee needs to be investigated. In practical terms this requires a clear statement of intent i.e. this research paper or brief will examine the causes of poverty in locality X; or this brief will explore parliamentary debates between 1990 and 2013 on revising the national curriculum.

Specifying a research focus for parliamentary research is a good idea and should be encouraged simply because it avoids the danger of collecting and analyzing irrelevant data. Furthermore a good research focus enables the researcher to complete a focused research project within specific time-limits, which in case of Parliament may vary from a few days to a week at the most for generalist papers. In developed democracies parliamentary researchers are assigned long term projects for months but it may not be the case for countries like Pakistan, India, Kenya and South Africa where researchers are few in number and they have to cater for a large number of clients.

There are some instances where a researcher may construct a loose hypothesis in order to focus their study. The hypothesis would not be presented in the research product itself, but merely serves to guide the research work. The parliamentarian might, for instance, be interested in what programs enable the

unemployed to get jobs. Is a program of supported employment more effective (than no program at all) at keeping newly employed persons on the job? While such a focus is useful, the researcher may want to develop a much more specific statement; in the shape of a hypothesis that describes in *operational* terms exactly what the researcher thinks will happen in the study. For instance, the hypothesis for our employment study might be something like:

The Metropolitan Supported Employment Program will significantly increase rates of employment after six months for persons who are newly employed (after being out of work for at least one year) compared with persons who receive no comparable program.

Notice that this hypothesis is specific enough that a reader can understand quite well what the study is trying to assess. The aim here is not the construction of the hypothesis, but to use methods that allow for focused and clear parliamentary research.

On the other hand, it is possible to move from a couple of research questions to a specific hypothesis. For example, let us assume that a parliamentarian requests for a paper on education problems of a particular province. In this instance, the researcher would undertake a strategic review of literature noting the possible problems vis-à-vis education in that province. The literature may reveal a number of areas: lack of infrastructure, untrained teachers, cheating, medium of instruction, tribalism, insecurity etc. In further narrowing down, the researcher may following some consultation, decide that the most important factor affecting education in that particular province is the relatively substandard teaching methodologies. This would then generate and guide the research. However, at the same it would be important to not completely ignore the other facets impacting education in the province, rather there would be a need to acknowledge them, but to also justify why substandard teaching has taken precedence over the other possible causal factors.

Studies can be broadly differentiated along the following lines:

- **Descriptive:** When a study is designed primarily to describe what is going on or what exists. Public opinion polls that seek only to describe the proportion of people who hold various opinions are primarily descriptive in nature. For instance, if we want to know what percent of the population would vote for a Democratic or a Republican in the next presidential election, we are simply interested in describing something.
- **Relational:** When a study is designed to look at the relationships between two or more variables. A public opinion poll that compares what proportion of males and females say they would vote for a Democratic or a Republican candidate in the next presidential election is essentially studying the relationship between gender and voting preference.
- **Causal:** When a study is designed to determine whether one or more variables (e.g., a program or treatment variable) causes or affects one or more outcome variables. If we did a public opinion poll to try to determine whether a recent political advertising campaign changed voter preferences, we would essentially be studying whether the campaign (cause) changed the proportion of voters who would vote Democratic or Republican (effect).

Parliamentary research can be defined as a series of steps:

1. Problem Identification;
2. Formation of Scope and Research Questions
3. Data Collection;
4. Analysis of the information collected;
5. Interpreting the analysis to formulate policy options /

suggestions /Conclusions.

Quantitative Vs. Qualitative Research

Moreover, research done for Parliament must be clearly distinguished from more academic research which tends to focus on hypothesis building, explanations of methodology, research design, and the linkages with abstract theories. Indeed academic research, in the strict sense, cannot be consumed by parliamentarians; rather it is the job of the parliamentary researcher to distil, to understand and analyze the salient points and argument of academic research – and only then – present it for the consumption of the parliamentarian.

Moreover, at this point it is also important to note that while research for parliament tends to make much use of existing secondary data, this data can be either of a quantitative or qualitative nature. Importantly, the researcher must be aware one is not better than the other, rather quantitative data provides a different kind of information than qualitative data. An awareness of the different kind of information provided by both can sharpen the researcher's analysis.

Concisely, quantitative research is often a product of large data samples whereby the primary aim of the researcher is to find causal linkages between phenomena and to propose generalizations. A quantitative approach to understanding poverty in Pakistan would for instance access a large population sample, administer a questionnaire seeking people's opinion as to whether education, provincial location, or gender were the main causes of poverty. The results of the study could indicate that provincial location is a major causal factor for poverty in Pakistan. Furthermore, if the sample was representative, the study could then generalize to the larger Pakistani population.

On the other hand, a qualitative focused research would examine poverty in Pakistan by drawing on a smaller sample of people with an aim to understand,

from the poor person's perspective as to why poverty prevails. In this case for instance, it may well be that household attitudes towards enterprise and initiative are important contributing factors to the prevalence of household poverty.

The point here is to demonstrate that a parliamentary researcher must be aware of the different kinds of data and information uncovered by quantitative and qualitative research depending on the sample size and the questions asked. Each study is valid; however, the extent to which it is relevant depends on what the researcher wants to find out. Of course, if the requirement is to understand poverty in a particular locality then perhaps a qualitative study is more apt; on the other hand, a larger sample is more useful to legislate on a national level. Whilst the distinction between qualitative and quantitative is important, researchers should ideally draw on both kinds of studies to develop a broad and well-informed analysis.

WHICH SOURCE OF DATA I SHOULD USE?

Parliamentary researchers can use an array of primary and secondary data sources to compile their studies. Of course, the precise mix of primary and secondary data depends on a large part on availability, time-frame, quality and the existence of prior data. If for instance, there is little secondary data on a given subject-area or the parliamentarian requires information on an area that has been largely overlooked, then this would require engagement in more primary data. On the other hand, given the time-stressed environment within which parliamentary research takes place, it is often unfeasible to engage in the collection of primary data given time and resources issues.

Consequently, research for Parliament cannot be neatly classified in terms of whether more primary or more secondary is better/worse; rather, the aim is to provide accurate and quality data as and when required. However, having acknowledged this, the wise researcher is often already aware of up-coming

issues of national significance thus him/herself well acquainted with a wide range of topics, so as to respond when the information need arises.

Moreover, a good researcher will also have already identified specific quality research resources both primary and secondary, for specific issue areas. Indeed in this context, a database contained name of organizations, academic institutions, research wings, and individual experts can become a useful tool for time-stressed parliamentary research. Primary resources for legislative research may be:

- A **primary legislation** is the Act passed by the National Assembly or Law passed by a House of Assembly of a State.
- **Subsidiary or Delegated legislation** are regulations, rules and **circulars** issued by an executive administrative or a judicial body with the consent of the legislature.

a. PRIMARY SOURCE OF DATA

The major types of primary resources are:

- **Acts and Laws:** Acts of the National Assembly enacted. Subsequent volumes are published yearly or on a piecemeal basis in the Federal Gazette.
- **Miscellaneous Government Publications:** these can be found in the gazette which is regarded as authoritative
- **Delegated Legislation:** Most versions of delegated legislation made under pre Acts can be found in the revised Laws.

- b. Interviews and Questionnaires:** responses and results generated from interviews, discussions and administration of questionnaires;

c. SECONDARY SOURCE OF DATA

Secondary sources consist of opinions and commentaries on the primary sources of law as distilled from text books, articles, comments and digests.

Major examples of secondary legal materials are:

- **Text books and monographs:** books and monographs published on specific subject-areas.
- **Digests:** these are summaries of cases and sometimes statutes. They are published by local and overseas publishers.
- **Reference materials:** these are standard non-authoritative legal materials that assist the researcher in finding the law. They are often pointers to other sources and can consist of:
 - a. Dictionaries
 - b. Precedent books- previous decisions by courts of appeal which provide legal guidance to a court on questions in a current lawsuit
 - c. Encyclopedias
 - d. Year Books and annual surveys
 - e. Bibliographic references and Index
 - f. Handbooks and Manuals
 - g. Directories and Guides
 - **Party and Civil Society Organizations:** Major political parties have their central informational offices in the federal and provincial capitals that are often sources of useful information for the legislative researcher. Similarly, an appreciable number of civil society organizations and NGOs work on democracy and governance issues in addition to thematic areas of public interest like health, education,

freedom of information, consumer rights and human rights, etc. They are especially appropriate sources of information on the party's position as well as on issues before the Parliament.

