# Who Should Teach Intelligence? Core Competences and the Challenges of Teaching Intelligence Studies in Nigerian Non-Military Universities

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| Article Info | ABSTRACT |
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| | Contemporary security realities have deepened the need to widen the space in search of intelligence education and knowledge acquisition across the world. This has opened up new horizons as non-military universities have established intelligence and security studies all over the world. However, this raises the need to examine the issues of core competencies and expertise needed to produce global future leaders in intelligence management and practice. For a developing country like Nigeria, this remains an onerous task as this work seeks to evaluate the quest for intelligence education in Nigeria by Novena University and Afe Babalola University. It has been seriously noted that part of the competencies required for effective intelligence teaching require practical experiences because some believe that no matter your academic prowess in terms of research work, publications and professional trainings in the classroom, being on ground to acquire real life experiences that cannot be over emphasised. While the aforesaid assertion remains immutable this work shows the strengths and weaknesses in delivering intelligence education as they are tailored largely towards tradecraft. This lacuna stems largely from the dearth of adequate academics in this relatively new field and suffice to say that a generalist approach as it is now holds a glorious future for intelligence education in Nigeria. |

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## INTRODUCTION

Gen. Abacha's materials on vision 2020 explain and emphasise training intelligence professionals as a vital strategy for making Nigeria safer, and this emphasis has been reflected in the country's Vision 2020. Furthermore, Nigeria's status as a regional intellectual and economic giant in West Africa necessitates that it play a significant role in regional peace and security by educating its intelligence and security professionals to ensure the continued enjoyment of peace and stability in the neighbouring countries. As a result, discussions have arisen on whether or not Nigerian universities are able to provide quality teaching and learning services (Oanda & Olel, 2011; Asembo, 2008; Kinyanjui,

2007) within their intelligence academic curricula. The concerns are grave because only two Nigerian universities have provided intelligence studies courses up until now (Nigerian Universities Commission Document, 2016), despite the "explosion" in demand for such courses in recent years. Quality education, on the other hand, means improving upon existing educational and training programmes while also satisfying the needs of the end users of these programmes: the students.

Learning outcomes are established at the outset, and the process culminates in the actualization of those outcomes at the time of graduation. Teachers should help students achieve these goals by providing them with information they can use and by inspiring them to take an active part in their education and the world around them (Domizio, 2008; Hill et al., 2003; Pennington & O'Neil, 1994). Therefore, this procedure necessitates the services of very qualified academics/experts whose command of the material, energy, and emotional intelligence are unparalleled. Moreover, (Mengo, 2011) stresses the fact that, counter to this reasoning, quality teaching and learning cannot be assured due to the rising number of students in Nigerian institutions and the increasing uncertainty about who should teach this specialised subject. Within this context, the purpose of this thesis chapter is to assess the efficacy of the pedagogical approaches used in the intelligence studies degree programmes at the two Nigerian institutions.

Given the multiple arguments regarding what the aims of higher education should be (Allan, Clarke, & Jopling, 2009), there is no consensus about what typifies effective teaching in higher education. Perhaps a university graduate fits the profile that Mohanan (2005) creates, in that he or she has the knowledge, skills, and dispositions to thrive in both everyday life and the intellectual and professional worlds. He specifies the seven most important traits a graduate should have in order to be successful. These include not only facts but also the ability to put them to use, think critically, learn on one's own, communicate effectively, have strong morals and ethics, and get along well with others. The mark of a great professor is one who can instill these traits in their graduating class.

As a result, discussions on the value of higher education have centred on quality. The level of public attention given to issues of quality is no guarantee that members of the public have a well-defined concept of quality. The case is made that the market-driven system will develop outcome-focused approaches to quality evaluation, which the Intelligence Community will support over the use of performance indicators and the peer review that is more common in the academic community. It's possible that academics won't be satisfied with peer review alone and will instead adopt performance metrics, in which case the state will likely endorse quasi-peer reviews in the form of inspection and accreditation at the programme level. The dialogue among academics is assumed to be self-justifying in the reflection of peer review. According to this standard of quality, colleges and universities should be viewed as forms of practise that have their own canon and justification (McIntyre, 1985).

