Engaging the Academy to Improve Professionalism in Nigeria's Intelligence Community

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ABSTRACT

The research aims to promote a multidisciplinary understanding of intelligence issues for the public to become more aware of the issues surrounding the meaning, value, nature and proper use of intelligence. The research focuses on the growth and direction of intelligence education in two Nigerian universities: Novena and Afe Babalola. The primary research question is on the effectiveness of intelligence studies programmes in the two universities and whether they can contribute to the development of professionals ready to serve in the intelligence community.

Traditionally, universities cater to the needs of intelligence communities by producing graduates in political science, linguistics 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 than at the in-house classified environment. The aim of intelligence education is certainly not to provide training in real and actual intelligence tradecraft. Rather, universities intelligence studies programmes aim to contribute and develop public knowledge about the mandates, strategies, structures and functioning of security and intelligence organisations in statecraft.

This study is primarily a grounded theory study that utilises the qualitative research approach to evaluate the effectiveness of intelligence studies programmes in Nigeria. The choice of grounded theory is relevant to this study because little is written about the area of study. This work is, therefore, a synoptic analysis of this new reality in a country faced with an unprecedented level of insecurity ranging from Boko Haram in the northeast, Niger Delta militants in the south-south, indigenous people of Biafra known as IPOB in the south-east, and Fulani Herdsmen in the north-west and north-central. Indeed, recent events have confirmed the internationalisation of terrorism and other public safety and national security threats from non-state actors. As a result, the importance of good intelligence has become necessary in the wake of all these crises. This research is based on the hypothesis that improved intelligence education could make a significant contribution to improving Nigeria's security situation.

This research evaluates the quality of intelligence studies programmes in Nigeria. The findings of this research are critical to understanding the effectiveness of the existing intelligence studies in Nigerian universities. Furthermore, the research makes an original contribution to

research-based intelligence studies literature in Nigeria, Africa and the world at large. In summary, the research thesis aims to fill an academic gap in intelligence studies literature. Intelligence studies should be expected to exert the same degree of critical detachment as their counterparts in other professional programmes.

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DEDICATION

I would like to dedicate this thesis to my mother Zainab Umar and my late Father Dr Isa Gidado. Also, to my Uncle Alh. Aliyu Gidado and my wife Hajara Abubakar Isa and my son Muhammad Amir.

DECLARATION

I, Maj Awwal Isa declare that the work presented here as a thesis in fulfilment of the award of Doctor of Philosophy (DPhil) at the University of Buckingham, Buckingham Centre for Security and Intelligence Studies (BUCSIS), UK, is my own. Any part of this work which has been obtained from other source/authors has been duly acknowledged.

I also declare that this work has never been presented anywhere for the award of any degree.

Signed:

Name:

Date:

Prof Julian Richards

Director
Buckingham Centre for Security and Intelligence Studies (BUCSIS)

Signed:

Date:

CHAPTER ONE

INTRODUCTION

The notions of intelligence and intelligence-gathering are as old as mankind, yet attempts to define them have been highly debated (Richards, 2010). Whilst warfare, statecraft and diplomacy have changed over time, the primacy of intelligence remains timeless. Intelligence includes different phenomena and actions that cannot be easily captured in a single definition. According to Carl, "intelligence is a dynamic concept that does not have just one definition or application" (Jensen et al, 2013). Intelligence studies encompass several other disciplines such as political science, history, sociology and psychology. It plays a crucial role in the national security of a county.

The word "intelligence" means different things to different people. The most common feature of such definitions is the consideration of intelligence "as being synonymous with information" (Nte 2011). It is however important to note that information is not intelligence until it has been processed. A distinction also needs to be made between collecting information and intelligence gathering because not all collected information becomes intelligence. Rather, what is produced after the information has been collected, evaluated and analysed will determine whether or not such information would be considered as intelligence product.

Despite the absence of a precise or universally accepted definition of intelligence, a few of the definitions that have been given over time will be discussed here. It is important to note that while the definitions from within the intelligence community are especially sound in an operational sense, these definitions are not comprehensive enough when it comes to the development of theory, as each of them tends to view the concept through the spectacles of their speciality.

