STYLE MANUAL

FOR PUBLICATIONS IN

THE

NATIONAL INSTITUTE

EIGHTH EDITION

NATIONAL INSTITUTE FOR POLICY AND
STRATEGIC STUDIES, KURU, NIGERIA

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Preface

The law establishing the National Institute, Act 20 of 1979 (now CAP N51 Laws of the Federation of Nigeria 2004) requires it, among other things, to disseminate, through published books, records, reports and articles, information on any part of its activities. Over the years, the National Institute has published many journals, books, seminar reports and occasional papers which have been widely circulated locally and internationally. The Institute has issued this Style Manual to keep abreast of current styles and rules in academic publishing.

There are many referencing styles; however, the National Institute has adapted elements from existing styles to create the NIPSS Style Manual to suit its own purposes. The NIPSS Style Manual provides the Institute's approved guidelines for Participants, Researchers, Editors, Printers and Authors in producing research works and preparing manuscripts for publication. The Publications Policy, included as an appendix, was first approved by the Board of Governors in 1992, but was later revised by the National Institute Management in 2004. The Policy spells out the criteria for publication as well as other relevant issues associated with publishing by the Institute.

The first edition of NIPSS Style Manual was published in 1994 and has undergone several revisions, with this being the eighth edition. A committee composed of competent academics and practitioners was set up to undertake a review of the existing Style Manual and to produce a draft of the new edition. I must commend members of the Committee for a painstaking and thorough job.

The draft produced by the Committee was thereafter subjected to extensive discussions and debate by the NIPSS Academic Board to arrive at the current document.

This eighth edition of the Style Manual emerged out of the need to provide additional relevant information to Participants on some important guidelines for conducting their research in the National Institute.

I therefore urge all Participants, Directing Staff, Research Fellows, Librarians, Editors and all academics in the Institute to familiarise themselves with the Style Manual and to adhere strictly to its provisions in order to ensure high quality output in research and publications by the Institute.

Professor Ayo Omotayo
Director General
January, 2023

PART ONE
GENERAL INTRODUCTION

Section One
Background

1.1 Preamble

The National Institute was established in 1979 as a high-level centre for reflection, research and dialogue. It provides a forum for scholars, policy initiators and executors, and other citizens of mature experience and wisdom from different sectors of Nigeria's national life to interact and exchange ideas on issues of national and international concern.

In line with its enabling law, the Institute, through its Research Directorate, carries out inter-disciplinary and policy-oriented research into the political, economic, social, cultural and other issues facing Nigeria. The Directorate of Studies, on the other hand, organises training programmes and courses, with its flagship course being the Senior Executive Course (SEC) for participants from the upper echelons of the public service (both State and Federal), the armed forces, the police, para-military agencies, relevant public organisations, as well as the organised private sector.

1.2   **Publications of the National Institute**

The Seminar and Publications Department, under the Office of the Director General, is primarily charged with the publishing of carefully assessed manuscripts from the Directorates of Studies and Research, as well as works from scholars within and outside the National Institute. The categories of publications approved by the Board of the National Institute include:

a) Conference/Workshop Proceedings
b) Monographs
c) Occasional Papers
d) Policy Briefs/Papers
e) Books
f) Journals
g) Distinguished Annual Lecture Series
h) Distinguished Alumni Lecture Series
i) Individual Research Projects
k) Tour Reports
j) Concluding Seminar Reports
k) Presidential Parley Reports

Specifically, the following are the recognised outlets for publishing in the National Institute:

a) **NIPSS Book Series (NBS)**
NIPSS Book Series provides a platform for the publication of book-length manuscripts, in various subject

areas which make a valid contribution to knowledge. This includes outstanding submissions by Participants of the Senior Executive Course.

The National Institute will identify and publish individual research projects that are outstanding in terms of their contribution to knowledge critical for national development.

b) **NIPSS Monograph Series (NMS)**

The NIPSS Monograph Series serves as a platform for the publication of works based on the findings of original research, which are too long for academic journals but not long enough to be published as books. Such works may be case studies, theoretical debates or both, but they must incorporate significant findings, analyses, and critical evaluations of the current literature on the subjects in question.

c) **NIPSS Research Reports (NRS)**

The aim of NIPSS Research Reports is to stimulate debate, comments, and further research on the subjects covered. One of the aims is to promote co-operation among researchers within the National Institute and elsewhere. Publications in NRS include presentations at the NIPSS Seminar Series of the Research Directorate. It is a quarterly publication, both online and in print.

d) **NIPSS Policy Briefs** (NPB)

NIPSS Policy Briefs serves as a platform for engagement with policy makers and other policy actors. It is expected that the Briefs will engender policy uptake and effective policy implementation.

Sources of Policy Briefs include Policy Papers, Concluding Seminar Reports of the Senior Executive Course as well as special research activities, conferences, roundtables and brain-storming sessions in the National Institute.

e) **NIPSS Case Study Series (NCSS)**

NIPSS Case Study Series serves as a platform for developing a portfolio of public sector case material as an essential home-grown teaching and learning resource for policy actors in both public and private sectors. The NCSS provides a rich source of learner-centred and results-oriented policy training material. The NCSS is expected to strengthen leadership development and policy-oriented training using content relevant to policy scholars and practitioners in Nigerian/African contexts.

Case studies derive from in-depth analysis of the real-life experiences of public policy actors organised by the Department of Curriculum and Case Study Development in the Directorate of Studies.

f) **NIPSS Special Publications Series (NSPS)**

NIPSS Special Publications Series provides a platform for special publications of the National Institute. This includes presentations at the Distinguished Annual Lectures organised by the Research Directorate and Distinguished Alumni Lectures organised by the Directorate of Studies. NIPSS Yearbook and other similar legacy publications are accommodated under NSPS.

g) **Nigerian Journal of Policy and Strategy (NJPS)**

The Nigerian Journal of Policy and Strategy (NJPS) is published twice a year, in June and December. The Journal seeks to promote a deeper understanding of the complex problems of public policy and strategy in the context of rapid socio-political changes of the Nigerian, African and world scenes.

It provides a forum for dialogue and exchange of ideas among scholars, educators, policy makers, administrators, security experts and men and women of affairs through the scientific analysis of issues.

Through its various publishing outlets, the Institute disseminates knowledge from its numerous studies and research programmes to the public. This is in line with the Act establishing the Institute which requires it to present results of its research efforts into the social, economic, political, scientific and other problems facing the country "in usable form". The main target-groups for the Institute's

publications include:
i)   Government at policy-making levels;
ii) The academic community;
iii) Military and Para-Military;
iv) Professionals;
v) Civil Society Organisations and other interest and pressure groups; and
vi) Informed members of the public both within and outside Nigeria.

Thus, the presentation of findings must be suitable for the above categories of target audience. Policy makers do not always have the time to read official reports in detail, hence, a carefully constructed Executive Summary is of an inestimable value. Moreover, academic readership has its conventions and expectations regarding the standards and presentation of published research which must be clearly spelt out to guide it.

This Style Manual is designed to provide some of the more formal and technical guidelines for the presentation of such works in the National Institute.

1.3   Code of Conduct

This section sets out the strict rules that govern the writing and publication of scholarly works as well as the conduct of research at the National Institute. It lays down guidelines for the role of supervisors and supervisees in the prepara-

tion of Senior Executive Course Participants' individual research projects. This section also covers Plagiarism and Copyright Violation, Use of Proxies, and Ethical Considerations in Research.

1.3.1 Plagiarism and Copyright Violation

Plagiarism is the presentation of another person's thoughts or words verbatim without any acknowledgments. It is a form of intellectual theft and should be avoided. Every research work submitted should be original to the author or writer. However, if it is another person's idea or words, the source should be provided in forms of attribution or the inclusion of quotation marks for materials lifted or cited from other literature sources. Every paraphrasing or quotation, whether short or long that is not acknowledged constitutes plagiarism. This include direct copying, word for word, of one's own writings already published or in circulation. Plagiarism is a serious offence and penalties can include; prosecution by law, rejection of works for publication, awarding of zero marks for work, expulsion from the course programme, or withdrawal of certificates and honours and/or other severe disciplinary measures.

It should be noted that manuscripts received shall be subjected to plagiarism check and the result must not be higher than the Institute's acceptable threshold. Any manuscript with a plagiarism check result that is higher than the acceptable threshold shall not be accepted.

1.3.2 **Use of Proxies**

Using a proxy within or outside the National Institute to carry out an academic assignment is strictly forbidden. It consists of enlisting the assistance of another person to write the whole or part of any scholarly work. However, it does not preclude the use of research assistants during fieldwork or giving raw fieldwork materials to a data analyst for processing. Data interpretation remains the responsibility of the Participant, assisted by the supervisor, where necessary. Use of proxies attracts severe penalties similar to those listed under plagiarism. Staff and SEC Participants are expected to demonstrate the highest level of integrity consistent with the ethos and principles of the Institute in this regard.

1.4. **Ethical Considerations in Research**

Every researcher must uphold the following principles:

1. *Integrity in the research process* – All information and data should be collected, processed, and presented in accordance with rigorous methods of scientific inquiry. This include correct citation of all sources used, cross-checking of data, declaration of limitations, and soon.

2. *Proper treatment* of research participants in line with the principles of:
    a) *Respect* for human rights
    b) *Do no harm*: the research participants should not be in a worse situation than you met them.

c) *Informed consent*: research participants must be informed about the aim of the research, consent to participate, and have the right to withdraw at anytime.

3. **Objectivity –** all works should be objective, without the author or writer infusing their biases and preference into them intentionally.

4. **Transparency** – it is the duty of the author to declare all the circumstances and situation through which the data is gathered and analysed. Also, the author/writer should not hide necessary data unless where that is demanded.

5. **Confidentiality** – the author/writer is expected to maintain a high level of confidentiality, particularly of a source that demand anonymity or confidentiality.

6. **Professionalism** – the author/writer is expected to display a high level of standard expected of the discipline or area of interest in all works. Also, the work should be of high quality, while at the same time maintaining decorum and temperate language use.

7. **Legal compliance** – the author/writer should comply with all necessary legal requirements at all times.

Copyright and patent protection should be recognised while libel, defamation and invasion of privacy must be avoided.

1.5.   **Writing and Communication Skills**

Whatever the format, there are agreed standards for "good writing." These include clarity of thought; simplicity and precision; avoidance of verbosity; a methodically presented and logically developed argument; accuracy of data (facts, figures, illustrations and references). Both writing and communication are organic in value. Writing is an art. It is an act of communication that demands sound critical thinking and comprehension skills. The following serve as a guide to good writing and communication skills:

a) Ensure relevance, lucidity of language and clarity of expression.
b) Ensure logical presentation of material with persuasiveness.
c) Adhere to grammatical rules on tenses and other related grammatical functions.
d) Ensure simplicity and brevity of words/communication (economy of words by avoiding unduly long and convoluted sentences). As a rule of the thumb a sentence should not exceed 23 words. Avoid single sentence paragraphs.
e) Use active voice. Engage the readers and sustain their attention.

f) Identify the target audience and write in accordance to their needs and understanding. Observe the necessary professional jargons only when writing for audience of the same profession.

g) Remain confident, logical and demonstrate conviction on issues and conclusions.

Proof read and edit carefully to eliminate factual and grammatical inaccuracies. Section Two on "Text Composition" contains additional guidelines for spelling, punctuation and formatting.

The following checklist may also be useful in helping you to avoid errors in your submission:

i) Check your word composition and ensure consistency in the use of typefaces, font sizes, page margins, line spacing, etc.

b) Check your spelling, grammar, word choice and punctuation.

c) Improve readability, clarity and conciseness

d) Eliminate abbreviations as far as possible and ensure that essential abbreviations are spelled out at the first mention

e) Ensure that all cross-references to chapters, sections, subsections, tables, and figures are correct.

f) Check chapter titles (and page numbers) against the table of contents.

g) Monitor paragraph length and content. Eliminate

verbatim repetition of text, tables, and figures and cut out redundant passages.

h) Prepare a table of contents, list of tables, list of figures, list of abbreviations, etc.

i) Monitor overall structure for logical flow and balance.

j) Check suitability of heads/sub-heads.

k) Simplify technical language and ensure that technical terms are used appropriately.

l) Check that the titles of references cited correspond to the subject matter in the text at the point of citation.

m) Acknowledge all sources and ensure that all citations/references are included in the final reference list.

n) Ensure that NIPSS Style has been used for reference lists and bibliographies, that the information for each reference is accurate and complete, and that electronic links are valid.

o) Check that references have been cited in the correct sequence.

p) Eliminate "ghost" references. Ghost references are publications you didn't consult, or publications that do not exist. They may also be references that cannot be traced.

q) Ensure effective use of tables, illustrations, text boxes, footnotes, and annexes. Check that all tables, figures, and annexes are correctly cited in the text. Also check that the main text correctly reflects the information given in tables and figures.

r) Prepare an abstract. Note that abstracts are to be without paragraphs and set in single linespacing.
s) Prepare a brief author's profile for inclusion in your individual research project (with or without a passport photograph). The author's profile will appear as the last item in your individual research project, after appendices.
t) If possible, get a competent person to proofread the entire project for you prior to final submission, bearing in mind that your work represents a legacy for posterity.

PART TWO

GUIDELINES FOR THE COMPOSITION OF SCHOLARLY WRITING

Text Composition and General Preparation of Manuscripts

2.1 Preamble

This section sets out some basic guidelines on text composition which are considered essential for the purposes of consistency and appropriate language usage. The section does not cover grammatical rules exhaustively, but highlights those that are commonly used in the production of scholarly works at the National Institute.

2.2. General Preparation of Manuscripts

2.2.1 Page Layout and Numbering

The following guidelines shall apply:

a) All manuscripts should be type-written, double-spaced and set on 14 points using Times New Roman Typeface;

b) Manuscripts should be printed on one side only of a standard-sized paper (8.5" x 11"), with 1 inch margins on all sides.

c) The first line of every paragraph should be indented 0.5 inches.

d) The pages should be numbered consecutively, with

page numbers centred at the bottom.

2.2.2 **Typesetting**

There should be no space between the types (except where specially requested). Spaces between words on the same line should be equal, with no extra space after the full stop at the end of a sentence. The pages should have a uniform and even appearance without wide gaps.

As a general rule, do not carry over to a fresh page less than three lines of a paragraph, or leave on the previous page less than three lines. The last line of a paragraph should contain not less than seven letters and should not end with a hyphenated word.

Titles, displayed lines, chapter headings, side headings, running headlines, page headlines, dates or the names of speakers in plays where occupying a line to themselves should not be followed by a full stop and should have more space above than below the line.