As a product with inputs and outputs, higher education is also viewed in this way. Each student is a commodity destined for the (intellectual) labour market. According to this point of view, performance indicators are used to measure the system's quality, or its "performance." The efficiency of an institution is a major factor in determining its efficacy.

But higher education is, above all things, an educational process with significant interest groups, such as the state or, more remotely, the intelligence or employment sectors. Although some of the market's collective opinions may have pedagogically beneficial effects, the market itself lacks an educational bias (Barnett, 1996).

The other discussion, regarding how to enhance the quality of the curriculum, the teaching, the educational procedures, and the student experience, is distinct and will be addressed at a later time. However, our perceptions of what constitutes an acceptable and even desirable student learning experience may be influenced by our presumption that quality means the production of a large number of graduates at a low cost.

The university sector is a substantial industry due to the significant importance individuals attribute to it. However, the evaluation of its worth is contingent upon whether it is perceived as a significant allocation of government funds or a revered societal establishment. Regardless of the circumstances, a central figure inside a university is an individual endeavouring to express the importance of their own experiences, while undergoing transformative processes that present difficulties, regardless of their age.

There is a prevailing belief among individuals that the concept of excellence in higher education can be examined via several perspectives, with a coherent relationship existing between these notions. If we adopt the perspective that higher education serves the purpose of supplying the labour market with individuals who possess the necessary skills and qualifications, it becomes apparent that tracking the post-graduation destinations of these individuals could serve as a valuable measure. The primary concern pertains to the alignment between the occupations held by individuals and the objectives set forth by the programme, rather than the mere presence or absence of employment opportunities.

Is there a high rate of employment in the intelligence profession for individuals who have obtained degrees in intelligence? In order to ascertain the productivity levels of graduates upon entering the workforce, institutions have the challenge of identifying the specific sorts of graduates that exhibit the highest levels of productivity. When considering both the potential expenses and the direct costs of their study, it is worth examining if the graduates have made a significant contribution to the success of the intelligence community a decade later.

Moreover, the nature of the university programme assumes a distinct essence when considering the notion of "intellectual development" as a reflection of the quality of higher education. This is evidenced by the extent of students' comprehension, their capacity for self-reflection, and their ability to critically evaluate their experiences and actions. According to this perspective, a comprehensive assessment of quality necessitates an examination that extends beyond solely economic indicators of productivity, and delves into the pedagogical practises employed by educational institutions.

The aforementioned analysis reveals that contemporary perspectives on quality in higher education are based on three fundamental notions. Universities primarily focus on cultivating individuals who possess a higher level of education. As previously said, the societal perception of a university degree is that it represents a culmination, where individuals who have completed their studies are regarded as "products" possessing economic value within the labour market. According to this perspective, the concept of

excellence in education is contingent upon the probability of students securing work and, of more significance, their future economic prospects as individuals in adulthood. The secondary objective of higher education is to provide students with the necessary skills and knowledge to pursue research-oriented employment. The academic community predominantly perceives itself as an establishment dedicated to research endeavours. According to this perspective, the assessment of programme excellence places greater emphasis on the research profiles of faculty members rather than the outcomes achieved by students. Consequently, the indices pertaining to academic culture, specifically those related to input and output, are observed. Another desired performance measure observed at the University of Buckingham in the United Kingdom is the presence of low student-to-faculty ratios. Ultimately, higher education serves as a proficiently administered means of acquiring knowledge and skills. According to this perspective, the performance of universities can be deemed satisfactory if their production is proportionally high relative to the resources they have available. The focus of inquiry pertains not only to the capacity of educational institutions to accommodate a large number of students, but also to their ability to facilitate timely and successful transitions of students into the broader society.

However, these three principles listed above are not mutually exclusive. Universities in Nigeria are mostly associated with the concept of (1), while they are also affiliated with the notions of (2) and (3) to a lesser degree. There are indeed discernible differences among the three perspectives on university education; yet, it is important to acknowledge that there are also numerous shared characteristics among them. In summary, the educational process within a university can be conceptualised as a self-contained system, characterised by the intake of students as inputs, their subsequent processing, and eventual emergence as outputs.

Hence, a collective agreement inside a system establishes the predominant approaches for ensuring quality assurance. The relevance of other factors is negligible as long as the necessary inputs and outputs are generated in the appropriate quantities. Finally, the external rationale for the role of higher education in society posits that it functions as a means of equipping individuals with the necessary skills and knowledge to effectively participate in the job market.