According to Lowenthal,

> "*intelligence is the process by which specific types of information important to national security are requested, collected, analysed, and provided to policymakers; the products of that process; the safeguarding of these processes and this information by counterintelligence activities; and the carrying out of operations as requested by lawful authorities"* (Lowenthal 2011:8).

This definition depicts intelligence as three different but interrelated phenomena – First, it describes intelligence as a process whereby information is required and requested, collected, analysed. Second, it sees intelligence as a product of these processes, and thirdly the products of these process are used by the lawful authorities or organizations. While this definition appears to combine all the essential features of intelligence, in the researcher's view, it is descriptive. Intelligence is much more than that, it also includes knowledge (specialised information), activity (intelligence operations) and intelligence tradecraft (including intelligence cycle and its significance).

Intelligence has also been described "as the knowledge which highly placed civilians and military men must have to safeguard the national welfare" (Kent, 1966:VII). This definition is debatable as it suggests that only highly placed civilians and military officers are allowed to know about intelligence to safeguard national security. Within the sphere of military and law enforcement, intelligence has been described as hard information that is withheld from government and military authorities. It is hard in the sense that someone does not want you to get it (General Dabros rtd). What General Dabros was trying to say in essence is that the government seeks to hide information from other governments, and these governments seek to discover this hidden information by means they wish to keep secret. Nonetheless, this definition does not give a proper understanding of the meaning of intelligence as it limits intelligence to state or military activity alone. It views intelligence only from government and military angles. Organisations such as private security outfits and corporate business associations such as the Strategic Competitive Intelligence Professionals (SCIP) all use intelligence in their daily activities.

Other scholars like Sims, look to the international relations theory (specifically, neo-realism) for insights that emphasize intelligence as an inevitable facet of interstate competition. According to her, intelligence is not simply the process of serving senior officials; it is more accurately the interaction between decision-makers and their subordinates that allow them, collectively, to better understand their opponents, (Sims, 2005:15-16). Her fundamental understanding of intelligence is the collection, analysis, and dissemination of information on behalf of national security decision-maker (Sims, 2005). She further emphasizes that intelligence enhances the effectiveness of decisions made by actors who are working in opposition to other actors; but who may well be employing their intelligence assets. "If politics

involves the competition for power, 'intelligence' may be best understood as a process by which competitors improve their decision making relative to their opponents" (Sims, 2005). Intelligence, however, provides a 'decision advantage', either by making our decision better or theirs worse. Therefore, success is not getting everything right, but it is getting enough right to beat the other side. Intelligence methods can foster a decisive advantage by stealing opponents' secrets or adulterating the information available to rivals. This definition captures some key aspects of intelligence – which are the interaction between decision-makers and their subordinates that allow them to better their opponents.

The researcher, however, aligns more with the definition provided by Yemisi who conceptualizes 'intelligence to connote' knowledge which gives those who have it the ability to anticipate the action of others and when necessary to take pre-emptive action or act actively (Yemisi, 2011). Although all definitions are limited and have their inadequacies, Yemisi's definition emphasises that intelligence does more than to provide forewarning, it also serves to establish conditions in which threats are eliminated or kept at a distance. Since the controversy surrounding the definition of intelligence is not the concern of this study, all the definitions given prove to be appropriate starting points for learning and understanding the field. Nonetheless, for purposes of this study, the researcher views intelligence studies as academic learning that focuses on findings, information, research, actions, processes aimed at safeguarding the national security of a country by gathering timely information, pre-empting the action of enemies of the state and taking necessary actions against them.

Warner in his paper however raised a very important question that without a clear idea of what intelligence is, how then can we develop a theory to explain how it works (CIA Library). According to him, the definitions are given to intelligence stress 'the informational aspects of intelligence more than its organizational facets.' Warner argues that the idea that intelligence simply connotes information is too vague to provide real guidance for scholarly exercise. He also wondered why the word intelligence is used to describe the work of analytical committees and covert action groups, or signal collectors and spies. Warner also asked so many countries, Western and Eastern, democratic and despotic, why they tend to organize their intelligence offices in certain patterns around their civilian leaders and military commanders. These questions can only be answered by looking at the wider aspects of intelligence activities.