2.3 **Use of Abbreviations and Acronyms**

An abbreviation may be used provided it has been written in full in the first instance. All words should be fully spelt out unless a specific instruction is received to the contrary. The following rules are the exceptions:

a) Degrees and decorations after names, or well-recognised abbreviations (e.g. i.e., a.m., p.m.) should not be spelt out. Degrees and decorations should be set

in capitals and small capitals (lower case where necessary).
Examples:
BSc (Econs)
PhD
OFR
mni
fss

In general, if the word written in full has a capital letter, the abbreviation will also have a capital letter.
　Example: "He stays at Queen's Road" would be abbreviated "He stays at Queen's Rd."

Do not put a space between abbreviations consisting only of initial letters.
　Example: Private Mail Bag is abbreviated as PMB, not P.M.B.

Some abbreviations do not require full stops between the letters, such as when the abbreviated form is pronounced like a word.
　Examples:
NIPSS
UNICEF
UNESCO
INEC
WHO

2.4   Spelling and Miscellaneous Rules

For all spellings, the British form or the American form could be used. However, whichever spelling form is adopted in a document must be consistent throughout the text.

2.4.1   Irregular Plural Forms

The plural forms of some words of Latin or Greek origin can be troublesome (particularly those that end in the letter "a"). A list of preferred spellings of some of the more common ones are as follows:

Singular:	**Plural**:
Appendix	Appendices
Criterion	Criteria
Curriculum	Curricula
Datum	Data
Phenomenon	Phenomena

Remember that plural nouns take plural verbs.
Correct: The data indicate
Incorrect: The data indicates

2.5   Hyphens and Word Division

A hyphen need not be used for the example in: "An elaborately prepared lunch."

However, when the word might not be recognised easily as a combined adjective, use a hyphen:

Example: "This is a well-known speaker."

Do not hyphenate adverbs or combined adjective elements after the word qualified:

Example: "This publication is well known."

The hyphen is necessary where words are used in combination or as compounds.

Examples:

A first-hand account

A disease-prone community

A twentieth-century phenomenon

A cross-section

An aide-de-camp

However, for a compound noun which has through general usage become familiar, no hyphen is necessary.

Examples:

1. Airport
2. Upstairs
3. Seaport
4. School boy

The following should be applied as far as possible when dividing words. Divide the word where there is a definite syllable, prefix or suffix; try to avoid ambiguous breaks and remember that disjoined words do not allow the reader's eye to flow easily and quickly. Always let the first

part of the word suggest the second.

Examples:

1. starva-tion *not* star-vation
2. profess-or *not* pro-fessor

Most affixes can be detached from the word without interfering with the flow:

Examples:

1. Dis-obey   un-challenged
2. Re-appear   re-arrange

Proper names should not be broken; also do not end a page with a hyphenated word.

2.5.1 **Suffixes**

Words ending with "e" generally lose the "e" when "able" or "ible" is added but as there are exceptions to this rule on which the experts do not agree, it is best to consult the Oxford Dictionary of English or The Chambers Dictionary.

Any emphasis that is required in the text should be set in italics. Italics should also be used for names of books, ships, magazines, newspapers, films, plays, opera, foreign words and phrases not generally in use:

Examples:

1. Chinua Achebe's *Things Fall Apart*
2. *Ad-hoc*

No quotation marks are needed for words or sentences set in italics, but if the author refers to a magazine or newspaper article, the title of the article should be in roman within double quotation marks followed by the magazine or newspaper from which it is taken in italics. A short preface to a book can be set in italics, but if it occupies more than one page, it is best to set the whole in roman.

Extracts from books, plays or articles should not be set in italics, but set one size down, single-spaced and indented and without quotation marks. Sometimes this is called block quotation.

Example:

Commenting on the problem, Alubo (2002:561) has observed:

> As part of this widespread practice, families, particularly around Benin in Edo State, mortgage or sell their houses to send their daughters to Italy. This form of modern slavery further illustrates the relationship between poverty and gender oppression and disease.

2.6   Use of Quotation Marks

Use double quotation marks whenever necessary. Single quotation marks should be used for quotations within a quotation: Tom said: "I heard him say, 'Don't do that.'"

Long extracts of another book when used and set in a smaller size type need not have quotation marks. Put

comma and full stop inside the quotation marks, not outside: He told me, "I am sick today."

When single and double quotation marks are used at the end of a sentence, the punctuation usually goes inside the single quotation mark.

Example: "I had him say, 'Don't do that.'"

Put question marks and exclamation marks inside the quotation marks when they apply to the matter closed by the quotation mark.

Examples:

(Wrong): why do you call it an "agreement?"

(Right): Why do you call it an "agreement"?

(Right): John asked the student, "Do you know the meaning of the word 'enfranchise'?"

(Right): He called out, "I'm being chased!"

Note that semicolons and colons always go outside quotation marks.

2.7   Use of Capital Letters

When rightly used, capital letters give emphasis to important words that the author may wish to give prominence.

Examples:

1. Middle Ages
2. Renaissance

Royal and place names should start with capitals.
Examples:
1. His Excellency
2. His Royal Highness
3. Tafawa Balewa
4. Yakubu Gowon Centre
5. Eagle Square

Names of parties and religious denominations should start with capitals:
Examples:
1. National Party of Nigeria
2. Christian Association of Nigeria
3. The Roman Catholic Church
4. Jama'atu Nasril Islam

But when used in general terms: "He is a socialist," capital letters are not required. When a person is addressed by his rank instead of name, a capital should be used.
Examples:
1. "Greetings, Colonel"
2. "How are you, Father?"
3. But "He is an army colonel" or
4. "Your father is in the house"

When using 'who,' 'whom' or 'whose' in relation to God, lower case is to be used:

Example: "God, whose wisdom is divine"

Do not use capitals for geographical locations such as "southern Nigeria" or "eastern Africa" but generally accepted place names such as "East Africa," "South America," "South Africa" should start with capital letters.

2.8 **Punctuation**

The following rules apply with respect to punctuation:

1 A full stop marks the end of a sentence.
2 A colon is at the transition point of a sentence.
3 A semicolon separates two independent clauses in a sentence that could also stand on their own. For example, "Human rights are universal; they include the rights of women and girls."
4 An 'em' rule or long dash (—) marks an expansion of ideas.
5 An 'en' rule or short dash (–) often stands as an abbreviation for "to" (especially between figures, e.g. pp 20 –22).
6 A hyphen (-) is mainly used for compound words.
7 An exclamation mark (!) is often used to indicate surprise or shock.
8 An interrogation marks a question
9 An apostrophe marks elisions or possessive words

10 Parentheses enclose interpolations in the sentence
11 Brackets enclose words, figures, etc., in a sentence.
12 Use only ':' (colon) at a break in a sentence which starts a new line. Do not use ' —' or '-'

2.9 **Figures and Numerals**

Numbers up to nine should be written in full (three, five, nine). Ten and above should be written in figures (10, 25,33).

Examples:
1. Nigeria created only two additional States in1989.
2. There are now 36 States in Nigeria.

For an exact, accurate figure, use figures, not words. When it is an approximate number, write it in words.

Examples:
1. He has about three thousand trees in the plantation.
2. He sold 3,000 boxes.

Note: Never start a sentence with a figure.
Example:
(**Wrong**): 10 boys participated in the race
(**Right**): Ten boys participated in the race.

For indication of time using a.m. and p.m., use only with figures (not with numbers spelt out)

Example:

(**Wrong**): They left home at six a.m.

(**Right**): They left home at 6 a.m.

2.9.1 **Ordinals and Cardinals**

For ordinals, first to ninth should be written in words, not figures. For 10th and over, use figures, not words.

Examples:

(**Wrong**): he lived in the 3rd house.

(**Right**): he lived in the third house

(**Wrong**): the country was in the eleventh position

(**Right**): the country was in the 11th position

2.9.2 **Measurements and Quantities**

1. Generally, statistical information denoting quantity should be in figures.

   Examples:

   a) The import of food increased from 9.5 percent in 1975 to 15.6 per cent in1980

   b) A deficit of 5.5 million tons of grains

   c) Nigeria lies between latitudes $4^{0}N - 14^{0}N$

2. Scientific measurements and statistical information should be expressed in figures:

   Examples:

   45 pounds, 3 cubic feet.

3. Heights are generally spelled out. She is six-foot-two.

4. For temperatures, the word "degrees" is written out, but numbers appearing as temperature are expressed as numerals, with temperature scale spelled out.
   Example:
   74 degrees Fahrenheit

5. Do not use the percentage sign (%) except in tables and figures or when it appears in a bracket. The word "per cent" should be spelt out, but use a numeral for the number.
   Examples:
   a) It is estimated that 20 per cent of Nigerians are bilingual.
   b) The study has shown that 75 students (representing 10 % of the population) attend classes regularly.

6. Numbers over 1,000 should have comma separators: 1,962, not 1962, and not 1.962.

7. Indefinite numbers such as "I have done it a hundred times" should be written in words. For decimals, "0" should come before the decimal points, e.g. "0.163."

8. Use an 'en' rule and not a hyphen between specified numbers or dates, e.g. 13-27; 1964-70.

9. As a general rule, Arabic numerals should be used for a chapter and part numbers. Roman numerals should be used for appendices and preliminary pages. Lower case italics should be used when enumerating clauses.

2.10   **Dates**

Dates should be written in the form, day, date (without st, rd, th) month (in full), four-digit year:

Example:

Friday, 7 February 2020

Note: Use nineteenth century (not 19th century)

2.11   **Some Common Reference Terms**

The following reference terms commonly used in printing should be in roman and lower case:

'sic' quoted correctly; print without alteration

'et al.' (et alii, et alia,) meaning: "and others" should be in italics.

Et alibi (and elsewhere) should also be in italics.

2.12   **Tables and Figures**

Tables, graphs and figures usually serve to illustrate ideas or points contained in the study. However, a haphazard presentation of these materials can mar the quality of the work. Tables and figures should not repeat the same data, but may be used interchangeably. An orderly presentation, therefore, requires the following steps:

a) **Numbering of Tables and Figures**

Each table or figure should be properly numbered. Tables should be numbered on the top, while figures should be numbered below. For example, tables in Chapter One may be serially numbered: Table 1.1, Table 1.2, Table 1.3, etc. Similarly, diagrams or graphs in Chapter Three may be numbered as: Fig. 3.1, Fig. 3.2, Fig. 3.3, among others.

b) **Explanations**

As these illustrative materials are introduced, explanations to enhance the quality of the analysis should be built into the text. Tables or figures included without discussion could be confusing, and indeed, lower the quality of the work. The temptation to include several pages of computer print-out not directly relevant to the analysis should be resisted.

c) **Sources**

It is assumed that all tables and figures in the analysis are derived from the researcher's data and therefore need not be specifically acknowledged as such. Therefore, only those tables and figures taken or adapted from other sources should be acknowledged below the table or figure.

2.13 Headings, Lists and Paragraphs

All chapters in the manuscript should be divided into sections with appropriate headings and sub-headings. All headings should be on a separate line from the body text. The following shall apply:

Part One – Where applicable

Section One/ChapterOne

1.1   Main Heading

1.1.1   Sub-Heading

A.   Sub-Sub Heading

B.I.   Sub-Sub-SubHeading

Examples:

1. Main headings should be bold and numbered in Arabic numeral.

> **Example (Main Heading)**
> **1.1 Historical Development of Welfare Schemes in the Nigerian Army**

2. Sub-headings should be in bold and numbered in Arabic numerical as a sub-set of the main heading.

> **Example (Sub-heading)**
> **1.1.1 Origin of Welfare Schemes**

3. Sub-Sub headings should be numbered in upper case alphabet and in bold.

Example (Sub-sub heading)
1.1.1 Origin of Welfare Schemes
    A. Industrial Era

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4. Sub-sub-sub headings should be numbered in upper case Roman numeral and underlined.

Example (Sub-sub-subheading)
1.1.1   Origin of Welfare Schemes
    A. Industrial Era
        I.   Welfare Schemes in Europe
        II.   Cash Transfer Schemes
        III. Unemployment Benefits

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5. PLEASE NOTE: Headings, sub-headings and sub-sub headings are **not to be confused** with lists. Lists should be formatted like the example provided below:

Example:
Publications of the National Institute include:
1. **Conference/Workshop proceedings**
2. **Occasional Papers. These include:**
   a. **Seminar papers which emanate from:**
      i. **Brainstorming sessions on the following:**
         • **Topical national issues**
         • **International hot spots**

In the case of a list of non-ranked or prioritised items, bullet points alone could be used.

6. Beginning of paragraphs, indentations and other spacing arrangements should be clearly and consistently indicated. Please note that one-sentence paragraphs are not permitted.

Referencing and Citation

There are several conventions and systems for the academic citation of references. The policy of the National Institute is to use an author and date system of referencing. That is, the author's last name and year of publication should be cited within the text and a complete reference list is provided at the end of the work. This section provides guidelines for the citation of references in the National Institute.

3.3.1 **Format for Referencing in the Text (In-Text Citation).** References to sources, including books, monographs, journals, articles, and statistical sources, should be worked into the text by the last name of the author(s), year of publication and pagination where appropriate.

Please note that the National Institute requires citation within the text rather than endnotes and footnotes.

Examples:

> Jones (2003) has argued…
> A recent study (Smith, 2009) has described…
> It has been noted (Jones, 2003: 36-42) that…
> As Elaigwu(1998) has argued, globalisation has led to "CNNization."
> For Yahezekel (1973: 19-20), the fundamentalist and system analysis are one and the same approach.

Where there are two authors, give both names, joined by 'and'. Use '&' in parenthetical citations.

Examples:

As Jones and Smith (2004) have noted…

The literature on the subject has highlighted this problem (Ajilima & Agba, 1986)

A. **Book or Journal with Three or More Authors**

> Fisher, Ury and Patton (1991:37) suggest that when emotional issues cloud negotiation, "some thoughts are best left unsaid."
> or
> "Some thoughts are best left unsaid" when emotional issues cloud negotiation (Fisher, Ury & Patton, 1991:37).

Where there are more than three authors cited, use only the first author, followed by *et al.*

Examples:

> Jordan *et al.* (2010) disagreed with…
> Some investigators (Brown *et al.*, 2005)…

If the same author has more than one work published in one year, they should by differentiated by small letters.