The Research will answer the following questions:

1. What skills, knowledge and training are needed by intelligence professionals?
2. Do the intelligence studies programmes provide those essential competency skills, training, and knowledge that are needed by the intelligence community for national security?
3. Do Nigerian intelligence studies graduates acquire the relevant knowledge and skills need to solve contemporary global security challenges?
4. What is the future of intelligence studies teachers' competence in Nigeria?

## METHODS

The methodological thrust of this research work is rooted in historiographical evaluation of secondary sources of data from books, journals and public documents logically arranged to give it adequate objectivity and scholarship. The authors accept any

omission and commission arising from inadvertent oversight in the course of analysis. Be that as it may, the authors are confident that this research has met substantial research ethical and scholarly standards.

## FINDINGS AND DISCUSSION

### Assessment of Academic Intelligence Programmes in Nigeria: An overview of the intelligence studies curriculum

The proliferation of intelligence programmes prompts inquiry into the optimal curriculum to be imparted. These conceptualizations regarding the curriculum provide valuable perspectives for comprehending the guiding principles that shape the development and implementation of effective pedagogy in the field of Intelligence Studies. The objective is to establish a framework for the instruction and acquisition of knowledge pertaining to intelligence education in the contemporary day (Rudner, 2009). Nevertheless, the objective aims to guarantee high standards while substantially broadening the range and profundity of intelligence instruction. As a result, the issue of quality control has emerged as the primary challenge in the field of intelligence education. As elucidated in the interview conducted with senior course directors and practitioners, the talks indicate a prevailing perception of inadequacy in the programmes, primarily due to the lack of preparedness and qualifications exhibited by the teachers. One of the respondents has highlighted the deficiency in the intelligence studies programmes offered by Nigerian universities, stating that they do not provide the necessary elements to equip individuals with the critical competency skills, training, and information required by the intelligence community for the purpose of national security. This is due to the fact that the resources accessible at universities primarily consist of literary materials that are presented to students. There is a lack of available experiences and practises that facilitate student learning.

Intelligence education programmes have frequently been identified as a thriving domain that garners significant student interest, so paradoxically bolstering established academic subjects such as sociology, psychology, international relations, and political science. The research posited that inadequate instruction by skilled educators can present a substantial obstacle not just to the educational system, but also to national security.

In this analysis, we will thoroughly investigate the course content offered by Novena University and Afe Babalola University, as these are the sole institutions in the country that provide intelligence studies programmes.

The proliferation of intelligence programmes prompts inquiry on the appropriate curriculum to be imparted. These conceptualizations regarding the curriculum provide valuable perspectives for comprehending the guiding principles that shape the development and implementation of effective pedagogy in the field of Intelligence Studies. The objective is to establish a framework for instructing and acquiring knowledge in the field of intelligence education within the context of the 21st century (Rudner, 2009). Nevertheless, the objective of this purpose is to guarantee a high standard of quality, while simultaneously broadening the range and enhancing the depth of intelligence education. As a result, the primary challenge encountered in intelligence education pertains to quality control. The interview with top course directors and practitioners highlights the perception that the programmes are often deemed unsatisfactory due to the lack of preparedness and qualifications of the instructors. One of the respondents has highlighted the deficiency in the intelligence studies programmes offered by Nigerian universities, stating that they do not provide the necessary elements to equip individuals with the critical competencies, training, and information required by the intelligence community for the purpose of national security. This is due to the fact

that the resources accessible at universities primarily consist of literary materials that are presented to students. There is a lack of available experiences and practises that facilitate student learning.

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In this analysis, we will thoroughly evaluate the course material of Novena University and Afe Babalola University, as these two institutions are the exclusive providers of intelligence studies programmes inside the country.