- **Informal Parliamentary Groups:** Despite absence of any official funding, various parliamentary cross party groups, caucuses, coalitions, ad hoc task forces, and other informal groups can provide information on legislative issues surrounding the matters in which they are interested. The Parliamentarians Human Rights Group, Young Parliamentarians Forum and the Women Caucuses are a few recent examples of such initiatives in Pakistan.
- **Executive Branch Agencies:** The President House, Prime Minister Secretariat, Ministries and executive departments, independent agencies, and other executive branch entities can supply information on legislative issues. Federal programs and public policies within their areas of responsibility.
- **Interest groups:** Research institutes, industry organizations, labor unions, professional associations, NGOs and the like can be important sources of information for legislative research. The "associations" listing in classified telephone directories (Yellow Pages) can be useful, as can other published lists of organizations.
- **Policy Resource Guides:** PIPS, PRC and various reference centers who have reference collections are helpful in identifying and locating organizations that may be sources of useful information on matters bearing upon their purposes and interests. Legislative Researcher must develop a list of

such contacts and keep consolidating the same in the form of a Policy Resource Guide on thematic issues.

TIPS ON GATHERING INFORMATION FOR REPORT WRITING

- **Defining the issue**
 - Be as short and specific as possible
 - Put the definition early in the summary (first sentence or first paragraph)
 - Tailor to the needs of the legislature
 - Be sure to mention such important factors as: magnitude, timing and trends
- **Finding source material**
 - Policy research rarely original
 - Synthesis of others' ideas, options, information that already exists in a parliamentary context
 - Employ the skills of the 'research broker': to discover, collate, interpret, criticize and synthesize
- **Getting the Information - Look to the following sources**
 - Library, colleagues, information specialists
 - Contacts
 - International sources
 - Previous work of the Parliament
 - Government
 - The academic sector
 - NGOs, interest groups and lobbyists
 - Political parties
 - Media

- The Internet
- Statistics
- Colleagues in other countries

Finally in terms of writing, special attention should be paid to ensure that all sources are referenced and acknowledged where possible. Proper referencing and acknowledgement of data sources builds, supports, and adds credibility to the research product. On a related note, it is highly useful for the researcher to keep a track and clear record of data sources. This aids transparency in research.

Chapter 2

RESEARCH AND PUBLIC POLICY**PUBLIC POLICY- Defining the concept**

Public policy can be defined as

“A principle that no person or government official can legally perform an act that tends to injure the public¹”.

Public policy manifests the common sense and common conscience of the citizens as a whole that extends throughout the state and is applied to matters of public health, safety, and welfare. It is general, well-settled public opinion relating to the duties of citizens to their fellow citizens. It imports something that fluctuates with the changing economic needs, social customs, and moral aspirations of the people. Public policy enters into, and influences, the enactment, execution, and interpretation of legislation. Policy is made in the present, based on the past, with the purpose of improving the well-being of society's future. It utilizes both normative and scientific methodologies to achieve this. Public Policy is action-oriented.²Public Policy

A goal directed or purposeful course of action followed by an actor or set of actors in an attempt to deal with a public problem. This definition focuses on what is done, as distinct from what is intended, and it distinguishes policy from decisions. Public policies are developed by governmental institutions and officials through the political process (or politics). They are distinct from other kinds of policies because they result from the actions of legitimate authorities in a political system.⁹

plays the role of mediator in our society, resolving contradictions that appear from time to time between the way the system is supposed to function the way it is actually performing. If these contradictions can be resolved to the satisfaction of enough members in the society, radical change will be prevented and society will remain essentially stable as far as its basic institutions and mode of operation is concerned. The self-understanding of

¹ The Free Dictionary by Farlex: <http://legal-dictionary.thefreedictionary.com/Public+Policy>

²Public Policy, Chapter 2- Methods and Models for Policy Analysis, pg 29

that society will be preserved and most people will still believe in the same myths and ideologies.

ROLE OF RESEARCH IN MAKING PUBLIC POLICY

Parliamentary research aims to contribute towards the process of policy making. Research findings can only be used as an input to national trade and development policies if researchers and policy-makers cooperate closely to understand specific needs, ensure relevance of topics, and improve communication, dissemination and implementation of the research recommendations.

This could be based on following questions:

1. How do Governments obtain research inputs needed to inform their policy decisions?

- To whom do policy makers turn if they need information and analysis to underpin a policy decision?
- How is the process of interaction between governments and researchers organized? What is the role of policy makers and researchers in this process?

2. How can the usefulness of research in policy making be increased?

- What are policy-makers' needs and expectations with regard to research?
- What can researchers do to meet policy makers' needs and improve communication with them?
- What can researchers and policy-makers do to improve their communication, and foster research-based policy making³?

³Research-based policy making: bridging the gap between researchers and policy makers recommendations for researchers and policy makers arising from the joint UNCTAD-WTO-ITC workshop on trade policy analysis, Geneva, 11 - 15 September 2006

PRINCIPLES OF PUBLIC POLICY⁴

The Parliamentarians can review, and evaluate all public policy proposals based upon the following principles:

1. Public policy should be developed and adopted in a responsive public process with the opportunity for the full participation of all citizens.
2. It should be founded upon an analysis of the societal benefits weighed against the cumulative societal costs -- public and private, direct and indirect.
3. It should provide consistent and appropriate mitigation for those segments of the business community that incur a demonstrated adverse impact as a result of the policy's adoption.
4. A policy should achieve stated and measurable objectives, which can be verified through a legitimate evaluation and accountability system that also provides ongoing feedback to the implementing agency regarding the effectiveness of the policy.
5. It should address a demonstrated need supported by documented evidence and, where appropriate, proven scientific methodologies.
6. It should provide for market-based incentives to achieve beneficial results.
7. It should promote a healthy, free-market and globally competitive business climate that allows the private sector to prosper and expand without inference from non-private sector entities that directly compete with private enterprise.
8. It should be implemented by a functional government that serves the people of the state in a timely, cost-effective, and efficient manner.
9. It should establish clear and achievable requirements and legal tests that minimize the necessity for regulatory interpretation.

⁴The Association of Washington Business:
<http://www.washingtonbusinessvotes.com/publicpolicyprinciples/>

10. It should ensure that state and local laws and regulations are integrated and simplified in order to avoid duplicative or inconsistent requirements or mechanisms.
11. It should be consistent with federal law and regulations and deviate from federal standards only where there is a demonstrated, compelling need.
12. It should support government innovation, competition, and flexibility to implement the most cost-effective and efficient means to deliver public services.
13. It should maximize and prioritize the efficient use of public and private resources to achieve measurable public benefits.
14. It should ensure that stakeholder committees and councils are representative of the types of business impacted by the public policy and selected by legitimate stakeholder organizations.
15. It should, where appropriate, provide for predictable and fair sanctions with reasonable statutes of limitations and establish practical enforcement techniques with swift administrative resolution that avoids litigation.
16. It should limit civil penalties to economic restitution or specific fines with appropriate ceilings and restrict criminal sanctions to individual acts involving criminal intent.
17. It should contain implementation dates that allow adequate time to educate impacted entities and are consistent with other applicable regulatory or contractual time periods.

PUBLIC POLICY PROCESS⁵

There are various ways to describe the larger public policy process in order to understand its operations. Anderson, Brady and Bullock describe six stages of the public policy process (Table 1). The first stage, problem formation, involves a situation where human needs, deprivation, or dissatisfaction

⁵Buchholz, Rogene A., *Essentials of Public Policy for Management*, (Prentice Hall, Englewoods Cliffs, NJ 07632, 1990), p 120-122.

appears that must be addressed. If enough people believe the nature of the problem is such that government should respond, it then becomes a public rather than a private problem. Public problems involve large numbers of people and have broad-ranging effects, including consequences for people not directly involved, such as a strike by railroad workers that affect the entire society.