Examples:

> One of the authorities in the field has drawn attention to this previously neglected aspect of the subject (Obi, 1985a, 1985b).
> Obi (1985a, 1985b) has drawn attention to this previously neglected… A series of studies (Smith et al., 2008a, 2008b) produced…
> It was described as monumental (Jones, 2007b: 88

When the same author has different publications in different years, separate the dates with a comma:

Example:

> As Elaigwu (2003, 2008) has insisted, this issue has been vigorously re-assessed.
> … the author has stated this in several studies (Smith, 2005, 2009)…

Enclose within the parentheses any brief phrases associated with the reference.

Example:

> Several investigators have claimed this (but see Thompson, 2001: 21- 34)

B. **Corporate Authors**

Cite the organisation or body responsible for the work.

> A recent statement (National Office of Statistics, 2012: 10) Occupational data (APIN, 2010: 24-26) reveal such trends…
> As emphasised by NIPSS (2007), policy harmonisation is a major national…

Examples:

For authorless articles or studies, use the name of the magazine, journal, newspaper or sponsoring organisation and not the title of the article.

Example:

> It was reported (The Guardian, 2005) that…

C. **Chapter Authors in Edited Books**

Use the name of the chapter author, not the editor, within the text. Details of the chapter and editor should be placed in the reference section.

D. **Use of Block Quotations**

Block quotations may be used when quoting more than three lines or more than forty words verbatim.

1. Kann (1980:170) noted:

    The interpretative approach to the study of politics (among others) is not a cohesive set of perspectives and methods. Rather, it is the common base of several methods of political investigation/study developed during varying periods.

The following table provides an overview of in-text citation.

Author Type	Parenthetical citation	Narrative citation
One author	(Bello, 2019)	(Bello, 2019)
Two authors	(Gonzalez & Jones, 2019)	(Gonzalez and Jones, 2019)
Three or more authors	(Gonzalez et al., 2019)	(Gonzalez et al., 2019)
Group author with abbreviation:		
First citation	National Institute for Policy and Strategic Studies [NIPSS], 2020)	American Psychological Association (APA, 2020)
Subsequent citations	(NIPSS, 2020)	NIPSS (2020)
Group author without abbreviation:	(University of Abuja, 2020)	(University of Abuja, 2020)
No author	("New drug," 1993) *Use an abbreviated version of the title.*	

Citations in Text with no page numbers

If citing a particular part of a document which has no page numbers, include the paragraph (para.) or section heading with the number of the paragraph.

Use paragraph number or section heading with the number of the paragraph. (Mamman, 2000, para. 5) Omotayo, 2021, Conclusion, para. 1)

Citation of a work discussed in another (secondary) source

In general it is expected that you seek out and use the original source of the information. However, this is not always practical. To cite a secondary source, do the following.

In the Text:

Okome and Adeyanju's study (as cited in Omotayo, Udaya, Para-Mallam, & Sha, 2022)

Note: You will list the Omotayo reference in the reference list.

3.3.2 **References at the end of Text**

The reference list at the end of the work should be titled "References" and not "Bibliography." The reference list refers to works actually used in preparing the text and should be listed alphabetically by the authors' surnames at the end of the work in the following manner: surname of

author; initials of author; year of publication; title of book in italics; place of publication; publisher.

Examples:

A. **Books and eBooks**

Books should be cited using author's last name, followed by first and middle initials, then year of publication, followed by the title (in italics). This is followed by the Publisher's name. **Please note that the place of publication is not required**.

Example

Books by a single author.

Bala, A.M. (1985) *Structural Adjustment Programmes*, University Press.

Alubo, O. (2011) *Ethnic Conflicts and Citizenship Crises in Central Nigeria*, 2nd Edition, PEFS.

Books by Two or More Authors

McCarthy, P. & Hatcher, C. (1996) *Speaking Persuasively: Making the most of your Presentations*, Allen and Unwin.

Fisher, R., Ury, W. & Patton, B. (1991) *Getting to Yes: Negotiating an Agreement Without Giving In*, 2nd Edition, Century Business

Note: You are required to cite all authors if they do not exceed 20. However, if there are more than 20 authors,

you should cite the first 19, followed by ellipsis, then the name of the last author.

I. *Books by same author in the same year*
Napier, A. (1993a) *Fatal Storm*, Allen and Unwin. Napier, A. (1993b) *Survival at Sea*, Allen and Unwin.

II. *Books by Same Authors in Different Years*
List normally starting with the earliest year as follows:
Diamond, L. (ed.) (2001) Political Parties and Democracy, The John Hopkins University Press
Diamond, L. (2008) The Spirit of Democracy: The Struggle to Build Free Societies Throughout the World, Henry Holt and Company.

III. *For Edited Books*
Danaher, P. (Ed.) (1998) *Beyond the Ferris Wheel*, CQU Press.

IV. *Chapter in an Edited Book*
Snowdown, F.M. Jr. (1988) "Before Colour Prejudice: Black- White Relations in the Ancient Mediterranean World" in McNeil, G.R. & Winston, M.R. (eds.) *Historical Judgments Reconsidered*, Howard University Press.

V. *Books with Anonymous or Unknown Author*
   The University Encyclopaedia (1985) Roydon.

VI. *By a Corporate (Group) Author*
   American Sociological Association. (1975). *Approaches to the study of social structure.* FreePress.

Ebooks
With a doi
Gillam, T. (2018). *Creativity, wellbeing and mental health practice.* Wiley Blackwell. https://doi.org/10.1007/978-3-319-74884-9

Without a doi (Cite the same as a print book)
Lauwers, J., Opsomer, J. & Schwall, H. (Eds.). (2018). *Psychology and the classics: a dialogue of disciplines.* De Gruyter.

From a website:
Sanger, M. (2000). *Woman and the new race.* Bartleby.com. http://www.bartleby.com/1013/ (Original work published 1920).

Chapters in Books
Levi-Strauss, C. (1971). Totem and caste. In F.E. Katz (Ed.), Contemporary sociological theory (pp. 82- 89). Random House.

Article, entry, or chapter from an online reference book (encyclopedia, dictionary, handbook)
Online with a doi
Watkins, M. (2013). Mind-body problem. In H. Pashler (Ed.), *Encyclopedia of the mind.* SAGE. http://dx.doi.org/10.4135/9781452257044.n 191

Online with no doi
Shevell, S. K. (2000). Color vision. In A. E. Kasdin (Ed.), *Encyclopedia of psychology* (Vol.2, pp.182-186). Oxford University Press.

B. **Journal Articles**
Journal articles should be cited using surname of author followed by initials; year of publication; the title of the article in inverted commas; title of the journal italicised; volume and no. of journal; page numbers.
Note: Do not italicise or use quotation marks for the titles of articles.

Suberu, T. (1991) The Struggle for New States in Nigeria, 1976- 1990, *African Affairs,* 90 (3): 499-522.

Ajayi, I.A. (1986) An Assessment of the Second Republic, *Journal of Political Science*, 4(2): 361-379.

Kwaja, C. M. (2012) Citizenship and Indigeneity: Rethinking the Multi-Layered Rights of Civic and Ethnic Citizens in Nigeria, *Nigerian Journal of Policy and Strategy,* 17(1): 31-44.

C. *Newspapers and Magazines*

Newspaper and magazine articles should be cited with Author's last name and first initial; publication date, article title; and name of newspaper or magazine.

Examples

Newspapers:

From a website, with no author:

It's subpoena time. (2007, June 8). *New York Times*. https://www.nytimes.com/2007/06/08/opinion/08fri1.html

Print:

Ogunrinde, A. (1992, February 7) Politics and Social Order, *National Concord*, p.8.

Ike, J. (1983, 11 December) South Africa: The Way Forward, *New Nigerian*, p. 12.

Magazine Article:

From a database or print:

Kluger, J. (2010, November 1). Keeping young minds healthy. *Time,* 176 (18), 40-50.

From a website:

Heid, M. (2015, August 12). You asked: Why do I blush so much? *Time.* http://time.com/3992760/blush-blushing/

A. **Website Sources**

Website sources should be cited as follows: name of author, title of work, and website address.

Notes:

a) Only include a retrieval date if the information on the page is designed to change overtime.

b) If you cite multiple webpages from a single website, you should create a separate reference for each webpage. If you want to mention a website in its entirety, just mention it in your text with the URL in parentheses; don't include it in your references.

Examples:

Hannah, J. (2007) The Decline and End of Witch Trials in Europe, http.//www.bede.org.uk /decline-

In the case of electronic journal articles from a Database, cite as indicated in the following example:

Elder, R. & Neal, C. (2004) Patient Satisfaction with Triage Nursing in a Rural Hospital Emergency Department, *Journal of Nursing Care Quality,* (19):263-268.

In the case of electronic journals but not from a Database, cite as indicated in the following example:

Rego, P. (2003) "Confronting Embodiment" *Nuritinga: Electronic Journal of Nursing:* (5):1-6, http//www.health.sci.utas.edu.au/tson/ nuritinga/issues/confronting embodiments. pdf., Retrieved June 20, 2004.

B. *Unpublished Dissertations/Theses*
   Within the text, this should be referenced as in the case of books. In the References, it should be cited as in the following example:

Ogundele, E.O. (2013) *Awaiting Trial and Prison Decongestion in Nigeria: A Study of Federal Capital Territory, Abuja* (Individual Research Project submitted to the National Institute for Policy and Strategic Studies, Kuru, in partial fulfilment for the award of the Member of the

National Institute, mni).

C. *Unpublished Conference Papers*
    Within the text, this should be referenced as in the case of journal articles but there is no need to indicate pages. At the end of the work, it should be referenced as follows:
    Nweze, A. (1990) "Social and Psychological Considerations of Imprisonment in Nigeria," (Paper presented at the National Conference on Prison Reforms in Nigeria, Organised by the Ministry of Internal Affairs, Abuja International Conference Centre, 18-20 June,1990).

D. *Unpublished Lectures*
    Within the text, this should be referenced as in the case of journal article but there is no need to indicate pages. At the end of the work it should be referenced as in the following example:
    Elaigwu, J.I. (2011) "Federalism and National Integration in Nigeria" (Lecture delivered to Participants of Senior Executive Course No. 33, 2011, of the National Institute for Policy and Strategic Studies, Kuru, 16 February, 2011).

E. *Policy Briefs*
    Reference policy briefs under the author's surname,

followed by his/her initials and title in italics. Where there is no author, use the name of the organisation.

Examples:

Gordon, P. (2014) *Poverty Alleviation Programme in Africa*: Policy Brief no. 42. London: UNDP.

NIPSS Political Parties Leadership and Policy Development Centre (2014) *Democratic Political Party, Policy Options and Challenges*; Policy Brief 001- 2014, Kuru: NIPSS.

F. **Individual and Group Interviews (including focus group discussions)**
Reference individual and group interviews under the name of the person or group conducting the exercise. This should be followed by the full date, name of interviewee, and location of interview.

Examples:

Para-Mallam, O.J. (28/07/2003) "Interview with Bernice Onyewuchi, President, Umuogwun-wada/Umukehi Women's Association," Orji, Imo State, Nigeria.

NIPSS, SEC. 38, Study Group Two (09/08/2016) "Interactive Session with Officials of Ministry of Science and Technology," Jakarta, Indonesia.

Note: Since a personal interview is not published anywhere, it is considered personal communication and is not included in the reference list. It is, however, cited within the body of the paper.

G. *Other Sources*
   Video
   Staveley-Taylor, H. (Director). (2006). *Introduction to designing experiments* [Film; DVD]. Uniview Worldwide; Cambridge Educational.

   Streaming Online
   From a database
   BBC (Producer). (2014). *Living with autism.* [Film; Streaming Video]. Films on Demand.

   From a website
   Lancaster, B. (Presenter). (2018, Jun 22). *Behavioral treatments for ADHD* [Video]. Michigan Medicine. YouTube. https://www. youtube.com/watch?v=iUgs8N_-nlo

   Dissertations or Theses
   Electronic copy of a thesis or dissertation from a database
   Rockey, R. (2008). *An observational study of pre-service teachers' classroom management strategies*

(Publication No. 3303545) [Doctoral dissertation, Indiana University of Pennsylvania]. ProQuest Dissertations and Theses Global.

Electronic copy of a thesis or dissertation from an online archive or repository
Gerena, C. (2015). *Positive Thinking in Dance: The Benefits of Positive Self-Talk Practice in Conjunction with Somatic Exercises for Collegiate Dancers* [Master's thesis, University of California Irvine]. University of California, eScholarship. https://escholarship.org/uc/item/1t39b6g3

Personal Communications
Personal communications such as Emails, lectures, or conversations should be cited as personal communications in the text only (not in the reference list) in the following format:
R. J. Smith (personal communication, August 15, 2015).

Guidelines for Preparation of Senior Executive Course Research Reports

4.1 **Preamble**

This section focuses on the projects and assignments carried out by Participants of the Senior Executive Course. It provides a full list of all the projects and reports expected of Participants, and gives guidelines on how each report is to be structured.

4.2 **List of Participants' Individual and Group Assignments**.

Senior Executive Course Participants are expected to carry out assignments and submit Reports either as individuals or, more often, as members of a Study Group.

The assignments include the following:

1 Individual Research Project Proposal
2 First Individual Essay on Most Challenging Career Experience
3 Strategic Tour Report
4 Local Study Tour Report
5 Policy Paper/Policy Brief I

6. African Study Tour Report
7 Intercontinental Study Tour Report
8 Policy Paper/Policy Brief II
9 Individual Research Project
10 Concluding Seminar Paper
11 Presidential Parley Report

4.3   **Format for Writing Research Projects and Reports**

This sub-section describes the format for writing SEC research projects and reports in detail. It begins with a description of how certification pages and author profiles should be written and presented.

4.3.1 **Project Research Proposal**

The proposal consists of eight to 10 pages and must be structured in the same format as Chapter One of the Individual Research Project as outlined under Section 4.3.9 below.

4.3.2 **First Individual Essay on Most Challenging Career Experience.**

The Essay should be between eight and 10 pages with the following sub-headings:
1. Introduction (containing personal data, family and educational background)
2. Work Experience
3. Most Challenging Career Experience

4. Conclusion, Recommendations and Implementation Strategies
   4.1 Conclusion
   4.2 Recommendations and Implementation Strategies
        References (if any)
        Appendices (if any)

4.3.3 Local Study Tour Report

The Report consists of three volumes, the reports of the two states visited consisting of between 50 and 60 pages and a synthesised volume of the two reports consisting of 80 to 90 pages. The format is as follows:

Preliminary Pages
Title page
Composition of the Study Group
Dedication
Acknowledgments
List of Appendices
List of Tables
List of Figures
List of Abbreviations
Table of Contents
Executive Summary

CHAPTER ONE: INTRODUCTION
1.1 Background

Note: Gender, Equality and Social Inclusion (GESI) should be captured as part of the analysis of the strategic environment.