**Tabel 1. Data of Novena University Ogume, Delta State, Department of Intelligence and Security Studies (First Semester Courses)**

| COURSE CODE | COURSE TITLE | UNITS | STATUS |
|---|---|---|---|
| | **ISS 100 LEVEL** | | |
| GST 111 | Use of English and Library/ICT | 2 | C |
| GST 112 | Philosophy and Logic | 2 | C |
| ISS 100 | Physical Drills | 2 | C |
| ISS 111 | Introduction to Intelligence & Security Studies | 3 | C |
| ISS 112 | Intelligence and Security Environment | 2 | C |
| SOC 111 | Introduction to Sociology | 3 | C |
| ECO111 | Introduction to Economics | 2 | C |
| MSS 111 | Quantitative Analysis | 3 | C |
| POL 111 | Introduction to Political Science | 2 | C |
| CSC 111 | Introduction to Computer | 3 | C |
| **Total Units Load** | | **24** | |
| | **ISS 200 LEVEL** | | |
| GST 211 | History & Philosophy of Science | 2 | C |
| GST 212 | Communication in French | 1 | C |
| ISS 212 | Intelligence Analysis, Writings and Briefings | 2 | C |
| ISS 213 | The Nigerian Legal System | 2 | C |
| ISS 214 | Society, Culture and Security | 2 | C |
| ISS 215 | World History | 2 | C |
| ISS 216 | Intelligence Community | 2 | C |
| ISS 217 | Peace and Justice in Contemporary World | 2 | C |
| ISS 218 | Critical Thinking/Analysis | 2 | C |
| ISS 219 | Statistics in Intelligence and Security Studies | 2 | C |
| **Total Units Load** | | **19** | |
| **Direct Entry Students should also register the following GST courses in addition to the above-listed courses.** | | | |
| GST 111 | Use of English & Library/ICT | 2 | C |
| GST 112 | Philosophy and Logic | 2 | C |
| | **ISS 300 LEVEL** | | C |
| MSS 310 | Computer Application | 2 | C |
| MSS 311 | Research Methods for Social Sciences | 2 | C |
| ISS 311 | Criminal Intelligence Analysis | 2 | C |
| ISS 313 | Crises and Emergency Management | 2 | C |
| ISS 314 | Economic Crimes and Fraud Management | 2 | C |
| ISS 315 | Strategic Studies and Diplomacy | 2 | C |
| ISS 316 | Psychology of Terrorism | 2 | C |
| ISS 317 | Senior Seminar | 1 | C |
| SOC 311 | Community Service and Social Work | 1 | C |
| SOC 319 | Contemporary Sociological Theories/Intelligence Theories | 3 | C |
| ISS 319 | Internship in Law Enforcement I | 2 | C |
| **Total Units Load** | | **21** | |

| | ISS 400 LEVEL | | |
|---|---|---|---|
| ISS 411 | Forensic Science | 2 | C |
| ISS 412 | Criminal Investigation | 3 | C |
| ISS 413 | Terrorism and Counter-Terrorism | 2 | C |
| ISS 414 | Crime Prevention and Physical Security | 3 | C |
| ISS 415 | Aviation and Maritime Security | 2 | C |
| ISS 417 | Criminology and Criminal Justice Administration | 3 | C |
| ISS 418 | Cyber and Information Warfare | 2 | C |
| ISS 419 | Internship in Law Enforcement II | 2 | C |
| **Total Units Load** | | **19** | |

**Tabel 2. Data of Novena University Ogume, Delta State, Department of Intelligence and Security Studies (Second Semester Courses)**

| COURSE CODE | COURSE TITLE | UNITS | STATUS |
|---|---|---|---|
| | **ISS 100 LEVEL** | | C |
| GST 121 | Nigerian Peoples and Culture | 3 | C |
| SOC 121 | Introduction to Psychology | 2 | C |
| ISS 121 | Tactical Intelligence | 2 | C |
| ISS 122 | Transnational Threats | 2 | C |
| ISS 123 | Security, Laws and Ethics | 2 | C |
| ISS 124 | Institutional, Industrial and Commercial Security | 2 | C |
| ISS 125 | Foundations of Interrogation | 2 | C |
| ISS 126 | Espionage and Counter-Espionage | 3 | C |
| ISS 127 | Intelligence Source and Collection | 3 | C |
| **Total Units Load** | | **20** | |
| | **ISS 200 LEVEL** | | |
| GST 221 | Entrepreneurial Studies | 2 | C |
| SOC 221 | Social Psychology | 2 | C |
| ISS 221 | Intelligence and Assassination | 2 | C |
| ISS 222 | Information System and Security | 2 | C |
| ISS 223 | Principles of Security Practice and Management | 2 | C |
| ISS 224 | Emergency Public Health | 2 | C |
| ISS 225 | Psycho-Biology | 2 | C |
| ISS 226 | Introduction to Geography | 2 | C |
| ISS 227 | Intelligence and Security Application | 2 | C |
| ISS 228 | Globalization and International Security | 2 | C |
| SOC 228 | Deviant Behaviour and Social Control | 2 | C |
| ISS 229 | Counter Intelligence and Operations | 2 | C |
| **Total Units Load** | | **24** | |

