Nigeria: The Challenges and Prospects of Intelligence Education, Training and Development in Non-Military Universities

Awwal Isa[a], Ngboawaji Daniel Nte[b*]

[a]*Department of Security and Intelligence Studies, Buckingham University, United Kingdom*
[b]*Department of Intelligence and Security Studies, Novena University, Delta State, Nigeria*
Email Id: ngbodante@gmail.com, masteronye@gmail.com

Abstract

Post 9/11 global security realities have expanded new frontiers that greatly demystified the hitherto nebulous and extreme covert training of security and intelligence agents all over the world. Reeling from the collapse of the cold war and the nagging reality of existential global security threats looming all over the world, progressive minds saw the need for the liberalization of intelligence education and training within the ambit of collective security and democratisation of intelligence management for effective and sustainable national security and public safety. This provided the needed space for non-military universities to run academic programmes in intelligence studies. Led by the United States of America, Nigeria joined this global band wagon with the approval of Intelligence and Security Studies programmes for two non-military universities-Novena University and Afe Babalola University. This work is, therefore, a synoptic analysis of this new reality in a country faced with monumental public safety and national security threats from terrorism, insurgencies and massive threats of insecurity from non-state actors within a large ungoverned space. Baring all the existential challenges, the authors believe that intelligence education has come to stay in Nigeria, while it is hopeful that a generalist approach will lay the needed foundation for this rather new and dynamic discipline.
Key words: *Intelligence Education, Training, National, Security, Nigeria, Development.*

*Corresponding Author

1. INTRODUCTION

As a relatively new field of intellectual inquiry and scholarly debate, intelligence studies can be considered a stimulating discipline with a high potential for future development. Many scholars are unanimous that intelligence studies encompass 55 subject areas thereby deepening the increasing relevance and the opportunity to break new ground remain one of the fundamental advantages of this field **(Matey, 2005)**. This view is supported by Richards in the opening part of his article titled 'Intelligence Studies, academia and professionalisation'. Richards argued that at the time of his writing the above-stated piece, an academic endeavour in the area of Intelligence Studies appears to be yielding tremendous results. In his words 'the field appears to be a vibrant and growing field', **Richards (2016).** Similarly, Marrin's opening statement in his 2014 paper is a point that further buttresses the place of intelligence study as a focal point of national life. It is, as a result, Marrin states that "Intelligence studies are an academic complement to the practice of national security intelligence."

Accordingly, Dorondo states that; "the awakening public concern with intelligence issues offers universities with opportunity and a challenge; that is the opportunity to take advantage of the rising interest in intelligence studies and to meet a clear need, and the challenge to meet it effectively and thereby ultimately contribute to improving the intelligence doctrine and competence". In the same vein, **Goodman (2006)** comments that universities (academic) settings offer two fundamental advantages in education when compared to close in-house training opportunities: their engagement in research and thus the state of the art learning content-and the opportunity to engage with critical and unorthodox views.

Frerichs and Di Rienzo supported the view that Universities intelligence programmes can provide the "occasional shakeup in education" that is necessary if one wants to avoid becoming locked in one epistemology, one perspective, and one approach to understanding Intelligence. The Universities provide an optimal venue for such a shakeup and thus play an important role in safeguarding intelligence professionals from the classical analytical traps they often ignore in their business. Also, such programmes also offer an opportunity for officials from separate agencies in the intelligence community where they can exchange ideas and broaden their understanding and knowledge of intelligence issues. This will enable these officers to reflect their role and foster understanding of cooperation with other parts of the Intelligence organisations. **(Frerichs and Di Rienzo, 2011)**.

However, intelligence studies become imperative in Nigeria with calls from various stakeholders in conferences and seminars. Notably among them was a resolution followed by a motion from a House of Representatives member of the national assembly in June 2014, which was adopted on the "need for security and intelligence studies to be introduced in institutions of higher learning". The motion was titled: "Urgent Need to Introduce Security and Intelligence Studies in Nigerian Institutions of higher learning". As stated by a member Eddie Mbadiwe that "at the moment, the curriculum of institutions in Nigeria, did not have any provision for security and intelligence studies". Therefore, the House of Representatives mandated its committee on Education to introduce security and intelligence studies in all institutions of higher learning. He further noted that security issues are important requirements for the economic development of any country. According to him, this is captured in section 14(b) of the 1999 Constitution as amended. He said

the section stipulates that "the security and welfare of the people shall be the primary purpose of government".