Note: Chapters Two to Seven will depend on the sub-themes of the main theme for the Senior Executive Course.

CHAPTER EIGHT: STRATEGIC ANALYSIS

CHAPTER NINE: CONCLUSION, RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES

9.1   Conclusion

9.2   Recommendations and Implementation Strategies

         References

         Appendices

4.3.4 African Study Tour Report

The approved length of African Study Tour Report is 60 to 70 pages with the following format:

Preliminary Pages

Title Page

Composition of the Study

Group Dedication

Acknowledgments

List of Appendices

List of Tables

List of Figures

List of Abbreviations

Table of Contents

Map of the Country Visited

Executive Summary

CHAPTER ONE: INTRODUCTION

1.1   Background

1.2   Aim and Objectives of the Study

Note: Chapters Two to Seven will depend on the sub-themes given under the theme for that year.

Note: A section should be devoted to comparative analysis and lessons learnt.

CHAPTER EIGHT: STRATEGIC ANALYSIS

CHAPTER NINE: CONCLUSION, RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES

4.3.5 Intercontinental Study Tour Report

The report of the Intercontinental Study Tour is similar in number of pages and format to that of African Study Tour Report.

4.3.6 Strategic Tour Report

Preliminary Pages
Title page
Composition of the Study
Group Dedication
Acknowledgments
Table of Contents
List of Abbreviations
Executive Summary

CHAPTER ONE: INTRODUCTION
1.1   Background
1.2   Aim and Objectives
1.3   Scope of the Study
1.4   Limitations of the Study
1.5   Significance and Policy Relevance
1.6   Methodology
1.7   Conduct of the Visit
1.8   Strategic Importance of the Institution

CHAPTER TWO: REVIEW OF ACTIVITIES AND OPERATIONS OF THE INSTITUTION

2.1   Preamble

2.2   Vision, Mission, and Mandate of the Institution

2.3   Strategic Plan of the Institution

2.4   Organisational Structure of the Institution

2.5   Management Process of the Institution

2.5.1   Staffing

2.5.2   Administration

2.5.3   Funding

2.5.4   M & E Framework

2.6   Notable Activities/Operations of the Institution

2.7   Impact of the Institution on the Theme of the SEC

2.8   SWOT or Strategic GAP Analysis

CHAPTER THREE:
CHALLENGES OF THE INSTITUTION

3.1   Preamble

3.2   Organisational Challenges

3.3   Management Challenges

3.4   Funding/Resources Management

3.5   Coordination with other MDAs

3.6   Summary of Findings

CHAPTER FOUR: CONCLUSION, RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES

4.1   Conclusion

4.2   Recommendations   and   Implementation   Strategies

        References

        Appendices

4.3.7 **Policy Paper**

Consists of 25 to 30 pages of an in-depth research on a given topic to the group. The format is as follows:

Preliminary Pages

Title page

Composition of the Study

Group Dedication

Acknowledgments

Table of Contents

List of Abbreviations

Executive Summary

CHAPTER ONE: INTRODUCTION

1.1   Background

1.2   Statement of the Research Problem

1.3   Research Questions

1.4   Aim and Objectives

1.4.1 Aim

1.4.2 Objectives

1.5   Scope of the Study
1.6   Limitations of the Study
1.7   Significance and Policy Relevance of the Study
1.8   Conceptual Clarifications
1.9   Theoretical Framework
1.10   Methodology

CHAPTER TWO: LITERATURE REVIEW

CHAPTER THREE
(Give appropriate title—main thrust of the paper)

CHAPTER FOUR: CHALLENGES AND PROSPECTS

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES
5.1   Conclusion
5.2   Recommendations and Implementation
        Strategies
        References
        Appendices

4.3.8 Policy Brief II
The Essay should be eight to ten pages in length and the format is as follows:
Title of the Paper
1.1   Introduction

1.2   Aim

1.3   Scope of the Study

Sections 2 – 4 consist of the body of the essay and sub-titles are given based on the topic and the author's thematic breakdown.

5. Conclusion, Recommendations and Implementation Strategies

5.1   Conclusion

5.2   Recommendations and Implementation Strategies
        References
        Appendices

4.3.9 **Individual Research Project**

The Individual Research Projects of Senior Executive Course Participants should be structured thus:

Preliminary Pages

Title Page

Certification

Restrictive Publication Notice

Dedication (where applicable)

Acknowledgments

Table of Contents

List of Abbreviations (Where applicable)

List of Tables (Where applicable)

List of Figures (Where applicable)

Abstract

CHAPTER ONE: GENERAL INTRODUCTION

1.1 Background to the Study

1.2 Statement of the Research Problem

1.3 Research Questions

1.4 Aim and Objectives of the Study

1.5 Scope of the Study

1.6 Limitations of the Study

1.7 Significance of the Study/Policy Relevance

1.8 Conceptual Clarifications

1.9 Theoretical Framework

1.10 Hypothesis (where applicable)

1.11 Methodology

1.12 Organisation of the Study

CHAPTER TWO: LITERATURE REVIEW

2.1 Preamble

2.2 General Review

2.3 Specific Review

2.4 Gap in Literature

CHAPTER THREE

Policy context of the study (provide the historical and policy/legal framework of the topic under study)

CHAPTER FOUR

Give an appropriate title (See Section 5.5 for details).

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES
5.1   Conclusion
5.2   Recommendations and Implementation Strategies
         References
         Appendices

Note: Individual Research Project (IRP) topics may not be changed after the submission of Chapter One.

4.3.10 **Concluding Seminar Paper**
The Concluding Seminar Paper discusses the sub-theme as given to the Study Group in line with the main theme for that year. The format is as follows:
Preliminary Pages
Title page
Composition of the Study
Group Dedication
Acknowledgements
List of Appendices
List of Tables
List of Figures
Table of Contents
List of Abbreviations
Executive Summary

CHAPTER ONE: INTRODUCTION
1.1   Background
1.2   Statement of the Research Problem
1.3   Research Questions
1.4   Aim and Objectives
1.4.1 Aim
1.4.2 Objectives
1.5   Scope of the Study
1.6   Limitations of the Study
1.7   Methodology
1.8   Significance and Policy Relevance of the Study
1.9   Conceptual Clarifications
1.10   Theoretical Framework

CHAPTER TWO: LITERATURE REVIEW
CHAPTERS THREE AND FOUR
The titles of Chapters Three and Four and their sub-sections are based on the sub-theme given to the Study Group.

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES
5.1   Conclusion
5.2   Recommendations and Implementation Strategies
       References
       Appendices

4.3.11 Presidential Parley Report

At the end of the SEC, Participants present a synthesis of key policy activities and research findings on the course theme to the President of the Federal Republic of Nigeria, and selected members of the Federal Executive Council.

The Parley Report consists of two volumes: Volume One (Main   Report) is in two parts. It contains an Executive Summary and a synthesis of all Concluding Seminar reports. The Executive Summary is also printed as a separate extract and developed into a policy brief. Volume Two is the Presentation   Paper summarizing the Main Report. The recommended number of pages is between 100-150 pages for the Main Report and 30-40 pages for the Presentation Script. The chapter layout depends on the sub-themes.

Writing the Executive Summary

An Executive Summary is a brief overview of the main document. It is intended to assist very busy readers, policy advisers, decision-makers and executive managers in their consideration and application of the ideas contained in the piece of work. It is a very important aspect of the work. The Executive Summary should be very brief, and should include a concise statement of the problem, its justification and objective. It should capture the essence of the original work and give a complete sense of the original report such that action can be taken solely on its basis. It should

contain a clear definition of the problem and also precise presentation of solutions and recommendations. It should also state the methodology used in arriving at findings.

A statement of the background may not be included, except it is absolutely essential in understanding the justification of the issues presented for further action. In writing the Executive Summary, the main preoccupation should be accuracy, technical precision, clarity in the statement of concepts, and utmost brevity in description and analysis.

Illustrative materials, such as tables and graphs contained in the main work, should not be reproduced in the Executive Summary but could be attached as an appendix. However, graphics, bullets and headings which make the work easier to read can be employed. An Executive Summary should not exceed 10 percent of the main work, and could be substantially less. Executive Summaries are required in all SEC Participants Tour Reports and the Concluding Seminars. They will also be required in research reports and other submissions to the government.

Every SEC Participant is assigned a supervisor to provide guidance in producing an individual research project. As highlighted above, the project is the primary responsibility of the Participant and should never be sub-contracted to the supervisor, or anyone else. The supervisor's role is to:

i) Guide in writing a good research proposal.

ii) Help the Participant make steady progress in writing a sound research project that meets the academic standards and requirements of the National Institute.

iii) Provide useful tips in the preparation for the oral defence as well as be in attendance to give moral support.

iv) Comply with general guidelines set by the Director of Studies on time lines for the submission of projects.

v) Ensure that corrections made during the oral defence are incorporated into the final work.

vi) Additional information on the responsibilities of supervisors and supervisees is provided in Section Eleven of this Style Manual.

Guidelines for Writing Senior Executive Course Individual Research Projects

5.3 Guidelines for Preliminary Pages
5.1.1 Certification Pages

The initial pages of SEC Project are the certification pages. They should be numbered and presented in an orderly fashion as indicated below.

A. Project Title and Cover Page

The title of the project on the cover page and title pages should be in upper case (capital letters) 20-points, Times New Roman. The author's name and other information on the cover and title pages should be in initial capitals only. Information required for the cover pages include: Title of project, author's name (without any title(s), SEC number and year, short title of the Institute (National Institute, Kuru) and month and year of submission (see example below).

**PENSION ADMINISTRATION AND THE
CHALLENGES OF THE TWENTY-FIRST CENTURY**

By
Chukwu Tanko Bot
Senior Executive Course 35, 2013
National Institute, Kuru
November, 2013

B. **Half Title**

Same as cover page except that the name of the Institute will be written in full (National Institute for Policy and Strategic Studies, Kuru)

C. **Full Title Page**

Same as the half title page, but with the following additional information:

**An Individual Research Project Submitted to the
National Institute for Policy and Strategic Studies,
Kuru, in partial fulfilment of the requirement for the
award of the Member of the National Institute (mni)**

This will be followed by month and year of submission. The spine bears the author's name, SEC, NIPSS and year of publication.

D. **Author's Profile**

Each Participant is required to provide a brief profile of himself/herself titled: "About the Author" (to be placed after Appendices).

ABOUT THE AUTHOR

John Agbo was born in 1962 in Eboya, Benue State where he received his primary and secondary education. After his B.Sc. (Political Science) at the Ahmadu Bello University, Zaria, he enlisted in the Nigerian Army in1987. He returns to the Army after his Senior Executive Course in NIPSS.

5.2 Guidelines for Writing Chapter One
5.2.1 Background to the Study

This section involves the writing of a brief overview of the setting of the study. The Background to the Study is a statement on the factors that contribute to the problem being investigated in the study, efforts made so far to address the problem and the strengths and/or weaknesses of such efforts.

The main task is to situate the concern of the study within the ongoing research dialogue. The major variables of interest to the study are to be captured and discussed coherently in such a way as to highlight the focus and arouse interest. The temptation to review literature here

should be resisted. The Background should be between two and three pages.

5.2.2 Statement of the Research Problem

Research begins with an "interest in something or an idea about it" (problematisation). A research problem, therefore, is a statement about an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice that point to the need for meaningful understanding and deliberate investigation.

Often times, a careful reading of existing/ available literature on the subject of research would assist the researcher to articulate his/her specific area of research interest in order to state his/her research problem in clear and precise terms. The research problem is neither a catalogue of new problems nor a repetition of those problems already discussed in the background to the study.

Rather, the statement of research problem may briefly synthesise the main argument in the study background in order to highlight a knowledge or policy practice gap that calls for research in the chosen topic. It seeks to provide answers to the following questions, among others:

1. What is happening in the area of study that arouses curiosity and makes the study necessary? What this implies is that the statement of the research problem should spell out the need/purpose of the study and the

focus of the problem that the researcher wants to address.

2. Why is it happening? This involves a description of the cause of the problem or the circumstances creating the problem.

3. What is done now to address the problem? This involves describing the approaches or steps taken towards solving the problem to date.

A clear presentation of answers to these questions would enable the researcher to avoid going over grounds already covered by earlier researchers. It would also enable the researcher to articulate his or her research questions and hypotheses in a clear and precise way. The statement of the research problem should not be more than 1½ pages.

5.2.3 Research Questions

A Research Question is an extension of a research problem. That is, a problem is a question requiring an answer. The goal of a Research Question is to formally state what it is that the researcher wants to better understand. It is important to note that the Research Questions are not the same as Hypotheses. However, for our purposes, after Research Questions, there is no need for Hypotheses. Both Research Questions and Hypotheses logically derive from the statement of the research problem. The research

questions, just like hypotheses, provide yardsticks for finding out why the identified research problems exist. They also help to provide clues to the solution of the research problems and hence assist the researcher to meet the objectives set out by him/her at the beginning of the research process. The research questions should not be too many; they should be between three and five.

5.2.4 Aim and Objectives

Having identified the research problem and questions, the researcher should then specify the aim and objectives of the study. These naturally also derive from the statement of the research problem. **Aim** specifies in broad terms what the researcher's goal is. On the other hand, **objectives** specify exactly what the researcher expects to achieve through the conduct of the research. Example: Let us assume that you are conducting a research on inter-religious conflict in Nigeria. The aim could be: At the end ofthe study, to produce enough facts and evidence to guide policy makers on what should be done to curb the incidence(s) of inter- religious conflicts in Nigeria. The objectives, on the other hand, would be the reformulation of the research questions in sentence forms. Thus, the objectives should correspond with the research questions and should be between three and five. They are guide posts to research activities and should be accounted for in Chapter Four.

5.2.5 Scope of the Study

Every study should have a clearly defined scope. The scope provides the justification of the study in terms of its thematic and geographic coverage. It usually also indicates the period to be covered in the study. It is important that the researcher states what he/she will not include so that the scope of the research is clearly defined.

5.2.6 Limitations of the Study

Limitations of the study have to do with constraints faced or shortcomings encountered by the researcher in the course of conducting the study. Such problems often tend to restrict the scope and coverage of the study but they should not be confused with the scope of the study. These may include limited finances available to the researcher to conduct field work or constraints of time to cover all grounds necessary to enrich the research effort or barriers faced by the author in accessing some information, and so on. Although the researcher could anticipate some limitations prior to conducting the research, the actual limitations would be encountered in the course of the research and should be reported at the end of the research. The researcher should also state the extent of accomplishing the objectives of the study despite the limitations.