**Direct Entry Students should also register the following GST courses in addition to the above-listed courses.**

| | **ISS 300 LEVEL** | | |
|---|---|---|---|
| ISS 320 | Intelligence Theory | 2 | C |
| ISS 321 | Propaganda and Disinformation | 2 | C |
| ISS 322 | Research Methodology II | 2 | C |
| ISS 323 | Competitive Intelligence | 2 | C |
| ISS 324 | Civil-Military Relations | 2 | C |
| ISS 325 | Contemporary Issues in Nigerian National Security | 2 | C |
| ISS 326 | Comparative Police Systems | 2 | C |
| ISS 327 | Political Change Revolution and War | 2 | C |
| ISS 328 | Geographical Information System | 2 | C |
| ISS | Internship in Law Enforcement | 2 | C |
| ISS 329 | Military Intelligence and Modern Warfare | 4 | C |
| **Total Units Load** | | **24** | |
| | **ISS 400 LEVEL** | | |
| ISS 421 | Criminal Mind/Personality Assessment | 2 | C |
| ISS 422 | Risk Analysis and Security Survey | 2 | C |
| ISS 423 | Studies in Global Intelligence | 2 | C |
| ISS 424 | Homeland Security and Technology | 2 | C |

| **ISS 426** | Middle East Studies | 2 | C |
|---|---|---|---|
| **ISS 427** | Intelligence and Narcotics | 2 | C |
| **ISS 428** | Research Project | 2 | C |
| **Total Units Load** | | **18** | |

### Tabel 3. Data of Intelligence Studies Programmes At Afe-Bablola University

| S/No | Courses |
|---|---|
| **1.** | Introduction to intelligence and security studies |
| **2.** | Intelligence and agent handling |
| **3.** | Introduction to political science 1 |
| **4.** | Origin of the contemporary international system |
| **5.** | Elements of management |
| **6.** | Introduction to psychology |
| **7.** | Introduction to economics |
| **8.** | Communication in English 1 |
| **9.** | Philosophy & human existence |
| **10.** | Information communication technology |
| **11.** | Theories of intelligence and security studies |
| **12.** | Intelligence data sources method and problems |
| **13.** | Administrative law and security |
| **14.** | Introduction to photojournalism |
| **15.** | The citizen and the state |
| **16.** | Introduction to sociology ii |
| **17.** | Use of library and study skills |
| **18.** | Nigerian people and culture |
| **19.** | Introduction to entrepreneurship |
| **20.** | Logic and critical thinking |
| **21.** | Communication in the English language |
| **22.** | Statistics for social sciences |
| **23.** | The Nigerian intelligence organisation |
| **24.** | Introduction to foreign policy analysis |
| **25.** | Pre-modern and contemporary intelligence and strategic thinking |
| **26.** | Theories of war and peace |
| **27.** | Criminal law and national security |
| **28.** | Government and politics of Nigeria |
| **29.** | Peace and conflicts studies |
| **30.** | Government and political institution |
| **31.** | World natural resources and trade i |
| **32.** | Criminology and national security |
| **33.** | Intelligence organization in major nations and their relations and comparative analysis |
| **34.** | Intelligence security and crimes |
| **35.** | Case study |
| **36.** | Introduction to entrepreneurship skills |
| **37.** | Politics in Africa |
| **38.** | African approaches to conflicts management |
| **39.** | Principles of international organisations |
| **40.** | World natural resources and trade ii |
| **41.** | Intelligence security and the national economy |
| **42.** | Statistics for social sciences ii |
| **43.** | World war I & ii intelligence and strategy |
| **44.** | Civil war, arm trafficking and weapon proliferation |
| **45.** | Revolutionary war and insurgency |
| **46.** | Issues in contemporary world politics |
| **47.** | Theory of power |
| **48.** | Intelligence, foreign policy and war |
| **49.** | Globalization and conflicts |
| **50.** | Criminology and intelligence gathering |
| **51.** | Research methodology |