He further argued that intelligence studies in Nigeria were necessary for the face of the current security challenges bedeviling the country. He said the introduction of security and intelligence studies in schools would provide students with a basic knowledge of security and intelligence issues. In their contributions, Ifeola Arowosoge, Akpodiogaga Emeye and Nado Kabribo, agreed that the issue of security could not be overemphasized. Nnenna Elendu said "nothing can be too much with regards to security and whatever the parliament will do to address the issue will be appreciated.

Consequently, Novena University, Ogume, Delta state as the foremost tertiary institutions in Nigeria that offers courses on intelligence and security studies has signed a Memorandum of Understanding (MOU) with the Nigerian Police Force to boost security and intelligence in the country. According to DIG Marvel Akpoyibo who represented the Inspector-General of Police said that "since crime has become more dynamic, more sophisticated and more transnational, it has become imperative that the Nigerian Police adopt intelligence-led policing methodology". Noting that "the choice of Novena University was purposive because of the university's reputation and track record in the field of Intelligence Studies and its application". He further stresses that the benefit of this collaboration will be felt in the Police College, the Intelligence schools, the policemen on the beats and the living conditions of Nigerians.

Nevertheless, AIG Arase pointed out that "the process culminated in the signing of the MOU started years back when the police decided to set up Intelligence Schools in line with its new philosophy of Intelligence-Driven Policing. He maintained that partnering with Novena University will help train and sharpen the intellect of police officers who will become well grounded in the fine art of the profession to achieve the finest tradition of intelligence gathering".

It is evident from the above that, the Nigerian state needs the adequate provision of intelligence studies and review of the existing curriculum as they are considered ineffective and inadequate. It can be convincingly argued that intelligence studies have become more imperatives today not only to national government intelligence but also in other sectors as well. Taking into consideration of Herring assertions that intelligence studies are firmly established not only in national security intelligence but also extend its boundaries to competitive intelligence, and the public sectors. Most private-sector entities have hired former government intelligence officers for certainspecialized needs such as communications security and counterintelligence work **(Herring, 2015).** Accordingly **Glees (2015)** opines that "It is also likely to be true that if those delivering intelligence training are chiefly or exclusively former practitioners, they are, unless they themselves have benefited from a broad academic education, likely to pass on to the next generations of analysts the flaws or errors in their own analytical skills, not to mention their own lack of a deeper understanding of international affairs and how these might impact on their homelands. As we shall see, one important reason for emphasizing the research-led academic input into intelligence studies is precisely because it is from here that new insights and practices for intelligence agencies are most likely to emanate. Few institutions fail to benefit from that long and critical look from the outside". **(Glees, 2015).**

Therefore, based on the above assertions the benefits of intelligence studies can thus be categorized into threefold. Firstly, intelligence studies programmes are beneficial to students seeking to build careers in intelligence either in national security intelligence or the competitive intelligence organizations. Secondly, the field of intelligence has become a hub for employment opportunities for retired intelligence practitioners and thirdly, it is also a market opportunity for the institutions offering intelligence studies programmes.

2. THE NIGERIAN STATE AND THE NEED FOR INTELLIGENCE AND SECURITY EDUCATION

The Nigerian state is in need of intelligence studies as stated by a member of the parliament and subsequently adopted by the country's parliament. The security challenges bedevilling the country clearly reveal that there is a need for adequate provision of intelligence studies curriculum in institutions of higher learning for effective knowledge and understanding of intelligence and security issues. More importantly, the Nigerian intelligence community also needs to be part of this development. Ironically, the Nigerian government does not have a standard model that can guide the growth and direction of intelligence studies in the country.