5.2.7 Significance and Policy Relevance of the Study

In the light of the mandate of the National Institute, it is important that each researcher's effort should shed light on the policy implications of the research findings. This section is, therefore, meant to highlight the policy implications of the research findings. The section seeks to answer the question: How would the research results assist policy makers (government officials) and other stake-holders in their search towards turning Nigeria into a better society? It should not be numbered but presented in paragraphs.

5.2.8 Conceptual Clarifications

For all research manuscripts, a section setting out the conceptual framework of the study is required for the purpose of clarifying key concepts. The focus of the conceptual framework is to explain the various contested meanings and usages of the variables, and key concepts related to them, as used by scholars and practitioners. This section of the study must also demonstrate how the conceptualisation of variables in the relevant literature are important for a better understanding of the topic under study. It goes beyond definition of terms. It requires the elaboration of the concepts as propounded by well-knownauthorities.

5.2.9 **Theoretical Framework**

All research manuscripts should have a section on theoretical framework which demonstrate the foundation or structure upon which the study explores its hypotheses or research questions. It is important to be explicit about the theoretical framework used, most especially on who is credited with coming up with the original theory or theories (including notable people who modified or expanded on the theory). The researcher should make a clear-cut connection between the theoretical framework chosen and the topic being investigated.

A preliminary literature review of the study should be the basis for constructing the framework. Every research project is supposed to build on the body of knowledge that has preceded it with the aim of contributing new knowledge or information to the field. The theoretical framework, therefore, is what connects the proposed or ongoing research project to other related researches. It is a particular perspective which the researcher intends to take to examine the research problem.

5.2.10 **Hypothesis**

A hypothesis refers to "a tentative answer to a research problem, expressed in the form of a clearly stated relationship between the independent and dependent variables." Hypotheses are mostly used in quantitative research. While hypothesis is important, it is not imperative or

indispensable in research. It arises from an earlier thinking about a subject matter. It calls for an examination of available data in order to test an assumption, and establish the nature of relationship(s) between two or more variables. It is stated either in present tense or in the future tense. Hypotheses are generally declarative statements.

Examples:

1. If a prisoner learns a work skill while in jail, then he will not commit a crime when he is released.
2. There is a positive correlation between worker satisfaction and worker productivity.

5.2.11 Research Methodology

Part Three Section Nine of the Style Manual presents an overview of research methodology for academic research at the National Institute.

5.3 Guidelines for Writing Chapter Two

5.3.1 Literature Review

The Sections of the Literature Review should address the perspectives on the topic of the Project and will include identifiable gap(s). Research is carried out in the context of those who had earlier conducted similar or related research. Understanding the previous research on the topic will inform the development of one's own research by clarifying what one already knows about the topic and how one learned it. It is thus critical that the researcher

considers previous research carefully before proceeding with his/her own research. A literature review should address the following three questions:

1. What does previous research on related topics tell us about your topic?
2. How does your research project build on or depart from previous studies?
3. Why do you expect to obtain different (or similar) findings or reach different (or similar)conclusions?

The Literature review should be written as a discussion of the previous research in light of the above-stated objectives. A good approach to start is to organise the literature review by first explicating the organisation of the literature on the topic and then reviewing it thematically. The topics for review must address the major variables of concern to the study.

The chapter should end with a summary of literature reviewed in terms of major findings and existing knowledge gaps, methodology gaps, data gaps, evidence gaps, theoretical gaps, population gaps or other gaps to be filled. It should summarise and critically analyse the strengths and weaknesses of research on a topic or research question.

First collect and read earlier studies on the topic. The best literature reviews analyse the existing research by drawing conclusions about what parts of it are most valuable and important, and about how future research

could be conducted to have substantial influence on the field.

You are most likely to find the relevant literature in books, articles in scholarly or policy journals, or research papers. Nowadays there is much information on the internet but one has to be careful that data collected from the internet are from scholarly or peer reviewed journals or books. Newspaper or magazine articles have to be consulted with great care as some of their claims cannot be substantiated.

Just like most academic papers, literature reviews also must contain at least three basic elements: an introductory or background information section (preamble); the body of the review containing the discussion of sources; and, finally, a conclusion indicating gap(s) and the direction of one's own research.

i) *Preamble*
    Gives an overview of the topic of the literature review, and the central theme or organisational pattern.

ii) *Main Body*
    Contains a discussion of sources and should be organised thematically. The main body and conclusion of the Literature Review should be structured under the broad headings below. These headings should be sub-divided into thematic areas based on the topic.

a) *General Review*

General overview of literature on the research topic. It should address what previous research topics tell us about the issue-area. It could be further divided into thematic sub-sections to provide additional structure and flow in logical argument.

The general review of literature in the selected area of study should embark on the review of empirical studies that are related or similar to the study under investigation. The review should also be guided by the concept of 'inverted pyramid.' This means, the review should start from the global environment before taking cognisance of regional perspectives of the issue or object of study. This approach should subsequently be narrowed down to the consideration of the subject within the domestic environment or at more specific level. It should address in summary, what previous research topics tell us about the same issue, methods used in carrying out the research, their findings, conclusions, and recommendations.

b) *Specific Review*

This should address how the research project builds on or departs from previous studies bearing on the unit of analysis (e.g. States) of the research topic. As

with the General Review, the Specific Review could be sub-divided into thematic sub-sections.

The narrow end of the 'inverted pyramid' gives the picture of what the specific review of literature should entail. At this level, the review should dovetail into similar or related works done in the subject area within the domestic environment and specifically bearing in mind the unit of analysis (for instance, states, LGAs or organisations) if any. It should also address in a summary form how the current work builds on or departs from previous studies considered in the General Review.

c) *Conclusion (Gap in Literature)*
   Presents the findings from your review of literature so far. What are the gap(s)? Where is the direction of your own research? This is not limited to proffering new knowledge but inclusive of affirmation of, or variation to existing works. It should address existing gap in the literature on the issue-area of project topic as a basis for project justification.

5.4   Guidelines for Writing Chapter Three
5.4.1 Policy Context of the Study
The National Institute is more interested in policy research. This type of research adopts eithera descriptive, exploratory, explanatory or evaluative approach to present the empirical state of the world without making any

theoretical or causal claims. Examples of this type of research include government documents and some think-tank style of reports. Policy research may also include descriptions, analyses or assessments of events presented in news-papers, magazines, and other general-circulation and trade union publications. Policy research helps us to establish background facts, sequences of events, and provide examples of phenomenon.

This chapter should address the historical and policy context of the project, including the dynamics of the issues involved. The actual title of the Chapter and the Sections will depend on the nature of the theme or subject matter of the study.

5.5　Guidelines for Writing Chapter Four

This chapter shall be given an appropriate title in the context of the subject of the research study. For instance, if you are doing a study on NIPSS and Work-place Efficiency in the Twenty-first Century, the Chapter could be titled as follows: **NIPSS and Work-place Efficiency: Data Presentation and Analysis**. This is the body of the study where the researcher is expected to utilise the bulk of the data gathered to discuss the substantive issues of the research. Data include literature (content analysis) and fieldwork where applicable. Chapter Four usually focuses on two main issues: Data Presentation and Discussion (Analysis).

5.5.1 Data Presentation

Straight reporting of the results should be the focus of this chapter. Data Presentation should be organised in sections as appropriate. It is useful to present the results under headings corresponding to the research questions, hypotheses, or your objectives. That is, your discussion of the results should be systematic, providing a logical flow of information and linked to the research objectives/ questions. The raw data may not be all presented along with the results; rather they can appro-priately be placed in the appendix.

This chapter is the heart of the report and will consist of text, tables and/or figures, depending on the nature of the project. The way results are presented is important. For example, tables, charts, graphs and other figures should illustrate and illuminate the text. If they do not, then there is no point they take up space. And the text, which should be written after the results are prepared, should not merely repeat information in the tables and figures but should highlight significant aspects of the findings, so that all relevant facts are presented in a way that draws the reader's attention to what is important.

In qualitative studies, relevant quotations from inter-view and/or focus group discussion transcripts and/or documents should be presented to:

1. Support the researcher's narratives and claims before deductions are made.

2. Support or contrast analysis from quantitative data presented. This is called triangulation, where more than one method or source of data is used to corroborate research findings.

5.5.2 Discussion of Findings

The main task in this section is to "justify" the findings, especially in terms of whether they support or contradict earlier findings. After analysis, the researcher is expected to conclude the process by articulating the findings of the study. It is best to start this section with a restatement of the problem or purpose before discussing how the results affect the existing knowledge in the area of study. This should be in line with using the data analysed to answer the research questions earlier raised in the study or use the result of the hypothesis tested to discuss whether to accept or reject the Null hypothesis.

The discussion gives the researcher the opportunity to cite instances and facts to buttress the results of the research. In the case of a mixed-method research, the discussion of findings provides space to bring both qualitative and quantitative data analysed together to reach conclusions.

The discussion must be situated within the context of the existing knowledge or findings of previous studies in the chosen area. This again underscores the need to be thoroughly familiar with the literature related to the study.

Therefore, the researcher should refer back to secondary data in the literature review to indicate how his/her research findings support previous research or refute them in any way.

He/she must be able to offer probable reasons for the research findings. For example, if the findings contradict earlier ones, the reasons for this should be explained. And if the findings point to unanswered questions, these should be indicated. Drawing attention to these might be the researcher's own contribution to knowledge! In brief, the discussion is to bring all relevant data into play, and justify the reasons adduced for certain conditions.

5.5.3 Summary of Key Findings

This section should highlight and itemise the main findings that will form the basis for making recommendations and proffering implementation strategies. The summary should also include the implications of the findings as they relate to existing knowledge and the research questions or hypotheses. The summary should be concise, straight to the point and demonstrate critical thinking in drawing together the salient aspects of the discussion. The section could begin with a statement like, "From the findings of the study it emerged that:" or "The following (x) findings summarise the results of this study:" It is useful to align the summary of findings with the research questions or objectives for a systematic reporting of the research results.

5.6 Guidelines for Writing Chapter Five

5.6.1 Conclusion

Conclusion should summarise the salient points of the research. It should be short and clearly highlight what you believe to be the major components of the research. Explaining the contribution to knowledge should constitute the bulk of the conclusion. This is your opportunity to step back from the nitty-gritty of the research and consider its place in a broader context. In doing so, you may also indicate how your findings might help to achieve more policy goals. It is often wise to consider the strengths and weaknesses of the study—acknowledge where you succeeded in meeting your objectives and where you did not (no study succeeds in meeting every one of the author's goals).

5.6.2 Recommendations and Implementation Strategies.

Recommendations and implementation strategies are essential ingredients of policy research. They are the vital take-away for users of the research, be they policy makers, executors or investigators. It is important to pay attention to the following:

1. Recommendations must be precise, innovative and usable.
2. Recommendations must derive from the research findings and not the personal views of the researcher.

3. Implementation strategies should be practical and not only indicate how they should be carried out, but who should carry them out.
4. Where applicable, it would be useful if a time-frame for the implementation strategy is suggested.

5.6.3 **References and Appendices**

Section Three provides the format for the correct listing and arrangement of references. As stated, these should be placed at the end of the work and arranged alphabetically by surnames of authors. If there are appendices, they must be reflected on a separate page(s) immediately after the reference list.

A. *Notes*
1. *About the Author*: Note on the Author should be placed after appendices, if any (maximum of half a page).
2. *On the Sections of Chapters*: Apart from Chapter One, the number of the sections for subsequent Chapters depends on the nature of the subject under investigation.
3. *Length of Chapters*: It is recommended that Chapter One should be between 10 and 12 pages while the entire research project should be between 80 and 100 pages.

B. *Abstracts*

An abstract is a clear statement of the research problem, the rationale for carrying out the project, the objectives, methodology, and key findings and implications. A significant part should highlight the major findings and recommendations. It should also indicate any shortcomings of the study and suggest areas for further research. As a highly concise statement of a larger report, it has no place for verbose and repetitive expressions.

It is not another section for the summary and conclusions of a study, which is normally longer and is intended to elucidate concisely the issues, problems and recommendations. An abstract, therefore, should be written after all the other chapters or sections have been finalised. Very often, several drafts of the abstract may have to be written until a text is produced which accurately captures the essence and content of the study.

The abstract should not exceed one type-written page, in a single block paragraph, with no indentation, and single line spacing. The Abstract in a research project should be between 400-500 words. Except otherwise stated, all other abstracts should be between 150 and 200 words.

Guidelines for Writing Research Papers

6.1 Seminar Papers

A seminar paper fulfils two important functions. First, it reflects the author's development in the course for which it was written. It demonstrates the author's intellectual progress. Second, a seminar paper fits into the author's scholarly trajectory. However relevant to the individual's specialisation, it should generate ideas, skills, research, and questions that contribute to his or her overall scholarly project. Seminar papers should also demonstrate policy relevance with appropriate recommendations and implementation strategies.

6.1.1 Composition of Seminar Papers

All text composition rules enumerated under Section Two apply, except where otherwise stated, as in the following instances.

6.1.2 Title Page and Table of Contents

1. The title of the paper and the full names of the

authors should be indicated, centred in the middle of the title page;

2. The second page should contain the Table of Contents.

6.1.3 **Setting**

The following guidelines apply:

1. The manuscript should be set on 12-points font size, using Times New Roman typeface with line spacing of 1.5 lines.

2. The first line of a new paragraph should be indented 0.5 inches. However, no indentation is required after titles, figures, tables, lists or in the first line of a new page. There should also be no empty lines between paragraphs.

3. The total number of pages should not exceed 25pages.

6.1.4 **Figures, Tables and Appendices**

1. Figures, Tables and Appendices should be numbered consecutively.

2. Set legends below the figures, captions above the tables and appendices.

3. Legends and captions should be in boldface, set on 11-point font size and in single-linespacing.

6.1.5 Structure of Seminar Papers

The following elements may be adopted for seminar papers.

a) Background
b) Statement of the Research Problem
c) Literature Review
d) Methodology
e) Findings and Discussion
f) Policy Implications
g) Conclusion and Recommendations
h) References
i) Appendices (if any)

6.2 Monographs

Monographs are publications that are normally longer than journal articles but are not voluminous enough to be published as books. In most cases, Monographs may be public lectures or the result of some research works.

Each manuscript must seek to promote a clear appreciation and understanding of the complex interchange between problems of the society and public policy. Thus, while theoretical and conceptual debates are encouraged, authors are expected to proffer policy recommendations with possible implementation strategies.