Not all problems get the attention of government, however, and reach the policy agenda stage. Those that do reach this stage get there by a variety of routes. Whether the problem gets on the public policy agenda or not depends on the power, stature and number of people in the interest group. Political leadership is another factor in agenda setting. Crisis events, such as wars and depressions, as well as protests and demonstrations, also put problems on the policy agenda.

The stages of policy formulation and adoption involve the development of proposed courses of action for dealing with public problems. Policy formulation does not automatically mean adoption, of course, as many policy proposals are never formally adopted by the government. Public policies to address particular problems are formulated by the Prime Minister and his immediate advisors, other members of the executive branch, career and appointed administrative officials, specially appointed committees and commissions and legislators who introduce bills for consideration by the Parliament. Whether these policies are adopted, of course, depends on winning enough support from everyone whose approval is necessary. Although the most formal adoption strategy is one of proposal, parliamentary approval and presidential signature, there are other adoption strategies that exist in government.

Policy implementation, the fifth stage of the policy process, involves the actual application of an adopted policy. The administrative agencies are the primary implementers of public policy, but the courts and Parliament are also involved. Parliament may override the decisions of an agency such as Competition Commission of Pakistan and the courts interpret statutes and administrative rules and regulations when there is a question about a specific application. The agencies, often delegated substantial authority by Parliament, have a wide range of discretion in implementing policy because their mandates are often broad and ill-defined in their enabling legislation. The Competition Commission, for example, specifies that to protect consumer from anti-competitive behavior. It is left up to the Competition Commission and courts to decide what specific behavior are anti-competitive on case-by-case basis. Thus the agencies make “administrative law” through implementing the statutes passed by Parliament. The application of a public policy passed by Parliament can actually change the nature of the policy itself, as implementation often affects policy context.

Policy evaluation, the last stage, involves an attempt to determine whether the policy has actually worked. Such an evaluation can lead to additional policy formulation to correct deficiencies. According to Anderson, Brady and Bullock, there are two types of policy evaluation. The first is a “seat of the pants” or political evaluation that is usually based on fragmentary evidence and may be ideologically biased. The other is a systematic evaluation that seeks to objectively measure the impact of policies and how well objectives are actually accomplished. Such an evaluation focuses on the effects a policy has on the problem to which it is directed.

Table 1: THE POLICY PROCESS

Policy Terminology	1 st Stage Problem Formation	2 nd Stage Policy Agenda	3 rd Stage Policy Formulation	4 th Stage Policy Adoption	5 th Stage Policy Implementation	6 th Stage Policy Evaluation
Definition	Relief is sought from a situation that produces a human need, deprivation, or dissatisfaction.	Those problems among many, which receive the government's serious attention.	Development of pertinent and acceptable proposed courses of action of dealing with public problems	Development of support for a specific proposal such that the policy is legitimized or authorized.	Application of the policy by the government's bureaucratic machinery to the problem.	Attempt by the government to determine whether or not the policy has been effective.
Common Sense	Getting the government to see the problem.	Getting the government to begin to act on the problem.	The government's proposed solution to the problem.	Getting the government to accept a particular solution to the problem.	Applying the government's policy to the problem.	Did the policy work?

Source: James E. Anderson, David W. Brady and Charles Bullock, III, Public Policy and Politics in America, p. 8. Copyright © 1978 by Wadsworth Publishing Company, Inc.

HOW TO COMMUNICATE RESEARCH FINDINGS TO POLICY MAKERS AND DISSEMINATE YOUR RESEARCH⁶

Build trust and credibility by:

- Being honest about underlying assumptions used in models and other methodologies, and not "selling" simulation outcomes as certain predictions. The researcher also has the responsibility to explain the caveats of a model and its results.
- Do not assume that policy makers are always familiar with the assumptions without you pointing them out.
- Using sensitivity analyses to show the range of potential outcomes. Provide a benchmark case and various scenarios in your simulation analysis. Research that shows the effects of several options will be more credible than presenting absolute numbers
- Making sure that data sources are credible and verifiable.
- Pointing out the weakness of the analysis when presenting its strengths. Recognize that good policy makers will rarely depend on policy advice from one source only – the risks for them are too great. If you do not point out the weaknesses of your advice, someone else will – you will have destroyed your chances and, perhaps, the potential benefit from the application of what would have been good advice.
- Having in mind an “escape” strategy for the policy maker. Not all policy recommendations will be successful if adopted. If your advice should not produce the desired results, how can the policy maker minimize the risks?

Ensure that policy-makers understand your research by:

- Making your findings readable and understandable to non-economists:

⁶ These recommendations are taken from the paper:

Research-based policy making: bridging the gap between researchers and policy makers recommendations for researchers and policy makers arising from the joint UNCTAD-WTO-ITC workshop on trade policy analysis, Geneva, 11 - 15 September 2006.

- Use simpler language,
- Providing a brief and concise non-mathematical outline,
- Focus on the implementation of policy rather than the theoretical background.
- Providing targeted research, which offers suggestions that can be implemented by policy makers.
- Produce policy briefs which are custom tailored to policy makers' needs, and case studies; these can be useful formats to illustrate findings and communicate the main results to policymakers.
- Providing concise and readable abstracts or summaries, so that policy makers are encouraged to go deeper into the findings.

Reflect on the ways in which you disseminate the results of your research:

- Research institutions/ Researchers should develop a dissemination or marketing strategy, which could involve holding conferences at the university, sending regular policy briefs to relevant ministries and NGOs, establishing personal contacts with policy-makers.
- A communication strategy should also define the format used to disseminate research findings, such as concise policy briefs.
- Maintain close co-operation with the stakeholders and interested parties beyond the (trade) ministries you are currently involved with.

Chapter 3

STRUCTURE OF A PARLIAMENTARY REPORT**HOW SHOULD I WRITE A PARLIAMENTARY REPORT?**

A traditional academic research report model as envisaged by the University of Melbourne is discussed here, however parliamentary reports vary from the format.

ACTIVITY 2

The facilitator would generate a discussion on what is the optimum structure of a parliamentary report?

Abstract (executive summary)

- This is hard to write and should be written last. The Abstract is meant to summarize all sections of the report, so that the busy professional can get the main ideas just by reading the Abstract.
- There are generally five stages which mirror the main sections of the report:
 1. Background
 2. Purpose
 3. Methodology
 4. Results
 5. Conclusions and Recommendations
- The Abstract can be called a “Synopsis”, “Summary” or “Executive Summary”.
- Its length depends on the length of the report (however 100-200 words is usual).
- It is a vital part of the report and will be read by more people than the report itself.
- It should be specific, giving all the main information and facts in complete sentences in the same order as they occur in the report.

- It must include conclusions (with their significance and implications) and recommendations (the actions called for).
- Although the abstract comes first in the report, by necessity it has to be written last—*and with great care*.

Introduction

- This section provides necessary background information.
- You can outline what is covered in the different sections of the report here and mention the purpose and scope of the report.
- You can explain technical terms used in the report and identify the hypotheses you are testing.
- You can do the following in the Introduction:
 - **Outline the broad problem** or issue to be investigated
 - Provide **background and rationale** for study
 - **Outline the problem statement and research questions** or hypotheses tested
 - Discuss the nature and type of study, time horizon, study setting and unit of analysis
 - Indicate the overall structure of the report

Literature Review

- In the Literature Review, which may be part of the Introduction, you review what others have done on this topic area.
- It may be useful to do a chronological format where you discuss from the earliest to the latest research, placing your research appropriately in the chronology. Alternately, you could write in a thematic way, outlining the various themes that you discovered in the research regarding the topic. Again, you will need to state where your research fits.
- You may do the following in the Literature Review section:

- Compare and contrast different authors' views on an issue
 - Group authors who draw similar conclusions
 - Criticize aspects of methodology
 - Note areas in which authors are in disagreement
 - Highlight exemplary studies
 - Highlight gaps in research
 - Show how your study relates to previous studies
 - Show how your study relates to the literature in general
 - Conclude by summarizing what the literature says
- When reviewing literature, you can refer to what others have done by grouping information in the following ways:
 - Difference of approach
Thomas (2009) argues ..., Khalid (2013)... claims that...'
 - From distant to closely related
'Maqbool (2013) and Aslam (2012) both showed that ... However Faisal (2009) demonstrates that ...'
 - Chronologically
'Early marketing theory owes its development to ... Many studies contributed to ... for example, Khuram and Tehseen (2010). Saadia (2011) was recognized for ... but later Umair (2013) showed that ...'