Shulsky (2002) argued that it is difficult to find a common thread that ties all these aspects together (Shulsky 2002:171-176).

What seems like the quest for intelligence studies in Nigeria began during the military regime of General Sani Abacha. One of the main priorities of "Vision 2020" under Abacha's regime was the training of personnel in intelligence studies and the development of intelligence education as one of the key strategies for the realisation of a more secure Nigeria (General Abacha's documents on vision 2020). This view was succinctly captured in Marrin's opening statement in his 2014 paper that further buttresses the place of intelligence studies as a focal point of national life. He states that "Intelligence studies are an academic complement to the practice of national security intelligence" (Marrin, 2014). 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 stability by educating its intelligence and security professionals to ensure that the country, as well as neighbouring countries, continues to enjoy peace and security.

Following an increase in terrorist attacks against the Nigerian State by *Boko Haram* over the last 10 years, coupled with kidnapping incidents and general insecurity in the country, the clamour for intelligence studies in the country became a central issue within the intelligence community (Danjuma, 2018). The introduction of intelligence studies into the Nigerian academic curriculum, therefore, became a necessity. This view was supported by Dorondo who argued that "the awakening public concern with intelligence issues offers Universities the 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" (Dorondo, 1960:14). In the same vein, Goodman (2006) stated 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.

Similarly, Frerichs and Di Rienzo (2011) argued 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 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 on their role and foster understanding of cooperation with other parts of the intelligence organizations (Frerichs and Di Rienzo, 2011).

Following calls for intelligence studies to be introduced into Nigeria's curriculum, the National Assembly in 2014 passed a motion to this effect. Subsequently, intelligence studies were introduced into the nation's curriculum by two private universities - Afe Babalola University and Novena University.

Traditionally, universities have always catered to the needs of intelligence communities by producing graduates in Law, Political Science, Sociology, Language, or Science as well as other Science courses. Such education would typically be undertaken before joining the intelligence community. The required competency training usually occurs outside the universities, through an in-house classified environment (Goodman, 2016). The academia, therefore, played an important role in educating and preparing individuals and government officials for various national objectives. It is on this basis that several studies have emphasised the significance and the urgency in developing the teaching of intelligence studies as a profession.

However, since the introduction of intelligence studies into the Nigerian curriculum, there have been debates within the intelligence community about the quality of the intelligence academic programmes offer, especially the ability of academic staff in Nigerian universities to deliver quality teaching and learning (Oanda & Olel, 2011, Asembo, 2008; Kinyanjui, 2007). Similarly, serious concerns have been raised within the intelligence community about the preparedness of graduates/professionals ready to serve in the intelligence community. It is important to note that these criticisms are not peculiar to Nigeria. Scholars in other jurisdictions have raised similar concerns. For instance, Lowenthal argued that intelligence studies should not be a major course in universities, rather it should be offered only as a minor subject (Lowenthal 2013). Similar sentiments were found in Spracher's research. Spracher suggests that intelligence studies should not be a "distinct program," but should be "integrated with other liberal arts subjects" (Spracher 2009:103).

While formal academic study of intelligence in the West has grown steadily since the end of the Second World War particularly in the US after 9/11, the engagement of the greater academic community to complement the effectiveness of national security intelligence function has received little attention from the national security intelligence community. As Zegart pointed out, major U.S universities devote little attention to the study of intelligence. She argued further that scholarly inattention is even more glaring in academic publishing. Historically, the intelligence communities have focused narrowly on the training of new analysts and collection managers on the job after their entrance (Rudner, 2008). In short, little thought has gone into the sort of educational preparation they should receive beforehand in universities which would predispose them to excel as government intelligence professionals. 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 crucial background factors are in place for further progression. The vibrant debate, diverse subject areas, increasing relevance and the opportunity to break new grounds are among the fundamental advantages of this field (Matey, 2005). This view is supported by Richards (2016) who argued that an academic endeavour in the area of intelligence studies appears to be yielding tremendous results. In his words 'the field appears to be vibrant and growing', (Richards, 2016).