The parliament members may have correctly pointed to the Nigerian Intelligence Community the needs for intelligence studies programme. However, it is vital to move beyond a good statement of intention to the proper execution of intelligence studies programmes. Therefore, the authors of this paper are well placed to further the development of intelligence study by their current position in the Nigerian army and lecturers in intelligence studies in the Nigerian Defence Academy. Thus, saw the need to carry out an in-depth research on the need for effective intelligence education programmes with the hope of filling in the gap in the curriculum drawing from other country's intelligence studies programmes on how intelligence studies should be taught. Significantly, to make a meaningful contribution to strengthen the understanding of intelligence and security needs of Nigeria, Africa and the global community.

3. THE NEXUS BETWEEN INTELLIGENCE EDUCATION AND NATIONAL SECURITY

Globally the primary responsibility of every state is to protect its core values, to guarantee national security, to enlighten its citizens and to protect its territorial integrity. Under a secure and peaceful atmosphere, enlightened citizens of a nation engage in meaningful and productive activities to meet their needs and national aspirations. Furthermore, the mobilization of human, national and other resources becomes easy in the attainment of national security and development. This is why nations have been preoccupied with efforts geared towards building stable and secure states by educating their citizens on their rights and responsibilities to guarantee national security and the protection of their interests. An enlightened citizenry aids information gathering for intelligence purposes. Thus, the imperative of acquiring knowledge and skills, developing the powers of reasoning and judgment and general intellectual preparation for individual and national development becomes manifest.

Therefore, Education, especially which is tailored towards intelligence and security is at the core of national security. This is a truism because an enlightened population makes information gathering for purposes of intelligence most robust. It is also a reality that national intelligence agencies are likely to be the most networked public institutions globally and would enhance their

performance with a Conscious security population. Therefore, intelligence education if properly acquired will foster national security.

The importance of intelligence education as a crucial element of national security is underpinned by the increasing global insecurity and the globalization of national interests. Furthermore, with the increase in intelligence requirements, the attainment of national security goals depends on the quality of intelligence operatives and the awareness of the citizens.

Intelligence education as an early concept entailed the training of citizens in foreign languages, culture, and other fields of national interest. The current form and content of intelligence studies started and developed in the 19th and 20th Centuries. The framework assists in curtailing the level of insecurity for the advancement of national security and interest. Governments require accurate and timely information to address contemporary internal and external security threats. Intelligence education underscores the importance of the civil population in security management.

Also, Intelligence education is necessarily the impartation into and reawakening of security consciousness of the citizens of a nation for the growth and survival of the nation. One of the things acceptable to the people is the desire to be secured from all forms of threats and participation in the process of governance. The pedagogy of intelligence education is one instrument that could be used to ensure that people are conscious of the happenings within their environment through awareness and having the requisite skills to contain crimes and a threat to the safety and contribute to the process of governance by making available appropriate information to intelligence and security agencies.

Intelligence education makes the gathering of relevant and timely information by government agencies less cumbersome. It further enhances the need to make available to government institutions (intelligence and security) relevant information which is then used to guarantee national security and development. It can be argued that, in countries where intelligence education is being implemented and taught, the level of security consciousness and the perception of national interests have acquired required information by intelligence and security organizations easier and robust. Conversely, where intelligence education is institutionalized intelligence gathering becomes easy. This establishes the relationship between intelligence education and national security.

Where a government adopts a corporate governance model predicated on shared responsibilities with the citizens, the expectation is that issues of national security could easily be managed consequent on the various components playing their roles.

4. THE RELATIONSHIP BETWEEN THE ACADEMIA AND THE INTELLIGENCE COMMUNITY

Traditionally, universities used to cater to the needs of intelligence communities through producing graduates in political science, linguist or science and engineering. Such education would typically be undertaken before joining the intelligence community. The required competency training usually occurs outside the universities, rather in the in-house classified environment. However, the emergence of intelligence studies curricular in both undergraduate and postgraduate programmes in universities is already changing the system. Graduates of these programmes bring less specialized knowledge and more practical training.