| 52. | Practical entrepreneurship skills ii |
|-----|--------------------------------------|
| 53. | World time zones and seasons i |
| 54. | Java/oracle assessment |
| 55. | Introduction to forensic pathology |
| 56. | Law of evidence and intelligence interrogation |
| 57. | Treatment of offenders |
| 58. | Nigerian defence policy and security strategy |
| 59. | Urban violence and security |
| 60. | Kinesiology |
| 61. | Research methods ii |
| 62. | Map reading and interpretation ii |
| 63. | Gender security in war and peace |
| 64. | Strategic intelligence and national policy |
| 65. | Introduction to intelligence and technology in the nuclear age |
| 66. | Terrorism and conflict |
| 67. | Civil-military relation |
| 68. | Intelligence, security, immigration and border control |
| 69. | Industrial attachment |
| 70. | Great powers and new security strategy |
| 71. | Diplomacy and management of global conflicts |
| 72. | Peace support operation |
| 73. | Immunity of intelligence agencies and legal conflicts |
| 74. | Field trip |
| 75. | Independent research project |

From the overall course content above, suggest that while there are aspects of the current intelligence studies curriculum that are considered effective and suitable, other aspects of the curriculum were identified ineffective and unsuitable. By way of comparison, the two universities seemingly shared some similarities in the educational aspect of intelligence studies, the below table depicts that while, Afe Babalola geared towards training aspect of their intelligence courses, Novena curriculum is tailored towards tradecraft.

| Afe Babalola University Courses | Novena University Courses |
|---------------------------------|---------------------------|
| **Intelligence and agent handling** | Criminal Mind/Personality Assessment |
| **Intelligence data sources method and problems** | Propaganda and Disinformation |
| **Law of evidence and intelligence interrogation** | Counter Intelligence and Operations |
| **Treatment of offenders** | Intelligence and Assassination |
| | Foundations of Interrogation |
| | Espionage and Counter-Espionage |
| | Intelligence Source and Collection |
| | Criminal Investigation |
| | Criminal Intelligence Analysis |

When analysed closely, each of the aforementioned classes shares a common goal: to teach students new information and help them hone particular abilities. Based on our evaluation of the aforementioned course materials, we can say that there are a few problems with the courses, the most glaring of which is the lack of a specific area of specialisation. Instead, the curriculum is a mishmash of instruction and corporate secrets that goes well beyond the purview of Intelligence studies. We also have doubts about whether or not these courses are being taught adequately and effectively by people who meet the prerequisites. Our conversations with the majority of the lecturers revealed that they lack experience in either the real world or in intelligence-related activities. As a result, their lack of practical knowledge in the study of intelligence is plain to see. Experts

stressed the importance of having qualified instructors when discussing intelligence studies during the interview. Particularly common in individuals with military experience and retired intelligence officers/analysts, these qualities include practical experience, skill, knowledge, and technical proficiency. This would make it easier to train future intelligence analysts to meet the needs of the intelligence community and advance national security. However, only a small number of researchers were invited to participate as visitors or resources. However, more research is needed to investigate the backgrounds of intelligence studies professors and to track the development of the field's curriculum, paying special attention to its educational, training, and practical skills components.

Therefore, it is crucial to clearly distinguish between education, training, and trade skills. Marrin claims that "training" usually refers to in-house government initiatives that provide specialised guidance on how to perform specific activities on the job. On the other hand, when people think of "education," they often picture formal educational programmes that teach students abstract ideas. These structures may have a smaller effect on performance in the short term, but they provide a foundation for future performance improvements. But the lines between training and education are beginning to blur. Government agencies now routinely provide educational opportunities to its employees and citizens. At the same time, universities are beginning to play a more central role in preparing students for careers in analytical production (Marrin, 2009).

Furthermore, the goal is to assess the aforementioned intelligence education programmes at the two Nigerian universities. To improve the calibre of courses geared towards students' intellectual growth, I advocate for the introduction of a uniform criterion to be enforced by the Ministry of Education or the National University Commission. There are two primary approaches that will be used to achieve the aforementioned goal. At the outset, it is crucial for any institution to provide the groundwork for future self-reflection and evaluation. Self-assessment is a tool that can be used by anybody to evaluate their progress against predetermined goals and make course corrections if necessary. In addition, the standard must include a methodical approach to evaluating programmes, so that academic institutions can formally ask for and receive feedback from individuals with subject-matter expertise in intelligence education. The reviews of the programmes will serve as the baseline against which the evaluations will be made. In addition, the results could be used to make adjustments and improvements to the existing initiatives.