6.2.1 General Guidelines for Monographs

Authors are encouraged to avoid unnecessary acade-

mic jargon but write in straightforward language without compromising logic and standards. While preparing manuscripts for submission, authors must adhere to the following guidelines:

1. Manuscript submitted for publication must not have been previously published, neither should it be under simultaneous review elsewhere.
2. Manuscripts for publication should be typed double spaced on A4-sized paper, leaving two margins on the top, bottom and on both sides of the page.
3. Monographs should be between 10,000 and 12,000 words in length.
4. Each manuscript should have a detachable cover page including title, full names and addresses of the author(s), telephone numbers and email addresses. The first page of the essay should carry the title but without the authors' details.
5. All authors cited must be integrated into the text and documented in references at the end of the manuscript in conformity with the NIPSS Style Manual. For details, see the Section on References.
6. Two hard copies of the manuscript as well as an electronic copy in MS Word, 12-point font size and Times New Roman typeface should be submitted to the following address:

The Institute Editor
National Institute for Policy and Strategic
Studies (NIPSS), Kuru
P.M.B 2024, Bukuru, Jos,
Plateau State, Nigeria.
Email:
publications@nipsskuru.gov.ng
info@nippskuru.gov.ng
Website: www.nipsskuru.gov.ng

Guidelines for Writing
Policy Papers and Policy Briefs

7.1   Introduction

Policy makers have the onerous duty of making a myriad of critical decisions on multiple, and often complex issues on a continuous basis. The sheer volume of knowledge and information required for this task is daunting, to say the least. Usually, policy makers and their staff do not have the time to carry out research or obtain all information they need. It is essential, therefore, that policy makers have access to accurate, insightful, timely and relevant information presented in a manner that is user-friendly and able to assist them in their formidable decision-making roles and responsibilities. This is the primary function of policy papers and briefs. Thus, their language and style should be simple, straightforward, devoid of unnecessary jargon and easy to understand.

The guidelines below provide an outline describing basic features and useful tips on writing a policy paper and a policy brief. These guidelines supplement Section Six of the NIPSS Style Manual. Unlike other NIPSS SEC academic

assignments, which end with 'Recommendations and Implementation Strategies', a policy paper and policy brief end with a 'Conclusion'. Please note that the Policy Brief need not contain implementation strategies. All other matters relating to the formatting of academic assignments, including font type/size, line spacing, headings, labelling and grammatical rules are to be applied as specified in the Style Manual. The only exception is for the Policy Brief, which is to be done in single spacing.

7.2   Policy Paper
7.2.1 What is a Policy Paper?

A policy paper is "a research piece focusing on a specific policy issue that provides clear recommendations for policy makers" (Scotten, 2011). Its primary purpose is to provide empirical, and therefore credible, evidence in relation to a new or existing policy issue, and thereby promote effective decision-making. Personal experience and opinion are out of place in a policy paper. In addition, it is not a historical analysis. Hence, the subject matter and supporting data must be current and forward looking.

7.2.2 Uses of Policy Papers/Briefs

Policy papers/briefs serve as a persuasive advocacy tool to bring a social problem to the attention of policy actors, shape their perception of the problem and give them workable solutions. The overarching purpose is to bring about a desired change in a given policy issue-area.

7.2.3 Basic Structure and Contents of a Policy Paper

A policy paper could have diverse lengths and formats depending on peculiarities of the policy area, subject matter, and target audience. For the purposes of NIPSS assignments, the policy paper should be between 25-30 pages and formatted in double spacing. The basic structure outlined below conforms to the requirements of a policy paper tailored to public sector policy actors.

1. **Executive Summary**: This is the most important component of the policy paper, as it could serve as a stand alone in the event that the policy actor does not read the entire document. The Executive Summary should be approximately10 per cent of the total document size, and no more. It consists of the study aim (or purpose) and objectives, brief problem statement and rationale, key findings, selected policy option and key recommendations.

2. **Background**: Provide a brief historical context that demonstrates precisely how and why your policy paper is important and worthy of the attention of busy policy makers. Include a clear statement on the aim and target audience of the policy paper.

3. **Methodology**: Briefly state and explain the research approaches and methods you used to generate data and arrive at your findings.

4. **Literature Review**: Briefly discuss the main ideas and arguments in the literature on the policy issue. Describe common and contrasting thinking including controversial ideas that influence policy intervention. State how your research contributes to and bridges the gap in existing knowledge.

5. **Policy Context**: Describe the status quo with regard to the identified policy issue in terms of extant policy and current policy interventions. Conduct a SWOT analysis to identify internal strengths and weaknesses of existing policy as well as highlight opportunities for growth/change and threats to successful implementation. State reasons why they are not working. Bear in mind that strengths and weaknesses reflect internal conditions, while opportunities and threats depict external conditions. Similarly, strengths and opportunities reveal positive factors; weaknesses and threats cover negative factors in the policy context. See sample SWOT grid in Table 7.1 below.

Table 1: Sample SWOT Analysis Grid

	Helpful	Harmful
Internal Factors	STRENGTHS	WEAKNESSES
External Factors	OPPORTUNITIES	THREATS

6. **Analysis of Findings (Evidence)**: Present your findings in a logically flowing and systematic way. These should be organised around on sub-topics within the policy issue being discussed under relevant sub-headings and in a logical flow sequence. To facilitate the process of arriving at evidence- based findings the researcher should use case studies to buttress facts and trends depicted by presented data. Findings are more compelling when presented alongside case studies. After each case study list lessons learnt. This section is likely to reveal different options or action steps that policy makers could take.

7. **Policy Options**: It is now time to identify and discuss the different policy options, as well as their pros and cons, before arriving at a final suggested course of action (i.e. a single policy option). Before writing this section, conduct a PESTELS analysis of the policy environment. This is to determine the feasibility of the different policy options arising from the evidence presented and analysed. The results of the PESTEL analysis should then be compiled on a Feasibility Options Chart (FOC) in terms of the relative advantages (+), relative disadvantages(-) or equili-brium (+/-) listed under a column for each of the elements of the PESTEL. See a sample the FOC in Table 7.2 below on the policy issue: Addressing Farmers'/

Herders' Crises in Nigeria. The Table indicates that privately-funded ranching would be the most viable solution.

Table 2: Feasibility Options Chat

Options							
PO1: Expand Grazing routes	-	-	+/-	+/-	-	-	-
PO2: Public funded ranching	+	-	+	-	+/-	+/-	+
PO3: Privately-funded ranching	+	+	+/-	+	+/-	+/-	-
Criteria	Political	Economic	Social	Technological	Environmental	Legal	Security

*Note: This is a sample only. + more advantages than disadvantages; - more disadvantages than advantages; +/-equilibrium means the advantages and disadvantages are fairly even.

8. **Conclusion**: Provide logical deductions emerging from the findings by stating their implications, which would call for the recommendations you will make in the next section. Focus your concluding remarks mainly on the policy problem, especially as they relate to your selected Policy Option.

9. **Recommendations and Implementation Strategies**: Select the most viable policy option as revealed by the

FOC. Proceed to make recommendations regarding how the chosen policy option is to be taken up by the target audience. Each recommendation must be followed by actions (implementation strategies) required, paying attention to practical steps and time lines. Recommendations should be realistic and derive from the findings.

10 **References**: See section on References in the NIPSS Style Manual.

11 **Appendices**: This is where to place research instruments (e.g. questionnaire, interview schedule, focus group discussion guide, content analysis matrix etc.). You may also include any additional charts, tables, graphs, diagrams to those already in the main document.

7.3 **Policy Brief**

A policy brief is a concise, data-rich write up that summarises available evidence on a specific policy issue in order to aid decision-making. Often, a policy brief is a highly condensed and abridged policy paper that distils key findings, policy options and recommendations from the main paper.

A Policy Brief is commonly used as an advocacy and policy-making tool. Usually a public document, it commu-

nicates information to policy makers and advocates a certain course of action. A policy brief needs to be persuasive and evidence-based, and creatively structured to attract the attention of the target audience. It can be a powerful way of contributing to policy debates and influencing the policy-making process. Thus, the content must be tailored to achieve a specific goal, suit the appropriate audience and titled accordingly.

A policy brief should be between 10-12 single spaced pages. It is important that the policy brief is not exclusively text based. Rather, figures (charts, graphs, or diagrams) and tables are a useful way to present evidence in a way that captures the attention of the target audience. The basic structure consists of some of the same elements in the policy paper, except that with the policy brief, recommendations come before conclusion.

7.3.1 Features of a Standard Policy Brief

A Policy Brief should seek to strike a balance between a convincing problem description, which highlights the relevance of the topic and an analytical section explaining options and recommendations with implementation strategies from the author's point of view. To achieve this, a Policy Brief should have the following features:
1. Problem solving and policy-oriented
2. Analysis-driven
3. Evidence-based

4. Appealing layout, and
5. Viable policy recommendations and implementation strategies.

7.3.2. **Structure and Content of a Policy Brief**

A good Policy Brief requires clear and convincing structure. Below are guidelines for the structure and content of a standard policy brief.

Author(s)/Issuing Organisation

Author(s) should either use the real name of the issuing organisation (e.g. "National Institute for Policy and Strategic Studies") or give a list or short description of the types of organisations that could find the Policy Brief useful. For example, "Human Rights Watch", "International Crisis Group" etc. In addition, an author or joint authors' names may be provided on the cover pages, as well as for citation and referencing purposes.

Title

Policy Brief titles should be kept as short as possible, so as not to lose the attention of the readers; 10 words or 20 at most, is the common rule of thumb. The title must be catchy, provocatively attractive and memorable so as to stick in the mind of the reader.

Specifically, the Policy Brief may have the following content:

a) *Executive Summary*: The one-page Executive Summary should state what the problem is, and why it is important and urgent to address it. It should also itemise key findings, briefly describe policy options and outline recommendations related to the selected policy option (without implementation strategies). End it with a compelling conclusion.

b) *Introduction or Background*: The introduction of the Policy Brief should describe the problem that requires attention by policy makers. It also offers, in few sentences, suggested responses to the issues raised; that is, the preferred policy. The introductory section should summarise the key points of the Policy Brief.

c) *Policy Context and Implications*: Provide a clear statement of the problem in relation to the chosen policy issue. State what the root and immediate causes of the problem are and why policy intervention is important and urgent. What are the implications (costs/consequences) if the issue is not addressed.

d) *Key Findings*: Briefly state your findings in descending order of priority, beginning with the

most important.

e) *Policy Options*: The main part of the Policy Brief should contain an analysis of the issue being addressed. Author(s) should point out which policies are the most appropriate to solve the problem under consideration. Arguments should be marshalled out persuasively with strong evidence against opposing and contradictory views and findings, where necessary. The brief should present an in-depth analysis aimed at identifying why the proposed policy is the most viable option.

f) *Conclusion*: This section should summarise the key issues under consideration here. The Policy Brief should be concluded with a demonstration to the readers that response is logical, relevant and contemporaneous. The writer should provide a succinct but persuasive conclusion based on the argument advanced in the policy brief.

g) *Recommendations*: Make recommendations regarding how the chosen policy option is to be taken up by the target audience.

h) *Implementation Strategies*: Include implementation strategies which provide clear directions to follow, specific steps to be taken and actions that need to be

carried out, including clear time lines and the person(s) or institutions expected to implement the recommendation. Please note that for each recommendation, there may be more than one implementation strategy.

i) *References*: Provide a brief list of sources referred to or cited in the brief.

j) *Appendices*: In some cases a policy brief could contain an appendix consisting of vital additional information or data.

7.4   **Conclusion**

A policy paper or a policy brief should focus on solving a specific problem through suggested policy recommendations that are rooted in evidence. Writing a policy brief is a rigorous process that requires adequate research to provide a rich knowledge base from which to generate logical arguments and actionable recommendations. The layout should be attractive with visually presented data to capture the attention of the target audience. If done properly, a policy paper or brief could have far-reaching impact on policy making, in particular, and society in general.

Guidelines for Writing Journal Articles

8.1   The Nigerian Journal of Policy and Strategy

The Nigerian Journal of Policy and Strategy is published by the National Institute. The journal seeks to promote a deeper understanding of the complex problems of public policy and strategy in the context of rapid socio-political changes on the Nigerian, African and world scenes. It seeks to provide a forum for dialogue and exchange of ideas among scholars, educators, policy makers, administrators, security experts and men and women of affairs through the scientific analysis of issues. The journal welcomes contributions from a wide range of disciplines, especially as they relate to Nigeria's policy and strategic interests, including:

a) Politics and Society
b) Economics
c) Foreign Affairs
d) Science and Technology
e) Environment
f)   Law

g) Religion, Ethnicity and the State

h) Culture, Literature and Media

i) Gender and Development

j) Defence and Security

8.2   **Notes to Contributors**

8.2.1 **Preparing the Manuscript**

Author of manuscripts for consideration should pay attention to the following:

1. Manuscripts submitted for publication must not be previously published; neither should they be under simultaneous review elsewhere.

2. While theoretical and conceptual debates are encouraged, authors are expected to suggest policy and strategy outcomes from these as well as provide options for implementation.

3. Papers for publication should be typed double spaced on A4 size paper, leaving 2 margins on the top, bottom and on both sides of the page. The length of the manuscript should not be less than 7000 words including an Abstract of not more than 200words.

4. Each manuscript should have a detachable cover page indicating the title, full names and institutional affiliation of the author(s), including telephone numbers and

email addresses. The first page of the manuscript should carry the title but without author's details. Two hard copies of the manuscript as well as electronic copy in MS Word, 12-point font size and Times New Roman typeface, should be submitted to the Editor.

8.2.2 Tables, Charts, Diagrams and Graphs

All tables should be clearly indicated where they fit in the text. Tables should be numbered consecutively. Charts, diagrams, graphs and other figures should be professionally prepared and submitted in camera-ready forms. They should be labelled in compliance with guidelines set out in Section Three of this Style Manual.

8.2.3 Style and Language

Authors should avoid unnecessary academic jargon but write in straightforward language while not compromising logic, rigorous analysis and professional standards.

8.2.4 Referencing

All references should be listed alphabetically at the end-of the article. All authors actually cited should be integrated into the text and documented in References at the end of the article in conformity with the provisions of this NIPSS Style Manual on referencing.

Example:
It has been observed that since the return of democracy in Nigeria in 1999, too many ethnic conflicts have occurred (Egwu 2001:25).