Methodology / Procedure

- Here you clearly outline what methodology you used in your research i.e. what you did and how you did it.
- In this section you should state how you should carry out your work/research.
- Did you carry out interviews or questionnaires, how did you collect your data?
- What measurements did you make? How did you choose the subjects for your interviews?

- Present this information logically and concisely.
- In this section, you explain the *method* used for carrying out your research. This can be empirical methodology (e.g., surveys, questionnaires), statistical methodology or case method. You may, for example, highlight:
 - Where this methodology has been used elsewhere or previously
 - What was involved with setting up the Methodology (issues of design and applicability, etc)
 - The scope and limitations of the methodology
 - Population and sample issues
 - Variables and measures used
 - Data analysis techniques used in study
- Do not discuss your results in this section.
- Sometime a Procedure section is included in the Methodology; sometimes it is given in a separate section.
 - The Procedure is not the same as the Methodology. The Methodology is the type of analysis used. The Procedure is how you *applied* or *used* the type of analysis in question. In the Procedure section you do the following:
 - Describe step-by-step the stages of the experiment (*"The survey was distributed to all company employees at 10.15 ... after an interval of ... a second survey was administered", etc*)
 - Outline the day and time when the experiment was conducted, any follow-up experiments, surveys, etc
 - Mention how the results were collated and tabulated, etc (*"Data was collected by means of an initial interview recorded on tape followed by soliciting the opinion of managers in an internet-based survey"*).

Describe the material in a Logical Order

- In the Methodology and Procedure sections, describe materials in a logical order:
 - Overview

'The choice of sampling method for this experiment requires great care. 'Participants are crucial for the success of the ...'
 - Description of parts or samples used in experiment

'A measuring device was used to ... A sample was taken ...'
 - Spatial/functional organization of experiment

The surveys were conducted under strict conditions ...
First the ... was ... then the ... was ...'
- Use active or passive voice to describe procedures:
 - Active if no human agent is involved *'The monitor is placed in a suitable location and turned on...'*
 - Passive if human agent involved *'The survey was presented to all employees ...'*

Results / findings

- This is where you indicate what you found in your research. You give the results of your research, but do not interpret them.
- The Results or Findings section of the report describes essential information and alternatives gained from such diverse activities as interviews, research reading, personal observation and questionnaires.
- It is a detailed and balanced account of reliable, relevant facts and should therefore be easily verifiable.
- Language should be clear, and technical words should be explained.

Illustrations

- Use well-captioned illustrations (drawings, photographs, etc.), tables and graphs to assist you in making your meaning clear.
- They should be numbered and placed in the text in appropriate places.
- Make sure that you use an identifying phrase in the text to “point” the reader to the diagram.
 - For example: (See Figure 1), (See Table 3.2), and so on.
- The figures and tables should then be clearly labeled:
 - eg. Figure 1 and Table 3.2.
- They should also have a short description as well. The labels and descriptions should be centered below the figures or tables.
- Note that if the graphics or tables are very large, it is better to place them in an appendix. You then need to put a phrase in the text which refers to the appropriate appendix.
 - For example: (see Appendix 4).
- The appendix should be labeled appropriately and described in a similar fashion as diagrams in the text. Don't leave your reader to sort out the purpose of the diagram. *Make it clear for them.*

Paraphrasing, Summarizing and Quoting

- Short quotations may be included in the text. If the quotation is lengthy, it should be indented from the left-hand margin of the text. All quotations should be enclosed in single inverted commas and acknowledged.
- If you want to leave out a word (s), no matter how many words you take out, you only use three dots (except if quoted sentence comes to an end, in which case you use three plus a full stop, i.e., four). Also there is no need to use an ellipsis (...) at the beginning and end of each quotation.

ORIGINAL

"In many academic circles in America, literary translation is still considered a secondary activity, mechanical rather than creative, neither worthy of serious critical attention nor of general interest to public"(Albert 1993: 34).

OR**SHORTENED**

"In many academic circles in America, literary translation is still considered a secondary activity...neither worthy of serious critical attention nor of general interest to public"(Albert 1993: 34).

- When you use ideas from another source, you should integrate them by writing them in your own words. At the same time, acknowledge the source of the material in the text of your report. There are several ways of doing this:
 - ... the incidence of arson increased by over 500 percent in the 1990s (Rashid, 2007)
 - A survey (Khuram, 1989) has revealed...
 - Emily (1989) in a survey, has revealed...
- For direct quotations, the page number(s) should also be noted.

Numbering

- It is a good idea to number or label your headings and paragraphs.
- Two schemes are acceptable:
 - the decimal system and
 - the numeral and letter system.

The former is easier to manage and refer to than the latter. Whatever scheme you decide on, you must maintain it consistently. One may also follow the

tradition paragraphing system as per practice in Government of Pakistan documentations.

Discussion

This is where you discuss the relevance of your results and how your findings fit with other research in the area. It will relate back to your literature review and your introductory thesis statement.

- The Discussion is where you evaluate your findings.
- It should contain the following elements:
 - Reference to purpose or hypothesis of study
*'The principle of ... **was not followed** in conducting the research. We originally **assumed** that physical decrements **would** be more apparent in speed jobs than in skill jobs. However we **saw** that ... and that there **was** a ...'*
 - Review of important findings
*'We **found** that ... Results **showed** that participants **might be less inclined** to assist managers if ... This **seemed** to show that ...'*
 - Possible explanations for or speculations about findings
*'Results **seem to indicate** that there was a ... This **suggests** that ... On the other hand, there **may be** a ...'*
 - Limitations of study
*'While there **is** little chance of ... The study **is** not concerned with establishing ... the aim **is** not to ... but to ... We do not **attempt** to ... only to **look** at ...'*

Conclusions and limitations

- In the Conclusion you must provide clear, unexaggerated, objective statements summarizing the information given in the body of the report.
- No new matter may be introduced at this stage.

- The conclusions should be full enough so that they can serve as an adequate basis for the recommendations to follow.
- The Limitations of the study can be added in this section.
- Here you identify, in an unbiased and objective way, what your report could have done better, any flaws in methodology or problems associated with the gathering of data.
 - For example, if you were reporting on a case study you might highlight that, because the company was going through a takeover, the managers and employees may have been behaving differently—and their responses may have been different—from their normal behaviors and typical responses.

Policy Options

- Recommendations are personal and you need to avoid that in a parliamentary research; its better to opt for various policy options so that MP himself and herself may decide on them objectively.
- Policy options are statements provided by the writer on:
 - what is to be done;
 - who is to do it; and
 - how it is to be achieved.
- Sometimes, alternative courses of action are proposed, and then reasons are given for the chosen recommendations.
- Recommendations should be specific, clearly and simply written and based on the conclusions.
- The most important should be given first, then the others in descending order of importance.
- Stages in the Conclusion, Limitations and Recommendations sections:
 - **Summing up**

'This report has looked at the importance of marketing management to the farming industry. The report has provided a practical ...which seem to ...'

▪ **Implications of study**

'Results from the experiment seem to indicate that if managers adopt a ... they will more than likely develop a ...This suggests that ...' (Main Results or findings ONLY—put details in Discussion)

▪ **Limitations of Study**

'While this report has It is noted that the date could have been different in the following situations: ...'