An Assessment of Intelligence Studies Programmes in the United Kingdom

Universities in the UK specifically offer intelligence studies courses as part of their curriculum. Nonetheless, intelligence studies is still a relative niche subject within the grand scheme of things. These universities offer intelligence studies from an undergraduate level to masters up to PhD. Brunel University and the University of Salford are some of the Universities in the UK to first embrace intelligence studies, offering it as MA in Intelligence and Security Studies (Brunel University Website and University of Salford Website). Salford University also offers the course as a distance learning programme. Other universities in the UK offer intelligence studies as part of their main course on international history or international studies. Examples of such institution are the London School of Economics, St. Andrews Universities amongst others. Other Universities like the University of Nottingham and Buckingham University offer intelligence studies under an entirely different title which focuses on the means employed by states to gather information and implement policies secretly (University of Buckingham website, https://www.buckingham.ac.uk/research/bucsis accessed 19 Dec 2019).

According to Goodman (2007), the academic study of intelligence is a new phenomenon in the UK. He observed that the first thing that comes to the mind of students taking intelligence courses in the UK is "James Bond." He noted that "James Bond" is not only fictional but also not a fair representation of what intelligence is all about. Goodman stated further that following the events of September 11 and the attack on the London underground in July 2005, there was a push for intelligence studies as part of the national planning of the government. Consequently, intelligence studies education became of paramount importance, not only for understanding historical events but also in comprehending contemporary world politics and security. This resulted in the 'large scale growth of intelligence studies and teaching academically.' There was an increase in the number of intelligence studies programmes offered by the universities as well as a rise in the number of students enrolling on these courses. Goodman, whilst considering how intelligence studies were being taught in universities in the UK observed that whilst the introduction of intelligence as an academic discipline resulted in the growth of a more theoretical approach and framework for the studies, however before that, much of intelligence-related books in the UK could be regarded as memoirs of account of different operations of intelligence. He was of the view that despite the increase in the number of students taking intelligence studies courses in the UK, there is a general belief among some practitioners that intelligence, as written and studied by those without the experience of the intelligence community, is redundant.

Whilst acknowledging that this perception is gradually beginning to change, Goodman noted that some of the UK universities include former practitioners as guest lecturers. Unfortunately, Goodman did not provide the name of these universities. In Hulnick's view, it is harder to learn intelligence studies from outside the classroom without having some sort of practical experience (Hulnick, 1991:96). For example, Brunel University in the UK combines the study of intelligence (intelligence and security policy studies) with practical opportunities to develop intelligence skills through case studies and simulation exercises (Brunel University Website). This is to cover the practical element of the course that might be lacking through teaching alone. Other universities in the UK also adopt this multi-disciplinary approach to reflect the practical element of intelligence. Furthermore, the UK Economic and Social Research Council which is a government-backed research funding scheme also give state-funded PhD's in intelligence studies to deserving students. This suggests that intelligence studies are rapidly expanding and this is evident like intelligence courses being offered by UK universities.

Despite the gains recorded in intelligence studies programmes in the UK, there are still some concerns by professionals on the development of intelligence studies education in the country. According to Rudner, there is a scarcity of skilled scholars within the field of intelligence studies (Rudner, 2008:116). Beyond this challenge is the skill set required to teach intelligence studies as an academic endeavour. As Lowenthal remarked, "skilled practitioners might not be scholars and therefore they might not be able to teach (Lowenthal, 2013:36). There are also debates as to whether intelligence studies should be a discipline or a subject area. On one hand, those involved at the training end of the intelligence studies spectrum are more likely to view intelligence studies as a discipline, while others like Marrin simply view intelligence studies as "an academic complement to the practice of national security" (Marrin, 2014:266).