8.3   **Peer Review Policy**

The National Institute operates a double-blind peer review policy. All manuscripts are peer-reviewed and rigorously assessed based on:

a) Importance of the subject matter
b) Originality of the approach
c) Soundness of scholarship
d) Contribution to knowledge
e) Clarity of the organisation
f) Strength of the argument, and
g) Lucidity of writing style

All manuscripts should be accompanied by a formal letter addressed to:

The Editor
Nigerian Journal of Policy and Strategy,
National Institute for Policy and Strategic
Studies, Kuru. PMB 2024, Bukuru
Plateau State, Nigeria
Email: journal@nipsskuru.gov.ng

Guidelines for the Writing and Production of Books

9.1   Basic Criteria for Publishing a Book

Books could emanate from scholarly work conducted in an area of specialisation, or from the synthesis of well-researched topical seminar/ conference papers. Ordina-rily, a book should have at least 100 pages and subject to peer review by at least three experts in the subject matter. It could be single or co-authored, or an edited volume. Books must demonstrate evident contribution to know-ledge as well as clear policy significance.

9.2   Book Make-up or Structure

A book generally consists of three major divisions:
1. The front matter or preliminaries,
2. The text or main body, and
3. The back matter or end matter

Below is the traditional order for the divisions which should be followed as much as possible. Not all books must contain all items, but it is important to follow the order even when only the minimum is required.

9.2.1 **Preliminaries (Front Matter)**

Front matter pages are usually numbered with lowercase roman numerals. In some books, however, Arabic numbering begins with the first page (half title) and continues straight through the books. This may be useful where the preliminaries are very long or in other cases as may be determined by the publisher. It should be noted that each page is counted although no folio (page number) is expressed (printed) on display pages (half title, title, copyright, dedication, epigraph) or blank pages.

The half title - - - - - - - - - - - i
Blank or series or list of contributors or frontis
    piece - - - - - - - - - - ii
Title page - - - - - - - - - - iii
The Imprint or Copyright Notice - - - - - iv
Dedication - - - - - - - - - - v
Blank - - - - - - - - - vi
Table of Contents - - - - - - - - - vii
(List of) Illustrations (where applicable) - - recto
(List of) Tables (where applicable) - - recto
Abbreviations - - - - - - - - - recto
Acknowledgments - - - - - - - - recto
Foreword - - - - - - - - - recto
Preface - - - - - - - - - recto
Introduction (if not part of text) - - - - recto

9.2.2 **Text (Main Body)**

The opening page of each chapter in the book carries a drop folio (or none). This applies also to the opening of each section in the back matter. A recto page is a right-hand page while a verso page is a left-hand page. Rectofolios are odd numbers; versofolios, even numbers. The first text page could be the Introduction or Chapter One. The main body of the book should be as follows:

First text page - (Introduction or Chapter one)   -   1
OR
First part title   -   1
Blank   -   2
First text page   -   3

9.2.3 **Back Matter**

Notes (endnotes/notes on contributors -   -   recto
References/Bibliography -   -   -   -   -   -   recto
Glossary   -   -   -   -   -   -   recto
Index(ices)   -   -   -   -   -   -   recto
Appendix(ices)   -   -   -   -   -   -   recto

| *PART THREE*
RESEARCH METHODOLOGY
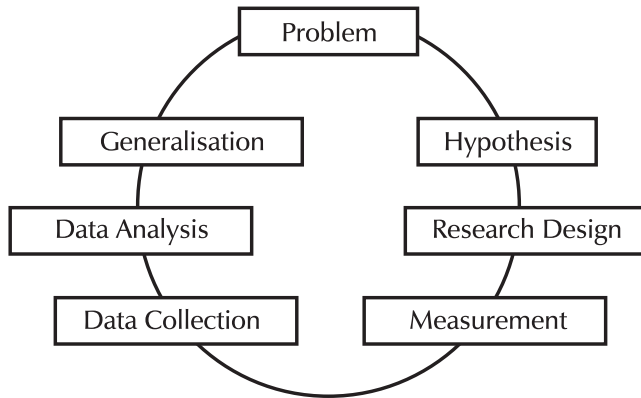
Research Methodology

10.1 Understanding Research Methodology

Where required, manuscripts should have a methodology section that describes how the study was scientifically done. This entails a description of the logical and systematic steps adopted in the research process to solve the research problem. Research methodology requires strict adherence to the principles and procedures of social scientific inquiry in order to produce reliable, valid, replicable and objective results. It is important to remember that research is either driven by theory or generates it. Research is generally categorised as follows: descriptive or analytical, basic or applied, qualitative or quantitative, conceptual or empirical.

Research Methodology is the key to the application of scientific procedures to the study, investigation and documentation of social and physical phenomena. This scientific procedure has been generally defined as the "system-atic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among various phenomena" (Kerlinger, 1964:

13). As Mary Kweit and Robert Kweit (1981:6-7) explain: to become a good researcher, "we think you should keep in mind two very simple but very important guidelines":

a) The first guideline is that the most important part of any research project is to THINK thoroughly and precisely about the question you will be investigating. Research is simply the process we use to gather evidence to answer questions which interest us.

b) A second guideline to keep in mind is that the knowledge and understanding which researchers claim to give us must be supported by evidence. In scientific research, two kinds of evidence must be cited to verify knowledge and understanding. First, researchers should demonstrate to us that the findings 'make sense.' The other kind of evidence is empirical. Researchers must demonstrate that which they claim can actually be observed. The research process starts with topic formulation.

Source: Nachmias, C., and Nachmias D. (1996:20)
Research Methods in Social Sciences. London: Hodder

10.2   Elements of Research Methodology

Research methodology should cover:

1. Research strategy
2. Research design
3. Sample population and sampling technique
4. Methods of data collection
5. Methods of data analysis.

10.2.1 Research Strategy

Research strategy signifies "the general orientation to the conduct of social research" (Bryman, 2004:19). It is an overarching term for classifying social research under two broad approaches: quantitative and qualitative. A quantitative research strategy is deductive because it entails the testing of theory or a hypothesis (es). It involves quantifi-

cation or use of numeric/statistical measurement in data collection and analysis. It relies on the objective observation of a randomly selected and representative sample to produce findings that are generalisable to a wider population.

A qualitative research strategy emphasises the use of words or narratives to interpret social phenomena. It emphasises hidden meanings and underlying structures in the construction of the social world over statistical measurement. Qualitative research is more focussed on the generation of theory, though it may have a theoretical point of departure. In this regard, it tends to be inductive.

It is possible to mix quantitative and qualitative approaches in a research project. A combined research strategy is useful for studying contexts and issues that need both measurement and interpretation.

10.2.2 Research Design

This is a conceptual structure or plan within which research is to be conducted. It is the "scheme that guides the process of collecting, analysing, and interpreting data generated from a given study population through a sampling technique. It is a logical model of proof that allows the making of valid causal inferences." Research designs differ depending on the nature of the study and the limitations of the researcher. Every research manuscript should have a section on research design that serves as a

blueprint for describing how it was conducted. The design should explain the various decisions or choices made in regards to data collection, organisation and analysis. It should also contain sufficient information of the approaches chosen to address the research questions. The design should cover:

1. The type of research design applied (e.g. experimental, cross-sectional, etc.)
2. The purpose of selecting the type of research design in relation to the research questions
3. How the design will be deployed to determine the relationship(s) between variables.

The five main types of research design, which depend on, and reflect the purpose and focus of the study, are described below:

A. *Experimental Design*
A study carried out as a controlled experiment in a laboratory or a field experiment in natural setting (e.g. classroom or organisation) in order to determine what changes occur. The experimental design deliberately applies treatments (manipulates) the subject(s) under investigation to examine the relationship between variables. It may be adapted for evaluation research to determine the impact of a policy or social intervention.

B. **Cross-sectional Design**

This involves the collection of data on several cases and within a specific time frame in order to obtain measurable or interpretable data on two or more variables. The data are then examined to detect relationships and variations between them.

C. **Longitudinal Design**

This refers to a study in which a sample is surveyed and then surveyed again on at least one more occasion. The length of time as well as the high cost of doing a longitudinal study make it quite a less adopted form of research design. There are two main types:

1. *Panel*: data is collected from different types of case (e.g. people, households, organisations, communities, etc.).

2. *Cohort*: data is collected from a single case sharing the same characteristics, e.g. born or employed at same time.

D. **Case Study Design**

A case study design entails the detailed and intensive study of a single case where a case could refer to a single: person, family, organisation, community, or event. The researcher analyses the case in depth to discover and explain the nature, dimension and complexity of a case. A distinguishing feature of the

case study design is that the object of interest is the case in itself and not just a social phenomenon. The case study could be used to reveal, critique, exemplify or draw attention to a unique entity or setting.

E. *Comparative Design*

In this research design, two or more cases or situations are contrasted in order to investigate a particular social issue or phenomenon. In qualitative research, comparative design takes the form of a multiple case study where two or more cases are examined in depth to identify patterns of association.

10.2.3 Sampling

Sampling refers to the process and techniques for selecting the cases or units of analysis that will be studied the research. These could be people, organisations, communities or other entities. It should delineate:

1. The population of interest for the study;
2. The characteristics of the members of the population so that the reader may understand the applicability of the research findings;
3. The sampling technique used for selecting the sample, with rationale. A quantitative research strategy requires probability sampling techniques, while a qualitative strategy uses non- probability sampling.
4. The size of the sample (and rationale for selecting the

size), which should be representative of the larger population

10.2.4 Methods of Data Collection

The test of hypothesis to ascertain whether the relationship postulated actually does exist depends critically on data collection. Data collection is a systematic process of obtaining or gathering appropriate facts and observation for the purpose of drawing conclusions on research problem. This requires a decision on:

1. What data and how much data to collect
2. What methods to use
3. Which instruments to use
4. What or who should be the sources of data.

There are four main methods of data collection:

A. *Archival Research*

This involves the collection and examination of secondary data gathered from official documents, records, and other paraphernalia, of state or non-state entities. It is also referred to as documentary analysis.

B. *Observation*

This is a systematic data collection approach using a check list, record sheet, field notes or technical equipment (e.g. a camera, laboratory tools) to collect information and document findings. Researchers

observe people in controlled or natural settings, or naturally occurring situations. There are two types of observation in data collection: participant and non-participant observation. In qualitative research this is referred to as the ethnographic method. It involves the researcher embedding himself or herself in the research site for a significant period of time.

C. *Survey Method*

In survey research, the researcher selects a sample of respondents from a population and uses an appropriate instrument to collect. In a quantitative study a standar-dised, questionnaire, is administered or structured interview conducted. Both consist of mainly close-ended questions. The survey instrument can be a written document that is completed by the person being surveyed, an online questionnaire, a face-to-face interview, or a telephone interview. A qualitative research strategy would use an open- ended semi-structured interview schedule or focus group guide to obtain data.

D. *Simulation*

This method involves acting out or mimicking an actual or probable real life condition, event, or situation to find a cause of a past occurrence (such as an accident), or to forecast future effects (outcomes) of assumed

circumstances or factors. When applied to the study of research design, simulations can serve as a suitable substitute for constructing and understanding field research. A simulation may be performed through:
1. Solving a set of equations (a mathematical model),
2. Constructing a physical (scale)model,
3. Staged rehearsal,
4. Game (such as war games), or a computer graphics model (such as an animated flowchart).

10.2.5 Methods of Data Analysis

This is the stage where the researcher makes meaning out of the data collected. It provides the opportunity to either answer the research questions raised earlier or test the hypothesis. It is the processing of the raw data from the field into a readable and understandable form known as information and is generally divided into three components: data presentation, analysis and interpretation. Data analysis can be broadly divided into two: quantitative and qualitative analysis.

A. *Quantitative Analysis*
   In line with research design, the data gathered through a quantitative strategy are presented through different means. Quantitative data are generally measurable and are therefore in statistical form. The presentation could be through descriptive or inferential statistics.

For analysis using research questions, descriptive statistics may be enough, whereas, for test of hypothesis, the researcher inferential statistics is more appropriate.

I. *Descriptive Presentation and Analysis*
    This includes the use of histogram, polygon, frequency tables, graphs, charts, curves, etc. All these help in reducing the data to a more meaningful form for easy analysis. Many researchers often stop at this level. However, the analysis is not complete if the data presented are not analysed and interpreted. Thus, the first stage is the presentation, the next is analysis and interpretation. Analysis comes when the meaning of frequencies presentation is brought out. This does not imply the mere repetition of data presented in tables and charts without deductions as to their implication(s). Descriptive analysis has three forms of measurement namely:
    1. *Measure of Central Tendency*: which makes use of mean, median and mode.
    2. *Measure of Variability (Dispersion)*: which involves Range, Variance and Central Standard Deviation.
    3. *Measure of Association*: involving correlation and regression.

II. *Inferential Presentation and Analysis*

Presentation and analysis of inferential statistics goes beyond descriptive. It involves testing of hypothesis and empirically measuring the significant impact or levels of relationships. It uses other elements like the:

1. t-Test
2. Chi Square Test
3. Mann-Whitney U test
4. z-Test
5. Correlation

B. *Qualitative Analysis*

Qualitative data can come in different forms. They "may be text-based, as in notes, transcripts, and other written materials, or they may be from audio or visual resources, such as recordings, pictures, or video" Aryetal (2010:480). They may also come in the form of notes, interview transcripts, minutes of meetings, diaries, and journals.

Presenting and analysing qualitative data may be cumbersome and demand some creativity in approach. Qualitative data, more often than not, are not amenable to measurement; they may not be reduced to figures and put in tables. Nevertheless, they provide the opportunity to explain and understand the phenomenon under study, particularly if they have to do with

values that must be interpreted. There are three principal steps in analysing qualitative data. These are discussed below.

I. *Sorting and Categorisation*
    Read transcribed manuscripts several times and note units of categorisation in form of repeated or uncommon words, phrases, sentences, subjects, ways of thinking, behavioural patterns, events and issues that seem important.

II. *Reducing and Coding*
    Arrange the data in a chronological order of how they occurred in the course of investigation. Create a coding index under which to group concepts and themes to be used in the analytical process. It could be cumbersome and time consuming, and nowadays there are software packages to assist. Nevertheless, the researcher must be able to discern the trends in the data and bring out the basic themes and patterns.

    Although qualitative data may not be quantifiable and, therefore, may not be easily generalisable, the use of quotes can add a lot of credibility to the analysis. A researcher must be on the lookout for extraordinary, exceptional or stand-out comments that may give direction to sound analysis. For

effective qualitative data presentation, analysis and interpretation, researchers must observe the dos and don'ts of qualitative analysis (see Research Textbooks for details).