▪ **Recommendations for future research**

*'While the report did not discuss the ... there are clear implications for ...It does seem to suggest that if ... then ... This may give rise to more ... in future. The following course of action is proposed: ... should be provided to ... The CEO should then ...'*⁷

Reference list / bibliography

- Try to figure out the answer of the question. *Which Reference system should I use?*
- This should be done in the conventional way.
- The APA and Chicago style are generally easier for the readers
- Always try to add Footnotes- it is easier for the Parliamentarians to find the source at each page.
- Look at the recent thesis/ Dissertations in your field of study
- Look at the current academic and Legislative Journals

⁷Research Reports. The University of Melbourne 2010.

REFERENCING IN APA (AMERICAN PSYCHOLOGICAL ASSOCIATION) STYLE

1. Articles from Print Periodicals (magazines, journals, and newspapers)

IMPORTANT ELEMENTS:

- Author (last name, initials only for first & middle names)
- Date of publication of article (year and month for monthly publications; year, month and day for daily or weekly publications)
- Title of article (capitalize only the first word of title and subtitle, and proper nouns)
- Title of publication in italics (i.e., *Journal of Abnormal Psychology*, *Newsweek*, *New York Times*)
- Volume and issue number
- Page numbers of article

- a. Article in a monthly magazine (include volume # if given)
 - Swedin, E. G. (2006, May/June). Designing babies: A eugenics race with China? *The Futurist*, 40, 18-21.
 - b. Article in a weekly magazine (include volume # if given)
 - Will, G. F. (2004, July 5). Waging war on Wal-Mart. *Newsweek*, 144, 64.
 - c. Article in a daily newspaper
 - Rimer, S. (2003, September 3). A campus fad that's being copied: Internet plagiarism seems on the rise. *New York Times*, p. B7.
 - d. Article in a scholarly journal
 - Stock, C. D., & Fisher, P. A. (2006). Language delays among foster children: Implications for policy and practice. *Child Welfare*, 85(3), 445-462.

2. Books

IMPORTANT ELEMENTS

- Author (last name, initials only for first & middle names)
- Publication date
- Title (in italics; capitalize only the first word of title and subtitle, and proper nouns)
- Place of publication
- Publisher

- a. Book by a single author
 - Rollin, B. E. (2006). Science and ethics. New York, NY: Cambridge University Press.
 - b. Book by two authors
 - Sherman, C., & Price, G. (2001). The invisible web: Uncovering information sources search engines can't see. Medford, NJ: CyberAge Books.
 - c. Translation
 - Tolstoy, L. (2006). War and peace. (A. Briggs, Trans.). New York, NY: Viking. (Original work published 1865).

3. Citing Government Publications

IMPORTANT ELEMENTS

- Government Agency
- Date of publication
- Title of document (in italics)

- Place of publication
- Publisher

U.S. Dept. of Housing and Urban Development. (2000). *Breaking the cycle of domestic violence: Know the facts*. Washington, DC: U.S. Government Printing Office.

4. Websites

IMPORTANT ELEMENTS

- Author (if known)
- Date of publication, copyright date, or date of last update
- Title of Web site
- Date you accessed the information (APA recommends including this if the information is likely to change)
- URL (Web address) of the site

- a. Web site with author
 - Kraizer, S. (2005). Safe child. Retrieved February 29, 2008, from <http://www.safechild.org/>
- b. Web site with unknown author
 - Penn State myths. (2006). Retrieved December 6, 2011, from <http://www.psu.edu/ur/about/myths.html>
- c. Page within a Web site (unknown author)
 - Global warming 101. (2012). In Union of Concerned Scientists. Retrieved December 14, 2012, from http://www.ucsusa.org/global_warming/global_warming_101/

5. Articles in Online Journals, Magazines and Newspapers

IMPORTANT ELEMENTS

- Author (last name, initials only for first & middle names)
- Date of publication of article
- Title of article
- Title of publication (in italics)
- Volume and issue number (for scholarly journals, if given)
- Page numbers, if given
- DOI number, if give
- If the DOI is not available, give the URL (Web address) of the article.

a. Article in an online scholarly journal

- Overbay, A., Patterson, A. S., & Grable, L. (2009). On the outs: Learning styles, resistance to change, and teacher retention. *Contemporary Issues in Technology and Teacher Education*, 9(3). Retrieved from <http://www.citejournal.org/vol9/iss3/currentpractice/article1.cfm>

b. Article in an online magazine

- Romm, J. (2008, February 27). The cold truth about climate change. *Salon.com*. Retrieved from <http://www.salon.com>

c. Article in an online newspaper

- McCarthy, M. (2004, May 24). Only nuclear power can now halt global warming. *Earthtimes*. Retrieved from <http://www.earthtimes.org>

Appendices

- The Appendices (plural) section is for tables and diagrams, graphs and charts, lists of things, etc., that are less essential to the main content of the report but might be considered of interest to the reader.
- They are included at the back of the report in case the reader wants to consult this information.
- Provide a new page for each Appendix (singular) and list as follows: Appendix 1, Appendix 2, etc.

- Provide a title next to this, e.g., *Appendix 4: Bus Timetable for St. Kilda Residents*.
- Be sure that your Table of Contents lists the appendices.
- Make sure that references in the body of the report point to the relevant appendix, e.g., ('See *Appendix 5 for more information*').

TYPES OF PARLIAMENTARY RESEARCH REPORTS**SPECIALIZED LEGISLATIVE REPORTS (10-15 Pages)**

- Side-by-side comparison of one or more bills compared to current law
- Legislative tracking report: a report that summarizes an issue and then related all legislation now pending in the legislature on that topic.
- Comparison with laws of other countries.

IN-DEPTH PAPERS

- This format is used when the request requires a lengthy in-depth treatment of a topic; a policy paper; study of an issue; when the parliamentarian or committee is knowledgeable on the topic and wants a full treatment of the issues.
- These may be analytical or descriptive.

ONE PAGER/ MEMO

- 1-2 Pager with particular facts and information only

SHORT REPORT (2-5 PAGES)

- This is a very precise, short, concise and focused paper providing key information.

BACKGROUND PAPER (2-10 PAGES)

- This paper is based on current issues and covers the background history of the specific topic with chronology.

What makes a good Report?

1. *Logical structure*
2. *Present well thought out ideas*
3. *Well organized*
4. *Clear assumptions justified with evidence*
5. *No grammatical errors and no spelling mistakes*
6. *No obscure or too long sentences or paragraphs*
7. *No borrowed ideas/sentences without giving credit to sources*
8. *Avoid repetition*
9. *Avoid providing irrelevant information*
10. *strong and effective summary and conclusion*

HANDOUT 1

TIPS OF REPORT WRITING

1. Concise and direct language should be used.
2. Use short sentences would be helpful. "This report presents that...", or "See Section 4.2 for detail on...."
3. Avoid the use of personal pronouns ("I", "me", "we" or "you"), and personal comment (e.g., your "beliefs").
4. Use **numbered headings** and **sensible titles** for different sections.
5. Use **indentation** and **different fonts** to show the different levels.
6. Ensure the section headings are numerically accurate and follow sequentially. Use cross-references i.e., "See section 2.9 below".
7. Use the **passive** and **third person form** where possible ('I found - It was found that ...').
8. If you want to refer to the writer of another report, write: "the writer of this report", "the author", "
9. Ensure **adequate white space and spacing** between sections, and large margins. Separate each main section by using a new page.
10. Always **Reference your facts** and information gained from other sources in the normal fashion.
11. Provide facts in the Results or Findings section and your justified and supported opinions in the Analysis or Discussion section.
12. Summarize, analyze, explain, and evaluate published work rather than merely reporting it
13. If the argument or point of your paper is complex, you may need to **summarize the argument** for your reader.
14. The Recommendations section may contain your personal viewpoints, but only on the information supported by the conclusions you have reached.
15. Don't mix up Findings, Conclusions and Recommendations as they serve quite different functions.

ENHANCING YOUR WRITING ABILITY

- The idea or problem studied
- The scientific approach taken
- (if applicable) Primary significance of findings/ Policy Options
- Key Conclusion drawn

[illegible]

ANALYZE YOUR ABILITY**EXPECTATION** _____**ACHIEVED?**

Provided the critical ideas, experiments, and conclusions
of the paper without providing unneeded detail?