The academia, therefore, has played a very significant role in educating and preparing individuals and governments to achieve various national objectives, partly amongst which is to locate and understudy the remote and immediate causes of certain conflict situation that could arise as a result of the rise of unstable groups in society. It is on this basis that several studies have documented the status and imperativeness in the teaching of intelligence studies. Intelligence studies have long been recognized as distinctive and central to the intelligence education curriculum. Furthermore, Goodman comments that universities settings offer two fundamental advantages in education when compare to close in-house training opportunities: their engagement in research and thus the state of the art learning content-and the opportunity to engage with critical and unorthodox views. Similarly, Frerichs and Di Rienzo, are of the view that universities intelligence programmes can provide the " occasional shakeup in education" that is necessary if one wants to avoid becoming locked in one epistemology, one perspective, and one approach to understanding intelligence. The universities provide an optimal venue for such a shakeup and thus play an important role in safeguarding intelligence professionals from the classical analytical traps they often ignore in their business. Moreover, such programmes also offer an opportunity for officials from separate agencies in the intelligence community where they can exchange ideas and broaden their understanding and knowledge of intelligence issues. This enables these officers to reflect their role and fosters understanding of cooperation with other parts of the system of intelligence. Significantly, there is a need for better understanding of intelligence issues and crucial need to develop intelligence education and training programmes not only to improve the profession but for those thinking to have career guidance in the intelligence profession. This is so because intelligence has now become a component of state structure, based on the essential information supply to policy makers whose decision can guarantee national security. Leaders all over the world rely on intelligence as a significant tool for the attainment of national policy and objectives.

5. INTELLIGENCE CHALLENGES AND NIGERIAN GOVERNMENT RESPONSES

Since the return to democracy in 1999, Nigeria has been confronted with various security challenges; including, but not limited to political violence, ethno-religious violence, communal conflicts, kidnapping, militancy/insurgencies, and terrorism among others. These security challenges had their underlying drivers and were simply characterised as criminal activities, according to their respective contexts. However, in the aftermath of the 9/11 terrorist attack; there was an international drive to designate some crimes with particular characteristics as terrorism. Consequently, the activities of the Niger Delta militants who engaged in kidnapping and various means of sabotage on oil facilities as a means of protesting resource expropriation by the state. However, the use of terror in the northern part of the country were characterised as terrorism. The Nigerian government has experimented with a cocktail of strategies in its bid to manage these security challenges, particularly, the Niger Delta militancy and religious extremism; yet the results of these experiments have remained inconsistent regarding consequences.

The Nigerian government historically leverage on the use of military force as a preferred strategy for managing security issues; particularly those that challenged, or had the potential of challenging the legitimacy and authority of the state and its means of economic sustenance. Hence, the Niger- Delta resistance to state was characterised as terrorism and brutally repressed

by the military. The constant military campaigns in that area over the decades, hopelessly failed until the government resorted to a political and legal approach, by granting amnesty to the militants in 2009. Similarly, the commercialization of kidnapping for ransom in the country was depicted as terrorism and therefore, confronted with military and police repression. Consistent with the Nigerian government approach to security challenges previewed above, the armed and security forces have constantly usedmilitaryapproaches to combat terrorism especially the Boko Haram sect which has become Nigeria's prime security challenge since 2008. Several military operations have been launched recently with the capture of their stronghold (Sambisa forest), resulting in massive casualties on the part of the militants.

Therefore, intelligence responses to security challenges in Nigeria have remained largely ineffective or even counter-productive; hence the recent emergence of new security threat such as Herdsmen, and the Niger-Delta Avengers. In view of this, the researcher is of the opinion that there is no "one-hat-fits-all approach" to these security challenges. This is so because the security issues all have different historical, economic, political and cultural contexts. This diversity of underpinnings would obviously not be suited to a universal management strategy as others recommend. Therefore, the Nigerian government requires a shift or transition from its extant military approach to a more human security dimension. Human security as a new concept in security analysis refers to a condition or state of being, characterized by pervasive freedom threats to people's right, their safety or even their lives. Hence any invasion of individual or communal rights, safety and life exposes to them to insecurity and guarantees their demand for state protection from such existential threats.

Human security, therefore, represents a paradigm shift from the traditional security thinking where state and its actors were the focus of security policy, to a human-centred security approach where the individuals are privileged above the state. Therefore, recent security challenges in the country have indeed, revealed that suppressive violence would only provide a temporary solution to crises. Hence, the need for fundamental change in the focus of national security policy to a human security dimensions.