As this debate continues, it is difficult to benchmark the reach of intelligence studies in practice. Scott and Jackson noted in their article that "intelligence is one area where officialdom may remain sceptical about the value of engagement with the academia" (Scott and Jackson 2004:153). Nonetheless, sceptics have argued that core knowledge is being sacrificed at the expense of a detailed focus on procedural and domain pillar knowledge. According to Nicholas Dujimovic, "…*intelligence degree programs are popular, they are well-staffed, and they are expensive, but for all that, they fail to clearly deliver a demonstrable advantage while keeping the student from majoring in something that might actually get him or her hired and that would offer the best chance at success in an intelligence career*" (Dujimovic, 2016). Drawing their experience from the teaching of intelligence studies at the University of Leicester, Dexter, Pythian and Strachan-Morris in their article raised some important questions about intelligence education in the UK. They argued that there is a need to consider why we teach intelligence as a subject? who are we aiming the teaching of intelligence at? And more importantly, how do we teach intelligence (Dexter, Pythian and Strachan-Morris 2017). They posited that there is no single answer to these questions, nonetheless, different approaches are emerging with differing emphasis, each of them, informed by national political, intelligence or higher education cultures.

Citing the US approach as an example, Dexter, Pythian and Strachan-Morris argued that due to the huge number of people employed by the US national security intelligence and the close interaction between intelligence professionals and intelligence academics, it gave rise to the "practitioner-scholars" category which inevitably impacts how intelligence studies is being

delivered and studied in the US (Dexter, Pythian and Strachan-Morris 2017). The emphasis on preparation for careers in intelligence has given rise to the question of whether intelligence should be considered as a discipline or a subject area. They argued that the post 9/11 expansion of investment in intelligence in the US and the UK resulted in the demand in the academic exploration of issues relating to transferable skills in intelligence education and formal intelligence context. However, Dexter, Pythian and Strachan-Morris were of the view that intelligence education has to be relevant and of use to those pursuing or engaged in professional roles who seek to deepen their understanding of intelligence or assist in their career development (Dexter, Pythian and Strachan-Morris 2017:923). They opined that it is not clear whether those seeking a career in intelligence are best served by taking intelligence courses that focus on analytic techniques. They argued that in the US for example, the intelligence agencies themselves prefer to teach their new employee intelligence analysis as against being taught by the universities.

Speaking about their experience of teaching intelligence studies at the University of Leicester, UK, Dexter, Pythian and Strachan-Morris stated that emphasis is placed on the acquisition of critical skills alongside knowledge of understanding of the subject. They also noted that intelligence studies at the University of Leicester also draws on different disciplinary inputs with a belief in providing more than enhanced skills in the postgraduate courses. Furthermore, those taking postgraduates courses in intelligence studies must be able to engage in debates that could be used to feed learning back into the academic study of intelligence. In other to achieve this, the University of Leicester introduced distance learning and using three key strategies to teach students taking their intelligence courses. These strategies are; social approach to learning, reflective practice, and adopting problem-solving techniques through the use of case studies. Dexter, Pythian and Strachan-Morris argued that their distant learning strategy at Leicester offers students a symbiotic approach to learning rather than just imparting knowledge to students. This provides an online environment where students can develop knowledge and understanding for themselves. Each week student at the University of Leicester will use the online forums to discuss what they have read, ask questions, share ideas and develop debates in intelligence with each forum moderated by an academic and written feedback are provided at the end of each activity (Dexter, Pythian and Strachan-Morris 2017:924-925).