Abstract is self-contained?

No mention of figures, data, etc. not in the abstract

Well-written, clear & concise, good flow, etc.?

Use of passive voice (no 1st person)

Correct verb tenses used?

No references in an abstract

Self-Analysis

Assessing my Research Skills

It is recommended that you complete Section 1 (as relevant) at the start of each year, and complete Section 2 at the end of each year.

Groupings listed below are based on Researcher Development Statement⁸ set out by Vitae⁹.

Expertise/ Abilities	Skill	Section 1		Section 2	
		Ranking of skill confidence level (1-5)	Skills I aim to develop this year	Ranking of skill confidence level (1-5)	Skills needing particular attention next year
Knowledge and intellectual abilities	Knowledge Base		<input type="checkbox"/>		<input type="checkbox"/>
	Cognitive abilities		<input type="checkbox"/>		<input type="checkbox"/>
	Creativity		<input type="checkbox"/>		<input type="checkbox"/>
Personal Effectiveness	Personal qualities		<input type="checkbox"/>		<input type="checkbox"/>
	Self-management		<input type="checkbox"/>		<input type="checkbox"/>
	Professional and career development		<input type="checkbox"/>		<input type="checkbox"/>
Research governance and organisation	Professional conduct		<input type="checkbox"/>		<input type="checkbox"/>
	Research management		<input type="checkbox"/>		<input type="checkbox"/>
	Finance, funding and resources		<input type="checkbox"/>		<input type="checkbox"/>
Engagement, influence and impact	Working with others		<input type="checkbox"/>		<input type="checkbox"/>
	Communication and dissemination		<input type="checkbox"/>		<input type="checkbox"/>
	Engagement and impact		<input type="checkbox"/>		<input type="checkbox"/>

Skills Confidence Level Indicator: 5 Very Confident; 4 Quite Confident; 3 OK; 2 Little Confidence; 1 Not Confident

⁸See <http://www.vitae.ac.uk/CMS/files/upload/Researcher%20development%20statement.pdf>

⁹ Vitae is supported by Research Councils UK (RCUK)

HANDOUT 2

BASIC TIPS- WEB SEARCH

- i. Read the search tips or help information at each search engine.
- ii. Refer to known, recommended, expert, or reviewed web sites.
- iii. Try to imagine what words might occur in an article you want and type in several of those keywords. Use synonyms, too.
- iv. Stop words, such as: "a", "the", and "for" are usually ignored.
- v. Describe what you need with as few terms as possible. For example, [weather Karachi]
- vi. Choose more descriptive and specific words to get relevant results.
- vii. **Use double quotes (") around a set of words or phrase for the search engine to consider the exact words** in that exact order without any change.
- viii. **Use a minus (-) sign immediately before a word to exclude pages** that include that word. For example the query [jaguar -cars -football - os] will search for the words 'jaguar' but exclude references to cars, football and os.
- ix. **Use (*) or wildcard** to let Google fill in the blanks between words. For example the query [Obama voted * on the * bill] will give you stories about different votes on different bills.
- x. **Use a plus (+) sign immediately before a word to match that word precisely** on the web pages as you typed it. Putting double quotes around a single word will do the same thing. Adding + before a word also disables synonyms.

Example: What does the following query mean?

["parliamentary privilege" +importance -rules]

- It tells the engine to search for the exact phrase *parliamentary privilege* rather than just the two words anywhere in the document, on pages that must include the term *importance* and that must not include the word *rules*.
- xii. Specify Google or Bing to return results from a given website by using (site: name of site). For example, the query [Pakistan site:nytimes.com] will return pages about Pakistan but only from nytimes.com. You can also specify a whole class of sites, for example [pakistan site:.gov] will return results only from a .gov domain and [pakistan site:.pk] will return results only from Pakistani sites.
- xii. Use OR in caps between words to specifically allow either one of several words in the query. For instance, [Federal Budget 2004-2005 OR 2005-2006] will give you results about either one of these years, whereas [Federal Budget 2004-2005 2005-2006] (without the OR) will show pages that include both years on the same page. The symbol | can be substituted for OR.

Chapter 4

GOOD GOVERNANCE-Bridging Linkage between Research, Policy Making and Good Governance

UNDP defines Governance as

“The exercise of political, economic and administrative authority to manage a society's affairs. It is a broad concept that encompasses the organizational structures and activities of central, regional and local government, the parliament and the judiciary and the institutions, organizations and individuals that comprise civil society and the private sector insofar as they actively participate and influence the shaping of public policy that affects people's lives.”

No country can be run in the absence of good governance as it is a real drive behind a country's development. It provides justice, ensures law and order, protects human rights and provides equal opportunities to the masses. It is required at all levels of society and state as it helps to meet challenges of the world. It helps to stabilize a state by making it effective and efficient. People of the country enjoy equal rights under good governance. Minorities live freely and exercise their religion. No one considers himself above law. Not only government officials but also common citizens are aware of their duties and play their role sincerely. In such cooperative environment, economy boosts and investment increases leading to the prosperity of the country. In this way good governance helps to reap the fruits of globalization.

PRINCIPLES OF GOOD GOVERNANCE

Good governance is imperative as it is **based on concepts of participation, transparency and accountability**. It is also effective and impartial, and promotes the rule of law. It guarantees that political, social and economic

priorities are based integrity and consensus in society. It also ensures that the allocation of resources is deemed upon voices of the poorest and the most helpless citizens.

It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

Parliament and its honorable Members play the pivotal role of oversight and scrutiny of government and governance to ensure the principles of participation, transparency and accountability in planning and implementations of state policies and plans. In other words MPs and the Parliament, who are informed through parliamentary research services and institutions such as the Pakistan Institute for Parliamentary Services, Congressional Research Services or the Canadian Parliamentary Centre, is the custodian of good governance. Parliamentary researcher must have appropriate knowledge of the philosophy and principles of good governance, which provide it the basic paradigm of analysis through which every public policy under-study is to be scrutinized and policy options are provided to the MPs and the parliamentary committees. The principles/ characteristics of good governance as recognized world over are as under:



Fig 1: Characteristics of good Governance¹⁰

¹⁰ Meetika Shrivastav (2009) Good governance-concept, meaning and features: A detailed Study

1. Participation: Participation by both men and women is a key foundation of good governance which could be either direct or through legitimate intermediate institutions or representatives. The principle of participation derives from an acceptance that people are at the soul of progress and development as they act as the mediators and the ultimate beneficiaries of development. They act through groups or links (e.g., chambers of commerce, nongovernmental organizations, political parties) and as individuals (e.g., voting, via letters to newspaper editors, contributing in radio and television talk shows) and influence the Policy- making, prioritization of issues, services as well as allocation of resources. Since for the developmental process, the people must access to the institutions that promote it (e.g., representative organizations). Generally, there are three pillars of public involvement:

- i. Access to information-Actively or directly from government organizations due to procedural rights of public information or passively upon request
- ii. Participation in decision making process
- iii. Access to justice

The aforementioned pillars are also known in environmental law parlance as *third generation human rights* or *environmental rights*. Participation is often linked to accountability as in representative democracies, public officials are made accountable to the electorate via citizens who participate in government through the electoral process. Benefits of this participatory approach include improved performance and sustainability of policies, programs, and projects.

2. Rule of law: Fair legal frameworks comprising laws, regulations and codes to enforce impartiality and full protection of human rights, particularly the

minorities are the necessities of Good governance. Independent judiciary and an unbiased and incorruptible police force are vital for impartial enforcement of laws. In good governance availability of information is critical for the promotion of procedural rights where accountability and enhanced delivery could improve the institutional changes. An accurate diagnosis of poor governance could effectively eliminate the factors for poverty reduction and improve sustainable development organization/institution.