Significantly, on the other desirable component of the anticipated national human security policy is the "Pre-emptive Intelligence or Early Warning System". Nigeria has witnessed several incidences of ethno-religious and religious conflicts and insurgencies, yet the government has not emphasised or deemed it necessary to evolve a systematic intelligence architecture that would link its security and intelligence agencies in intelligence gathering, sharing and analysis of information on incubation of terrorism and other new security challenges. The prevailing approach is, therefore, a disarticulated, poorly coordinated and ultimately reactive response to such security challenges. There is a need for the security and intelligence agencies to provide a timely, accurate and early warning to address the underlying drivers of threats or factors that generate and drives these threats, rather than focus on its manifestations.

6. THE QUEST FOR QUALITY OF INTELLIGENCE STUDIES IN NIGERIA: AN ASSESSMENT OF ACADEMIC INTELLIGENCE STUDIES CURRICULUM

The quest for quality in Intelligence education in Nigeria has been prioritized in the country's Vision 2020, (Gen. Abacha's documents on vision 2020) which outlines and intensifies educating intelligence personnel as one of the key strategies to the creation of a more secure Nigeria.

Furthermore, the position of Nigeria as a regional intellectual and economic giant in West Africa equally demands that the country plays a significant role in regional peace and security by educating its intelligence and security professionals to ensure that the neighbouring countries continue to enjoy peace and stability. These issues have consequently ignited discourses regarding the quality of the intelligence academic programmes offered, especially the capacity of academic staff in Nigerian universities to deliver quality teaching and learning services **(Oanda & Olel, 2011, Asembo, 2008; Kinyanjui, 2007).** The concerns are categorical, given the recent "explosion" in the demand for intelligence education in Nigeria and the fact that only two Nigerian Universities have, until now, offered intelligence studies academic programmes **(Nigerian Universities Commission Document, 2016).** However, the concept of quality teaching and learning implies adding value to education and training programmes and to meeting students' expectations as consumers of educational services. The process begins with formulating student learning outcomes and ends with therealizationof these outcomes when the student graduate. The role of the teacher is to facilitate the realization of these outcomes by teaching relevant content, and by encouraging learners' active engagement with the learning process and the real world **(Hill et al., 2003, Pennington & O'Neil, 1994)**. This process, therefore, requires highly competent academics/experts, whose mastery of content, enthusiasm and affective skills are nothing short of outstanding. Further, **(Mengo, 2011)** emphasizes the fact that, against this argument, quality teaching and learning cannot be guaranteed, given the escalating student population in Nigerian universities and the fact that there is a growing concern on who should teach this specialized discipline. It is within this framework that this sets out to evaluate the quality of teaching and learning methodology in the intelligence studies academic programmes offered in the two Nigerian universities.

Defining quality teaching and learning in University is an inherently contentious issue and there is little consensus about what characterizes effective teaching, given the various disputes about what the aims of university education should be **(Allan, Clarke & Jopling, 2009)**. Perhaps, **Mohanan (2005)** has profiled a university graduate as someone who possesses the knowledge, abilities and attitudes necessary to function effectively in familiar and novel situations in his or her personal, intellectual and professional life. He outlines seven key values which the graduate needs to acquire to function effectively. These are knowledge, application, critical thinking, independent learning, articulation, mind-set and values, as well as good interpersonal skills. Bringing out all these qualities in the university graduate is the hallmark of quality teaching.

Therefore, quality has become a key word in the public debate about the university education process. The extent of public interest in matters of quality in no way should be taken as an indication that people have a clear sense of what quality is or might be. The argument is that Intelligence Community will tend to favour performance indicators as a means of assessing quality; while, the academic community will tend to favour peer review; and that the market-led system will generate oriented approaches to quality assessment. However, the academic community may not rest content with peer review and may embrace performance indicators; the state correspondingly will be likely to support quasi-peer reviews, in the form of inspection, accreditation at the programme level. Its reflection in peer review contains the implicit claim that

the conversations of the academic community are self-justificatory. This view of quality sees universities as practice with its own rules and warrant.

In addition, university education is seen as the issuing of products, with inputs and outputs. Students are units of destined for the labour market that is (intelligence community). On this view, the quality of the system is understood regarding its "performance" that performance being captured in performance indicators. An institution's effectiveness is assessed, to a significant degree at least, regarding its efficiency. However, university education is whatever else, an educative process with its key interest groups-the government, at the long- run the intelligence community or the labour market. The market is educationally neutral in the sense that while some of its collective views might have positive educational consequences, it is not founded on an educational orientation **(Barnett, 1996)**.