III. *Explaining and Interpreting*
This is a data analysis technique used to make replicable and valid inferences by interpreting coded textual material. It involves systematically evaluating texts (e.g., documents, oral communication, and graphics).

Please note that the brief note on research methodology is obviously not exhaustive. Participants should read it in conjunction with the lectures on research methodology. The most essential aspect remains the employment of appropriate research design, instruments or tools of data analysis and interpretation as indicated above.

10.3   Other Important Issues in Research Methodology
10.3.1 Variables
A variable is a characteristic or case under study that is subject to change and can be assigned value. There are two main types of variables: independent and dependent. The **independent variable** is manipulated or treated to determine its effect or impact on the **dependent variable**. For

example, in the topic: "Community Policing and Crime Prevention in Kaduna State", 'community policing' is the independent variable, while 'crime prevention' is the dependent variable.

Other common classifications of variables are nominal, ordinal, interval and ratio. See literature/lectures notes on research methodology for further details.

10.3.2 Measurement

Measurement refers to the "assignment of numerals or numbers to objects, events, or variables according to rules". For instance, a researcher may wish to determine whether Nigeria is a democracy or not. He/she will first have to develop operational indicators of democracy (e.g. free and fair election, freedom of speech, rule of Law, etc.). The indicators will form the basis for scoring Nigeria on a Likert Scale $(1 - 5)$, or on the basis of normative qualitative criteria, compared with different democratic systems.

10.3   Methodology in Policy Research

Policy research belongs to the field of applied social research. It is distinct from pure or basic research in that it studies social phenomena or problems with a view to finding viable solutions. Policy research is tailored to the needs of a target audience be it policy makers, executors, end-users or other interest groups or stakeholders. Policy research results dovetail into a set of policy recommenda-

tions and implementation strategies.

The methodology described above also applies to policy research. However, in policy research, policy analysis, evaluation or assessment are typical areas of interest, in addition to the social phenomena that produce policy decisions. A basic and vital element in policy research methodology is the literature scanning of the policy subject area and institutional context in which the research is to be situated. This will enable the researcher to select an appropriate research strategy, design and methods.

Ethical Guidelines for Project Supervision in the National Institute

11.1 Preamble

The following members of staff of the National Institute are qualified to supervise Individual Research Projects: (a)All members of Directing Staff; (b) Fellows from the Directorate of Research not below the rank of Senior Fellow; (c) Members of Academic Staff from the National Institute Library not below the rank of Senior Librarian and who must have obtained a PhD degree from a recognised University; (d) Any other member of staff of the National Institute who has a PhD in any relevant field and who is not below the rank of Fellow I or equivalent in any department may, at the discretion of the Director of Studies, be involved in project supervision, where there are no available qualified supervisors as contained in paragraphs (a)-(c) above.

11.2 General Guidelines in Supervision

i)   Supervision should focus mainly on the profes-sionalism of the supervisee, rather than personal issues.

ii)   Supervisees must not be discriminated against based on ethnicity, socio-economic status, religion, gender and age.

iii)   The supervisor/supervisee must not indulge in any action that may impede effective supervision.

iv)   The supervisor should promote independent thinking, self-exploration, problem solving and confidence of the supervisee.

v)   The supervisor and the supervisee must guarantee adequate referencing of materials used and ensure protection of intellectual properties at all times.

vi)   The Supervisor and supervisee must avoid conflict of interest (when a person has a vested interest in the matter, issue or person being studied) that may impact negatively on thework.

vii)   A Supervisor must not solicit or collect gratification from a supervisee in the course of supervision.

viii)   Any form of sexual intimacy between the Supervisor and Supervisee is inappropriate and unethical and must be avoided.

ix)   A Supervisor should provide feedback on the work as at when due.

x)   The supervisor and supervisee should maintain the standard expected of a project in the National Institute by adhering to the NIPSS style manual.

xi)   Where there is fundamental difference on a certain position between the supervisor and supervisee that

will affect the outcome of the work, the matter should be referred to the committee on Ethics and Plagiarism by either party.

xii) A supervisor or supervisee must not indulge in any action that may impede effective supervision.

11.3 Preliminary Activities

At the committee work, the supervisor and the supervisee are to reach agreement on:

a) The topic
b) Mode of supervision - meeting time, timelines, submission mode (physical presentation), online or offline and documentation of progress
c) Writing style - authenticity, independence, attribution, referencing, originality, use of research assistant
d) Research methodology in line with NIPSS style manual.

11.4 Responsibilities of the Supervisor

All Supervisors of Senior Executive Course Participants Individual Research Projects are expected to:

a) Avail the Participants with a copy of the Progress Tracking Form issued by the Committee on Ethics and ensure that the Participant is guided to complete the form appropriately.
b) Guide the Participant in writing a good research proposal.
c) Help the Participant make steady progress in writing a

good research project that meets the academic standards and requirements of the National Institute.

d) Ensure the Participant completes and submits a copy of Chapters 1-3 of the project before the end of Term One for conduct of plagiarism test by the Committee on Ethics.

e) Comply with general guidelines set by the Directorate of Studies on timelines for the submission ofprojects.

f) Report any cases of non-compliance to stipulated timelines by the Participant to the Director of Studies and the Committee on Ethics.

g) Provide useful tips to the Participant in the preparation for the oral defence as well as be in attendance during the defence to give moral support.

h) Ensure that corrections made during the oral defence are incorporated into the final work to be submitted by the Participant.

i) Ensure maintenance of very high ethical standards while relating with the Participant throughout the duration of the research work.

A supervisor should:

i) Have competence in area of study.

ii) Discuss the best method for effective supervision with the supervisee.

iii) Determine the area(s) the supervisee may need help.

iv) Ensure originality and authenticity of the study.

v) Draw supervisee's attention to ethical issues.

vi) Treat supervisee with respect.

vii) Provide timely and useful feedback.

viii) Ensure confidentiality of the data and information from the supervisee.

ix) Understand all appropriate regulations of supervision.

x) Employ flexibility in approach to supervision, without compromising standard.

xi) Be mindful of the health of the supervisee.

xii) Document supervision activities.

xiii) Serve as a mentor to the supervisee.

A supervisor should not:

a) Be exploitative or harmful to the supervisee.

b) Have sexual proposition or contact with the supervisee.

c) Misuse his/her power of supervision.

d) Make poor decisions that may impair the work. Where there is doubt, the supervisor can seek more knowledge from other supervisors.

e) Stereotype the supervisee or discriminate against him/her in whatever form.

f) Engage in personality issues with the supervisee.

g) Allow personal problems to affect the work.

h) Use his/her position for personal needs at the expense of the supervisee.

11.5   **Responsibilities of the Supervisee**

The supervisee must:

i)   Be receptive to feedback from the supervisor by having an open and engaging mind.

ii) Understand the boundary in his/her relationship with the supervisor.

iii) Be conversant with and observe all rules and regulations guiding supervision.

iv) Submit work when due.

v)   Demonstrate the capacity for originality in the work.

vi) Familiarise him/herself with the guidelines for project writing in accordance with NIPSS Style Guide.

A supervisee must not:

i)   Be rude or unreceptive to the supervisor.

ii) Have inappropriate sexual relationship with the supervisor.

iii) Lure or entice the supervisor with material things.

Publications Policy of the
National Institute (Revised 2004)

1. Preamble

The Act establishing the National Institute requires it, among other things, to disseminate the results of its research and studies to the public through publication of books, journals, monographs, reports, et cetera. Consequent upon this, the Institute hereby formulates a Publications Policy to guide the production of the aforementioned categories of publications as it strives *"Towards a Better Society"*.

2. Composition of Publications Committee

The Publications Committee shall comprise the following:
a) The Director General, Chairman
b) The Director of Studies, Member
c) The Director of Research, Member
d) The Sec/Director of Administration, Member
e) The Institute Librarian, Member
f) The Institute Editor, Member/Secretary

3. Functions of the Publications Committee

The Publications Committee shall perform the following functions:
a) Ensuring that all publications of the National Institute are

in consonance with the mandate and status of the Institute;

b) Approving publications of books, journals, monographs, bulletins, records and other materials by the National Institute;

c) Appointing three assessors in respect of research monographs and manuscripts in specialised fields and ensuring that at least two positive assessments are received in respect of any manuscript before approval for publication;

d) Deciding on and vetting matters of copyright and royalties;

e) Recommending copyright agreements, where relevant, to the Research and Studies Committee of the Institute Board of Governors.

4. **Categories of Publication**

There shall be the following categories of publications:

a) Conference/Workshopproceedings

b) Research Monographs

c) Occasional papers (interactive sessions/brainstorming sessions)

d) Individual Research Projects

e) Abstracts

f) Distinguished Annual Lecture Series

g) Concluding Seminars

h) Tour Reports

i) Books

j) The National Institute Journal

5. **Editing Policy**

1. As a matter of general policy, all substantive specialists editing shall be undertaken by the respective Departments of Research and Studies leaving the textual, stylistic editing and proof-reading to the Seminar and Publications Department.

2. For manuscripts (specifically, the Concluding Seminars and the Individual Research Projects) emanating from the Studies Department, the following special arrangements shall apply:

   a) The Director of Studies shall ensure that every Individual Research Project of a Senior Executive Course (SEC) Participant and every report featured in the Concluding Seminars meet the minimum requirements with respect to:

      i) Style and presentation, grammar, punctuation, clarity, coherence, relevance, evidence and analysis, among others;

      ii) Standard references as provided for in the approved National Institute Style Manual;

      iii) Avoidance of plagiarism (including quotation, acknowledgment, paraphrasing, among others);

      iv) Production of clean copies (since the responsibility or accuracy and readability lies with the author(s) rather than the secretaries and computer operators).

   b) The Director of Studies shall ensure and certify, in an appropriate and uniform manner, that every Indivi-

dual Research Project and every group paper has met the minimum requirements as set out above.

c) To facilitate access, and for the prevention of any possible loss of materials so certified, the Director of Studies shall send, at least, four copies of every paper (including those of Guest Speakers and Rapporteurs' reports during sessions of the Concluding Seminars) as well as four sets of every Individual Research Project to the Office of the Director-General, National Institute, at least, seven working days before Graduation. One set of these copies shall be for the exclusive use of the Director General; two sets for the exclusive use of the National Institute Library and the fourth shall be for the exclusive use of the Institute Editor.

d) In addition, these general principles shall apply to other potentially publishable documents such as the various tour reports.

6. **Criteria for Publication**

a) All categories of publications, with the exception of the National Institute Journal, shall go to the Publications Committee for approval.

b) All papers of the National Institute Journal shall be subject to external assessments before publication. The assessments shall be handled by the Journal Editor, i.e. The Director of Research

c) The Director of Research shall ensure that all manuscripts for publication emanating from Conferences, Workshops, and seminars are properly assessed and the reports and manuscripts sent to the Publications Committee for approval.

d) The National Institute Board of Examiners shall assess and score every project as stipulated in the Guidelines for Assessment of Participants Research Projects. The composition of the Board of Examiners shall be as recommended by the Director of Studies and approved by the Board of Studies.

e) The Board of Examiners shall indicate the Individual Research Projects that are published for each year.

7. **Individual Research Project Series**

a) Authors of Individual Research Projects shall not publish their works without the express permission of he National Institute Publications Committee.

b) Individual Research Projects found publishable shall be edited and published by the National Institute.

c) Authors of Individual Research Projects may be granted permission to publish their projects, except where the National Institute has declared such projects as classified.

d) The National Institute may collaborate with the authors of Individual Research Projects in effecting publication of projects in (b) above.

8. **Concluding Seminars**

The Concluding Seminars shall be published and made available to the public except where the Publications Committee decides otherwise.

9. **Copyright and Royalties**
a) i) The National Institute shall retain copyright for all publications sponsored by the Institute.
   ii) Authors of publications not sponsored by the Institute but deemed publishable, shall retain copyright.
   iii) Authors of Individual Research Projects granted permission to publish shall retain a joint copyright with the Institute.
b) **Royalties**
   i) For all corporate Institute publications, no royalty shall be paid.
   ii) In all other cases, royalties shall be paid in accordance with agreements reached between the National Institute and the author(s).

10. **Authorship**

Authors, who are members of staff of the Institute, shall claim editorship/authorship in respect of work done in the course of their duties.

11. **Printing**

As a matter of general policy:
a) All National Institute publications shall be printed in the National Institute Press.

b) In special cases, National Institute manuscripts may, from time to time, be printed outside as decided by the Publications Committee.

12. **Distribution**

1. The National Institute shall continue to reserve a limited number of copies of the relevant publications for distribution to:
   a) The President of the Federal Republic of Nigeria
   b) The Vice President of the Federal Republic of Nigeria
   c) The Senate President
   d) The Speaker of House of Representatives
   e) The Chief Justice of the Federation
   f) The Chairman and Members of the Board of Governors of the National Institute
   g) The Director General of the National Institute
   h) The Directors, Members of the Management and Senior Academic Staff of the Institute
   i) The National Institute Library
   j) The National Library of Nigeria
   k) Any other bodies, as may be specified from time to time by the Publications Committee.

2. There shall be an exchange of publications between the National Institute and other institutions at home and abroad as specified from time to time by the Publications Committee.

13. **Advertisement and Sales**
a) In order to attract maximum publicity and sales, copies of selected books shall be reviewed and advertised in newspapers, journals and on the Internet.
b) A stock-list and catalogue shall be produced periodically and made available to the public.
c) The Institute shall participate in book fairs to facilitate advertising and sale of publications.

14. **Implementation**
The Publications Committee shall ensure effective implementation of this policy.

15. **Policy Review**
The Publications Policy shall be reviewed from time to time as the need arises.

About The National Institute

The National Institute for Policy and Strategic Studies (NIPSS) was conceived as a high-level institution with the primary objectives of serving as the nation's foremost policy 'think-tank', to develop a crop of top-class technocrats of high intellectual capacity, who will conceptualize and anchor the implementation of innovative and dynamic policy initiatives and strategies critical for national development.

The Institute serves as a high-level centre for reflection, research and dialogue where academics of intellectual excellence, policy initiators and executors and other citizens with high level of practical experience and wisdom, drawn from different sectors of national life in Nigeria, meet to reflect and exchange ideas on the great issues of society, particularly as they relate to Nigeria and Africa, in the context of the dynamics of a constantly changing world.

Vision: To be the apex centre for policy, research and reflection for a better Nigerian and human society.

Mission: To serve as the centre for policy, advocacy, advise and training for Nigeria and Africa in the context of a dynamic and changing world.

Motto: ...Towards a better society