3. **Transparency:** In transparency decisions are taken and enacted in such a way that they follow rules and regulations. Transparency refers to the availability and access of information to those who will be affected by those decisions and their enforcements. The government rules, regulations and decisions are made clear to all stakeholders to ensure transparency which promotes openness in government actions and decision making process. Transparency in government decision making and public policy implementation lessens uncertainty. Easy to handle, simple and straightforward rules and regulations are adopted than to those that provide discretionary powers to government officials or organizations. However sometimes it is necessary to place limits on transparency to protect the most confidential information such as information related to defense and security of a country.
4. **Responsiveness:** The fundamental requirement of Good governance is that institutions and processes try to serve all stakeholders within a reasonable timeframe.
5. **Consensus oriented:** In a given society, there are several stakeholders and opinions. To reach broad consensus good governance requires mediation of the different interests in a society on what is in the best interest of the whole community and how this can be achieved. Wide-ranging and long-term perspective is needed to know what the requirement for sustainable

human development is and how the goals of such development could be achieved. An understanding of the historical, cultural and social contexts of a given society or community is the only way to achieve this goal.

6. **Equitable and Inclusive:** All members of a society including men and women particularly the most susceptible one's have opportunities to improve or maintain their well-being realizing them that they are an imperative part of the society and not to feel exempted from the mainstream of the society.
7. **Effectiveness and efficiency:** Good governance means that by the best use of resources the processes and institutions produce results that meet the needs of society which ultimately leads to the effective public delivery system and quality outputs. The idea of efficiency in good governance widely covers sustainable use of natural resources and the protection of the environment.
8. **Accountability:** It is the prerequisite of good governance. Generally, an organization or an institution is accountable to those who will be affected by its decisions or actions. It sets criteria to assess the performance of public officials and supervise mechanisms to ensure that the goals are achieved and standards are met. Parliamentarians, governmental institution, private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. A state's credibility, as an economic partner is reduced due to lack of accountability as it weakens the capacity of governments to sustain the long-term business confidence essential for growth enhancing private sector investment.

GOALS OF GOOD GOVERNANCE

These are¹¹.

1. Improving effective and efficient administration;

¹¹Meetika Shrivastav (2009) Good governance-concept, meaning and features: A detailed Study

2. Improving quality of life of citizens;
3. Establishing legitimacy and credibility of institutions;
4. Making administration responsive, citizen-friendly and citizen-caring;
5. Ensuring accountability;
6. Securing freedom of information and expression;
7. Reducing cost of governance;
8. Making every department result-oriented;
9. Improving quality of public services;
10. Improving productivity of employees;
11. Eradication of corruption to re-establish credibility of government;
12. Removal of arbitrariness in exercise of authority; and
13. Use of IT base services to de-mystify procedures and improve the citizen-government interface.

ROLE OF PARLIAMENTARIAN TO ENSURE GOOD GOVERNANCE

The most pressing form of a policy perspective is to answer the question, how to improve governance. However there are many ways through which a Parliamentarian can take measures to improve governance and a parliamentary researcher assists the MPs in doing so in a big way.

- a) **Exercise of Parliamentary Oversight to Resolve Issues**
- b) **Calling Attention**-A member may with the previous permission of the Speaker, call the attention of a Minister to any matter of urgent public importance and the Minister may make a brief statement or ask for time to make a statement at a later hour or date. This may help Parliamentarians to ensure good governance.
- c) **Parliamentary Committees**-A parliamentarian can play a vital role to ensure good governance by Parliamentary Committees in Pakistan. Such committee can examine a Bill, subject or matter referred to it by

the Assembly or the Speaker and submit its report to the Assembly or to the Speaker. Parliamentary researcher is responsible to provide updated analysis on topics and policies under discussion and bills on the table.

- d) **Budget-** An informed Parliamentarian supported by able researchers and analysts can participate in budget debate in a meaningful manner to ensure resource allocation on equitable basis with participation and inclusion of all strata of society.
- e) **Resolutions:** A parliamentarian can discuss and express an opinion on a matter of general public interest. It includes a resolution specified in the Constitution to ensure good governance.
- f) **Motion-**A proposal made by a member or a Minister relating to any matter, which may be discussed by the House (Assembly or Senate) and includes an amendment.
- g) **Question Hour-**Questions are asked for obtaining information on matters of public concern within the special cognizance of the Minister to whom the same are addressed. Through question hour a parliamentarian can draw the attention of minister on an issue which directly related to governance in Pakistan. Researchers can provide authentic data to question any violation with regard to transparency, participation and following of law and procedures in a given situation e.g MPs can ask questions regarding transparency in recruitments, participation of all strata for scholarships, etc
- h) **Relation between Federation and its Units-** Parliament of Pakistan has taken a historic step of devolving power to the provinces. The need of the hour is to transfer these powers to the provinces on priority basis. The centre and the federating units must develop good relation. All the thorny issues between them should be resolved with the sincerity of purpose.

- i) **Justice at all Forums must be Ensure**-Justice is indispensable to good governance. Parliamentarians can raise the issues of urgent importance in the assembly. They can legislate and pass new laws to ensure justice in the country.
- j) **Economic Policies**-Parliament can revise the economic policies to meet the demands of the poor masses and to boost economy by revolutionizing agricultural and industrial sectors.
- k) **Cut-down of extra expenditure** Parliaments can cut-down extra expenditure by down-sizing the administrative setup.
- l) **Tax Policy** Weaknesses in tax policy and administration have long been identified as being among Pakistan's most serious challenges. Collusion between taxpayers and tax officials has been pervasive and facilitated by the discretionary powers of tax officials, complex tax rules, and weak supervision of staff.
- m) **Accountability**-All the institutions responsible for maintaining accountability are authorized. Legislation is enacted to improve accountability. It must be started from the top. Everyone, no matter how powerful is he, must be brought to book.

GLOSSARY

Abstract- a summary of a work's contents. An abstract usually appears at the beginning of a scholarly or technical article. Databases and indexes often contain abstracts that can help you decide whether an article is relevant for your purposes

Bias - a loss of balance and accuracy in the use of research methods. Bias means that the research findings will not be representative of, or generalizable to, a wider population

Bibliography-A list of recommended readings on a given topic, usually sorted into subcategories

Bill- a proposal for making a new law or amending an existing one

Budget- the statement of the estimated receipts and expenditures of the Federal or a Provincial Government for a fiscal year which the said government should lay before an Assembly in every financial year

Bureaucracy- the administrative branch of government responsible for enacting public policy. It is characterized by division of labor, job specialization, a vertical hierarchy, and clearly defined rules and processes

Business- any matter which can be brought before the Assembly under the Constitution and the Rules

Cabinet- it consists of the Ministers, with the Prime Minister or Chief Minister at its head

Call Attention Notice- a notice by which a special question of public importance may be raised

Chair- the Presiding Officer at a meeting of the House or a committee

Chairman- it means the Chairman of the Senate and includes the Deputy Chairman or in relation to a particular Committee, a member who is performing

the function of the Chairman

Chamber- the place where the Assembly meets to transact its business

Citation--a reference to a book, an article, a Web page, or another source that provides enough information about the source to allow a reader to retrieve it

Committee- group of members who are nominated by the Assembly for special purpose or subject

Conflict of interest-This refers to situations where a councillor or council officer has personal interests in the decisions that they are part of

Constitution- the Constitution of the Islamic Republic of Pakistan 1973

Credibility -- a researcher's ability to demonstrate that the object of a study is accurately identified and described based on the way in which the study was conducted

Cut motions- a motion moved by a member to reduce the amount of a demand for grant

Data Quality -- this is the degree to which the collected data [results of measurement or observation] meet the standards of quality to be considered valid [trustworthy] and reliable [dependable]

Data - factual information [as measurements or statistics] used as a basis for reasoning, discussion, or calculation

Debate- a discussion in which the arguments for or against a subject are presented in the Assembly according to rules

Deductive - a form of reasoning in which conclusions are formulated about particulars from general or universal premises

Empirical Research - the process of developing systematized knowledge gained from observations that are formulated to support insights and generalizations about the phenomena being researched

Field Studies - academic or other investigative studies undertaken in a

natural setting, rather than in laboratories, classrooms, or other structured environments

Governance-the process for making and implementing decisions

Inductive Analysis - a form of analysis based on inductive reasoning; a researcher using inductive analysis starts with answers, but formulates questions throughout the research process