The above-mentioned course outline clearly prioritises education over training. This controversial merging is likely to continue as long as schools continue to award degrees in these subject areas. The credentials of intelligence studies faculty members are also an important consideration in regard to the review of the curriculum. Two-thirds of the full-time faculty must hold or be working towards a doctorate (PhD) in a social science or closely related topic. Assessing potential retirees for academic positions in the field of intelligence studies requires looking at their work history, publications, and other activities to make sure they are a good fit with the discipline. People who have worked for the government for many years and risen through the ranks, such as senior analysts or collection managers, can retire as collection officers or analysts.

Course content analysis shows that both schools place insufficient value on learning languages other than English. The international nature of crime and terrorism makes it more crucial that intelligence analysts have strong language skills. The changing demographics of the United States require intelligence personnel to be able to communicate successfully with people for whom English is not a first language. Programmes that teach languages should emphasise giving pupils strong oral communication skills so that they can make the most of what they learn. In addition to

the standard European languages taught in schools, such programmes should also include Arabic, Chinese, Russian, and Spanish. In addition, it is crucial for bright students and grads to have a deep familiarity with cyber security, terrorism, and counter-terrorism. These will include both theoretical and practical knowledge of terrorism and countermeasures. Graduates of intelligence programmes, similarly, need not only be familiar with the current technological developments in the field, but also with cyber and information warfare. In conclusion, a student majoring in intelligence studies is required to have a deep comprehension of the intelligence cycle and its working mechanisms.

This is crucial not just for the academic community but also for the intelligence sector and for the country as a whole. The last five years have seen a meteoric rise in the number of academic intelligence programmes in Nigeria. The Nigerian intelligence community gives them a lot of credit for helping educate and train future professionals, as evidenced by the numerous references to them in the community's training manuals. During the interview, a respondent with a background in academia brought up how the intelligence community has benefited from the inclusion of these courses in the curriculum. It's important to think about the potential benefits such training could give to the intelligence community, even though there are differing opinions on the appropriateness of including this type of instruction within academic curriculum. However, in the previous section of this academic study, the aforementioned points of view were elaborated upon.

Therefore, the results of this study highlight the importance of drawing a separate line between intelligence education and training. The educational and social scientific basis of analytic tradecraft and abilities, along with the availability of a wide variety of obstacles in intelligence community (IC) training and tradecraft, essentially justify this separation. Academic intelligence programmes have the ability to ease the transition from academic settings to practical training by building a link between professional practise and fundamental principles of social science. Murray (2011) claims that the results of a study interview show that the vast majority of respondents think these programmes would be a good addition to existing social science offerings. Nonetheless, there were counterarguments arguing that analysts can get better at technical analysis through experience and education on the job. However, given the emphasis on professional development in the aforementioned Nigerian university intelligence curricula, it seems that combining training and education could improve the contributions of these newer programmes to the intelligence community's efforts to combat terrorism. Further research is needed to determine the extent to which these interpretations are used in countries outside of the United States.

## CONCLUSION

In conclusion, intelligence education at the university level is not primarily focused on teaching specific intelligence techniques but rather aims to enhance students' understanding of the objectives, strategies, structures, and operations of security and intelligence agencies within the context of statecraft. Institutions like the Buckingham Centre for Security and Intelligence Studies (BUCSIS) exemplify this approach by offering courses that integrate historical context, case studies, and simulations to provide a comprehensive understanding of intelligence analysis. These programs address domestic and international security challenges, explore the functions and institutions of intelligence, and delve into the complexities of tradecraft and mechanisms for ensuring national security. Additionally, they systematically investigate topics such as terrorism and counter-

terrorism while engaging students in seminars and presentations to foster analytical problem-solving skills. By shifting the focus from rote memorization to experiential learning, these courses prepare students for careers in intelligence, security-related organizations, and the private sector, offering a well-rounded perspective on real-world intelligence issues.

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