The other debate about improving the quality of the curriculum, the teaching, the educational processes and the student experience is a separate matter so that it will be dealt later. Nevertheless, if we conceive idea of quality as the productions of large numbers of graduates at low cost that is likely to colour our methodologies for evaluating institutional performance but may also have an impact on what we take to be an acceptable and even desirable student learning experience.

University education is a big business, and it is seen as having intrinsic worth. However, on either count whether as a large-scale public investment or as a valued social institution its quality matters. Be this, as it may, the heart of the university is the student, struggling to make sense his/her experiences, undergoing a difficult period of adjustment and maturation at whatever age, and trying to express himself/herself in meaningful ways. The belief is that there is a logical connection between concepts of university educational process and different approaches to quality and this can be seen in various forms. For example, if we regard university education as a process of fulfilling particular slots in the labour market with individuals who are going to be 'productive', then one wayof assessing quality might be to examine the destination of students. They question is not whether they are employed; but are they employed in the kinds of position envisaged by the course offered?

Do intelligence graduates; end up in the intelligence community? Further, can the universities measures productivity of the different kinds of graduates entering the labour market? Also, we might want to look at the economic rates of return of graduates over, say, a ten year period: allowing for the opportunity costs and the costs of their education, does it appear that their education has generated value to the intelligence community?

In addition, if we believe that the quality of university education is more demonstrated in the nature of "intellectual development" that takes place in students' minds, in the depth of understanding that students achieve, in their ability to self-critical capacity to all they experience and do, then quality of the university programme take a different character. Under this conception, a proper appraisal of quality will not rest content with economic indicators of output but will turn to exploring the educational processes within the institutions.

From the foregoing therefore, three dominant concepts of university education underlie contemporary approaches to, and definitions of, quality. Firstly, university education is defined as the production of qualified manpower. As discussed earlier, that university education is seen

as a process in which students count as 'products', as outputs having a utility value on the labour market. On this conception, quality tends to be identified as a function of the ability of students to succeed in the world of work, as measured by their employment rates and, more especially, their career earnings. Secondly, the university as training for a research career; the aim of university education is conceived by those members of the academic community as a research-basedorganization. Therefore, quality, on this conception, is measured less regarding the achievement of students than in the research profiles of the staff. Thus, the (Input and output) measures of academic culture. In other words, low students: staff ratios tend to be another favoured performance indicator, as evident in the University of Buckingham UK. Lastly, the University education as an efficient management of teaching provision. On this conception, Universities are understood to be performing well if their throughput is high, given the resources at their disposal. Their total efficiency is what is in question; not only how many students they can accommodate, but also with what velocity their students are successfully propelled into the wider world.

However, the three conceptions above are not mutually exclusive. In Nigeria, the Universities are predominantly associated with the conception one, but also to a lesser extent with one and three. Indeed, while there are differences across the three conceptions of University education, they also have much in common. In summary, University education is a total system, in which students enter as inputs, are processed, and emerge as outputs.

Therefore, the dominant approaches to quality are characterized by a consensus of a system. It does not matter what goes on as long as the quantity of desired inputs and outputs is achieved. Finally, University education is a preparation for the labour market is an external description of the way in which university education works in society.

7. ASSESSMENT OF ACADEMIC INTELLIGENCE PROGRAMMES IN NIGERIA: AN OVERVIEW OF THE INTELLIGENCE STUDIES CURRICULUM

The growth of intelligence programmes raises the question of what curriculum should be taught. These conceptions about the curriculum offer insight into understanding the orientations which inform the design and delivery of quality teaching and learning in intelligence Studies. The aim is to pose an agenda for teaching and learning about intelligence education in the 21st century (Rudner, 2009). However, this goal seeks to ensure quality, while significantly expanding the scope and depth of intelligence education. Consequently, quality control has been the biggest problem for intelligence education. As clearly pointed out in the interview with both the senior course directors and the practitioners, these discussions suggest that the programmes, in general, are regarded as inadequate, as being taught by unprepared and unqualified instructors. It is evident as one of my respondents pointed out that "referring to the available intelligence studies programmes in Nigerian Universities as, it lacks the requisite to provide those essential competency skills, training and knowledge needed by the intelligence community for national security. This is because resources available at universities are mereliterature read out to students. There are no experiences and practices to aid student learning.