Inductive - a form of reasoning in which a generalized conclusion is formulated from particular instances

Legislation- the process of making a law

Legislative Process- the process by which bills are approved by the Assembly and become laws after the assent of the President or Governor

Literature review-an article or paper describing published research on a particular topic. The purpose of a literature review (sometimes called a *review article*) is to select the most important publications on the topic, sort them into categories, and comment on them to provide a quick overview of leading scholarship in that area

Member- a member of the Assembly and for purposes of moving or opposing a Bill, an amendment, a motion or a resolution, includes a Minister

Member-in-Charge- the member who introduces a bill in the Assembly

Methodology -- a theory or analysis of how research does and should proceed

Methods -- systematic approaches to the conduct of an operation or process. It includes steps of procedure, application of techniques, systems of reasoning or analysis, and the modes of inquiry employed by a science or discipline

Minister- it means the Prime Minister, the Chief Minister, a federal minister, a minister of state or a provincial minister

Minutes-are the instant written record of a meeting

Motion- a proposal made by a member or a minister relating to any matter which may be discussed by the Assembly

Point of Order- a point raised during proceedings of the Assembly and relates to the interpretation or enforcement of these rules or such Articles of the Constitution that regulate the business of the Assembly and shall raise a question which is within the cognizance of the Speaker or Chairman

Private Member- a member who is not a Minister or a Parliamentary Secretary

Private Member's Bill- is a proposed law introduced by a private member

Public policy- Government's decisions and actions, including legislation, rules and regulations to implement policy, and judicial decisions

Put the Question- to put a motion before Assembly to a vote

Question- subject to the provisions of the rules, a question may be asked for the purpose of obtaining information on a matter of public concern with in the special cognizance of the Minister to whom it is addressed

Reliability -- the degree to which a measure yields consistent results. If the measuring instrument [e.g., survey] is reliable, then administering it to similar groups would yield similar results. Reliability is a prerequisite for validity. An unreliable indicator cannot produce trustworthy results

Resolution- a motion for the purpose of discussion and expressing opinion on matter of general public interest and includes a resolution specified in the Constitution

Rules and regulations- Rules are written by government agencies to implement policy by prescribing agency conduct or action. Regulations are written by agencies to regulate private actions

Search engine-A program that allows users to search for material on the Internet or on a Web site

Statistical Analysis - application of statistical processes and theory to the compilation, presentation, discussion, and interpretation of numerical data

URL (uniform resource locator)--an Internet address. Most URLs consist of a protocol type (such as *http*), a domain name and extension (such as *hackerhandbooks.com*), and a series of letters and/or numbers to identify an exact resource or page within the domain. Many electronic databases have long URLs that are generated in the course of a search and vary each time a search is conducted. In some cases, a database record may contain a "persistent URL" that can be used to locate the item again

Validity -- the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. A method can be reliable, consistently measuring the same thing, but not valid

CONTRIBUTORS' PROFILE

1. **Mr. Muhammad Rashid Mafzool Zaka** is the Director (Research and Information technology) and a member of the *pioneering team of the Pakistan Institute for Parliamentary Services*. He has 15 years' experience in academia, research and legislative reforms and has to his credit publications on parliamentary democracy, society and comparative religion. Mr Zaka commenced the PIPS exclusive Research on Request Services for parliamentarians in 2009 and has conducted numerous research papers for individual MPs and Standing Committees in addition to steering Institute's training programmes since November 2010. He is a certified trainer in legislative research, assessing laws, human rights and disaster risk management from the Asian Institute for Human Rights, Thailand and UNDP. Mr Zaka had served on leading positions including Head, Deptt. of Social Sciences, Iqra University; Director, CPDI and Legislative Capacity Advisor, PLSP in addition to being one of the founding faculty members who established the Foundation University, Islamabad. Mr Zaka has supervised numerous MS dissertations at reputable universities and has been Member, Board of Studies at FJWU. Mr Zaka has taught diversified disciplines of research methodology, theories of international relations, security and conflict analysis and management, sociology and development studies, Philosophy of Islam and comparative religion, Globalisation, International Human Rights and diplomacy in his academic career spread over two decades in reputable universities of the country. He holds an M. Phil. degree in International Relations and M.Sc in Strategic Studies with distinction from Pakistan's top ranking Quaid e Azam University, Islamabad.

2. **Mr. Muhammad Maqbool Khan** has more than 12 years working experience in Research and Media with significant knowledge of security situation in Pakistan especially FATA & KPK. Presently he is holding the position of Research Associate (Research & Analysis) in PIPS.

Earlier he has worked as a Political Advisor (June 2006 – April 2012) at the Embassy of Japan, Islamabad. Mr Maqbool has also worked in different NGOs. He has contributed various research papers in the journal of international repute. Some of his publications are: Pakistan's Nuclear Programme: Political and Strategic Dimensions, Violence against Women in FATA, Waziristan Enigma: A Critical Perspective, Geopolitics of FATA after 9/11 and FATA under FCR. He has been contributing articles to Monthly Hilal (Rawalpindi).

Mr maqbool has also contributed chapter in various PIPS publications including effective committees and interns' manual. He holds Master degrees in International Relations and Political Science as well as M.Phil. in International Relations. He is also enrolled in Ph.D. programme at the Area Study Centre (Central Asia), University of Peshawar.

3. **Mr. Muhammad Faisal Israr** is presently the Senior Research Officer (Strategic Issues/IR) at the Pakistan Institute for Parliamentary Services, who is also one of the key members of Institute's Research Wing, which undertakes development of publications and outreach. Mr. Muhammad Faisal Israr has conducted various research papers for parliamentarians in 2012-13. He has edited institute's various manuals and publications and also contributed chapters in various PIPS publications including effective committees, parliamentary oversight questions and interns' manual.

Mr. Israr has multi-facet experience of 10 years in the field of Financial Services at Saudi Pak Investment Company, IGI Investment Bank, Askari Bank, JS Investments, Deutsche Bank - encompassing Capital Markets, Investment & Commercial Banking, Mutual Funds, Credits and Policy Making. He served as Saudi Pak's nominee director on the Board of Japan Power Generation Ltd.

He attended courses/ training programmes at national level in Six Sigma, SAP, Business Continuity Management Fundamentals, Fund Management, Financial & Investment Decision-making from accredited institutes. At international level he participated in International Training Programme for Securities Market Professionals 2007 organized by South Asian Federation of Exchanges.

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She has served as a faculty member for more than ten years at the Karakoram International University and other higher education Institutes. She holds a degree of M.Phil. from Quaid-e-Azam University Islamabad in addition to a degree in Education. She has steered various research projects and has been a key member of PIPS research wing that has organized trainings and seminars for Parliamentarians and Parliamentary functionaries.

Ms. Tehseen has on her credit various publications including handbook of Parliamentary values and best practices. She has edited various PIPS

manuals and publications. She has also contributed chapters in PIPS publications including interns' manual. She has conducted various research papers for individual Parliamentarians. Her educational and research background has focused on identifying potential challenges and problem solving.

5. **Mr. Muhammad Aslam** has joined Pakistan Institute of Parliamentary Services Islamabad as Legislative officer in April 2012. He is the key member of PIPS Legislative wing. He has conducted various research papers for the parliamentarians. He has been actively involved in guiding individual parliamentarians about legislative process and drafting the bills and questions. He has also contributed articles in various PIPS publications including Legislative drafting and interns' manual.

He has acquired expertise in various branches of legal profession during his 6 years' experience as a practicing lawyer. He enrolled in Punjab Bar Council as an Advocate on 26-08-2006 and also enrolled as a member of District Bar Association Lahore. He became Advocate of Lahore High Court, Lahore, in 2008, where he also remained Vice President of ELEVATOR Lawyers Forum, Lahore. He has worked with a reputable multinational Company ERICSSON Pakistan (Pvt) Ltd. for 4 years as a Legal Advisor. During his services at ERICSSON, he also completed training on Security Sally Awareness and has done Diploma in The Services Delivery at the same company. In PIPS he is an active and responsible officer. Mr. Muhammad Aslam possesses a sound academic background and a Law degree.