Intelligence education programmes have often been referred to as the most flourishing field attracting large numbers of students and thus ironically supporting such traditional academic disciplines as sociology, psychology, international relations and political science. The research

argued that if not properly taught by qualified instructors, the programmescan pose a significant challenge not only to the educational system but the national security as well.

we will now examine the course content of both Novena University and the Afe Babalola University, in detail as they are the only two Universities offering Intelligence studies programmes in the country.

Table 1: 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	

SECOND SEMESTER COURSES

COURSE CODE	COURSE TITLE	UNITS	STATUS
	ISS 100 LEVEL		
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**	

Source: Data from Novena University Official Syllabus.
Intelligence Studies Courses offered at Novena University, Nigeria.

Table 2. 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 i
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

Source: Information taken from prospectus, syllabus of Novena University and website of university.

From the overall course content above, suggest that while there are aspects of the current intelligence studies curriculum that are consideredeffective and suitable, other aspects of the curriculum were identified ineffective and unsuitable. By way of comparison, the two universities seemingly shared some similarities on the educational aspect of intelligence studies, the below

table depicts that while, Afe Babalowa geared towards training aspect of their intelligence courses, Novena curriculum tailor toward tradecraft aspect.

Table 3

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

Source: Information gathered from their syllabus/website

Critically looking at the above courses no doubt they all tailor towards training and tradecraft. My arguments on the above course contents is that the courses are flawed, and with no direction to a specialized area rather, the course content iscombination of training and tradecraft which is beyond the boundaries of Intelligence education objectives. Secondly, we do not believe whether these courses are appropriately and efficiently delivered by qualified instructors during my interview with most of the instructors, we found out that they where neither practitioners nor involved in any intelligence related activities and thus, they lack the empirical experience in the intelligence field. Perhaps, some expertise pointed out during the interview on who is qualified to teach and the response was that "Practitioners such as professionals with military expertise and retired intelligence officers/analysts with expertise, experience, knowledge and technical know-how are better placed to teach intelligence studies.This would help in equipping intending intelligence professionals to be able to meet with the need of intelligence community for national interest. Meanwhile, few scholars could be invited as visiting or resource persons. However, we would suggest further research to be conducted in the future about the qualification of teachers in intelligence studies and also to look at the direction of the intelligence studies curriculum specifically to the education, training and tradecraft aspect.

Therefore a clear distinction has to be made between training, education and tradecraft.As according to Marrin the term ''training'' is usually associated with internal government programs intended to provide specific instruction for the implementation of job-related tasks, while the term ''education'' is generally associated with academic courses or programs geared to provide more conceptual or theoretical frameworks having less immediate effect on performance, but laying the foundation for improved performance over the longer term. But these distinctions between training and education are disappearing. Government agencies are providing educational opportunities to their students in addition to the more frequent training opportunities, while academia is simultaneously beginning to provide training in analytic production while maintaining its traditional educational role **(Marrin, 2009).**

Furthermore, to assess the above course content of the two universities teaching intelligence education in Nigeria. We would suggest a standard criterion to be ensured by the education ministry or the National University Commission, and the purpose of those standards will be to promote quality intelligence education programmes. That objective will be achieved primarily in two ways. First, individual institutions must have a basis for their self-examination/assessment. They may perhaps undertake a self-study to determine how well they measured up against the minimum standards, and then possibly change accordingly. Secondly, the standard must establish a formal programme review mechanism whereby the institution can request and receive an evaluation by external reviewers who are experts in intelligence education. These programmes reviews will be the minimum standards as the basis for their assessments. Also, the results could and often be used to make changes and improvements in the programmes.

It is very clear from the curriculum outlined above that the aim is very much in education, and not on training. This conglomeration will likely continue to be controversial given the continuing practice of many universities awarding academic degrees for such programmes. Regarding the curriculum assessment, one other area of noteworthy is the qualification of teachers in the intelligence studies department. At least two-thirds of all full-time lecturers must hold or earn a doctorate (PhD) in social science or related discipline. In the case of retired professionals wishing to teach, evidence of experience, scholarship, and professional involvement demonstrating a clear commitment to and identification with the field of intelligence studies is for example; a retired collection officers or analysts who rose to a of a senior analysts or a collection manager who attend that level by virtue of his/her experience on the job and spend a number of years with the agency.

On the course content, it is evident that both universities did not give priority to the knowledge of languages other than English language training.Language proficiencies of intelligence analysts is very important not only because of the transnational of crime and terrorism but also because of the changing composition of our domestic population that increasingly requires Intelligence professionals to be dealing with persons for whom English is not their first language. Similarly, to be most effective and useful, the language training must provide students with oral language skills, and must move far beyond traditional language education in languages such as French and German, but to Arabic, Chinese, Russian, and Spanish. Significantly also, intelligence students and graduates must be acquainted with the subjects of cyber security, terrorism and counter-terrorism. These will include some knowledge of terrorism, of and how to take measures (counterterrorism). Similarly, intelligence graduates must have an appreciation and understanding of cyber and information warfare as well as the new technology in intelligence. In a nutshell, an undergraduate of intelligence studies is expected to display a thorough knowledge of the intelligence cycle and how its functions.

This is critically important not only to the academic community but the intelligence community and the country at large. The fact is that academic intelligence programmes in Nigeria have grown markedly in the past five years. Their value to the Nigerian intelligence community has a considerable recognition in most of the intelligence community training manuals in regards to

their contribution to training and education of young professionals. Some academician respondent during interview noted that the inclusion of such courses in the curriculum contenthadbeen characterized as the role of the academia in support of intelligence community. Even though various views have been offered on the appropriateness of this sort of instruction in academic programmes, as part of the value-added these programmes may offer to the intelligence community.

8. CONCLUDING REMARKS

From the logical presentations of the foregoing analysis of intelligence education in Nigeria, the research concludes by stressing the need of demarcation between intelligence education and training should be drawn, primarilybecause of the educational and social science underpinnings of analytic tradecraft and competencies, as well as various issues in IC training and tradecraft.Connecting professional practice with social science basics, academic intelligence programmes can help create a better transition from education to training. **(Murray, 2011)**. Based on the research interview conducted most respondents agreed that the programmes are a valuable adding to the existing social science programmes, but others argued that analysts can develop the more technical skills of analysis through training and professional development on the job. However, given the professional orientation of the Nigerian university intelligence curricula above, it seems that a blending of training and education might prove to be part of the contributions these newer programmes can make to the intelligence community in the fight against terrorism. Again Future research will need to determine whether these interpretations are present in other countries.

To conclude finally, therefore, the aim of intelligence education is probably not to provide training in real and actual intelligence tradecraft. Instead, universities intelligence studies programmes aim to contribute and develop public knowledge about the mandates, strategies, structures and functioning of security and intelligence organizations in statecraft. Intelligence studies programmes also serve to educate students about intelligence and national security issues, whether they are seeking to pursue careers In the intelligence community itself, or whether they choose to work in the security intelligence related organizations or private sector (Rudner, 2009).

A typical example is the intelligence studies programmes in the Buckingham centre forsecurity, and intelligence studies (BUCSIS) intelligence courses are geared towards historical context. Learning lessons from the history and applying in case studies method/approach, emphasis on avariety of analytical case studies, through simulation exercise related to intelligence analysis. Teaching about the national security threat both internal and external, tradecraft and machinery that focuses on the intelligence functions, structures and its role in national security, an approach to terrorism and counterterrorism studies, as well as presentations, weekly seminars etc. The value of this kind of learning is that it shifts learning objectives from the normal conventional reading and writing to a more critical thinking and learning by doing. The aim is to provide a real-world picture of intelligence issues and to deepen knowledge in intelligence studies. In the face of these challenges, it is advocated by the authors that a generalist approach is recommended in the face of dearth of adequate training specialisation, training and experience of lecturers. This

way, a significant level of optimism characteristic of Nigerian educational system will provide the needed foundation and consolidation of intelligence education in the country.

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