The distant learning approach to teaching intelligence studies adopted by the University of Leicester lies in the social interaction and critical role of the "teacher in promoting, fostering, and directing critical reflexivity" (Dexter, Pythian and Strachan-Morris 2017:925). According to Dexter, Pythian and Strachan-Morris the distance learning approach provide an open intelligence studies education that is accessible to all and also meets continuing professional development as well as the professionalization of intelligence as an activity. In addition, they explained that the design of the MA Intelligence and Security course at the University of Leicester takes a case study-based approach that can guide students through with a combination of both practical experience and theoretical understanding. The University of Leicester approach is also based on Gill and Phythian categorisation of intelligence studies focus, namely: research/historical, definitional/methodological, organisational/functional, governance/policy. The approaches are enshrined into all the four intelligence studies taught modules at Leicester which are Intelligence – Key Concepts and Debates, Intelligence Techniques and Tradecraft, Intelligence Failure, and Intelligence Ethics. They explained that the intelligence module on Key Concepts and Debates focuses on key theoretical concepts and debates in the study of intelligence and goes on to ask how science concepts can contribute to critical thinking about the application and utility of intelligence, while the module on Intelligence Techniques and Tradecraft allows students to develop a critical understanding of the strengths and weaknesses of different analytical techniques in intelligence. The module on Intelligence Failures draw cases from national security and policing intelligence and examines why failures occur and how risks arising from failures can be mitigated. This module adopts a case study approach to teaching. Dexter, Pythian and Strachan-Morris claimed that these modules can be taken for different reasons by practitioners and non-practitioners (2017:925-927). They also claimed that by providing postgraduate education in intelligence studies through online distant learning, the engagement with practitioners within the intelligence community has increased significantly.

Whilst the approach adopted by the University of Leicester is quite commendable as students and practitioners are not required to attend a physical location, their analysis fails to demonstrate how this has improved professionalism within the UK intelligence community. Moreover, with the partial exception of Strachan-Morris, none of the researchers has any direct experience of working in the field and are career academics. Nonetheless, they were able to put forward an argument that this approach helps open up advanced intelligence education to other

countries with access to online services at a reasonable cost. They argued that with students from countries such as Nigeria, India, Turkey, Kenya, Somalia and Canada not only does the use of distance learning help facilitate access to intelligence education; it also brings in much-needed perspectives from other jurisdictions. They concluded that the approach adapted by the University of Leicester to intelligence studies is premised on the importance of a broad academic intelligence education that can support the professionalisation of intelligence as a career that could lead to several directions.

Glees also raised questions concerning what constitutes intelligence education. He questioned who should provide intelligence education and to whom that education should be provided? He questioned further that if 'training' rather than 'education' is paramount, wouldn't that make intelligence studies redundant? Will research not suffer from a knock-on impact on advanced teaching? Should intelligence professionals be 'trained' to deploy specific 'skills' or should they be selected from the best and brightest, 'educated' and required to use their talents along with acquired skills to serve their nations and their liberties best in the future? (Glees, 2013).

According to Glees, these set of questions reflect the tension in intelligence education as to whether the purpose of studying it is to educate intelligence students through research-led teaching or whether it is the purpose of higher education to train the intelligence professionals of the future. Glees stated that based on his experience of teaching intelligence studies for over a decade, previously at Brunel University and subsequently at the University of Buckingham, they take in students that are interested in intelligence studies for purposes of advancing a career in the field and those already in intelligence field who are looking at furthering their professional skills. Glees however added that intelligence studies in the UK is yet to be fully professionalised and efforts are on-going to make it so as this would lead to better delivery and greater public confidence (Glees 2013). He concluded that there is a good relationship between those who study intelligence and those working within intelligence in the UK, however, the biggest challenge for intelligence studies in the UK is 'how to surmount intellectual isolation by working together more systematically and less hierarchically, as well as the need for more workshops, more study groups, fewer large showcasing conferences' (Glees 2013). Glees further averred that a way forward is to make a coherent case for the development of

intelligence studies that are about 'education' and not simply 'training', firmly rooted in the traditional tasks of higher education, rather than secondary or further education (2013:126).

As the demand for intelligence practitioners increases, universities in the UK appear to offer deeper research and methodological based intelligence courses as well as a more critical and less institutionalised approach to the study of intelligence. In their comparative study on the academisation of intelligence, Kobi and Aaron claimed that the Edward Snowden revelations and series of abuse by western intelligence agencies on their citizens and non-citizens alike have expanded the scope of the field of intelligence studies (Kobi and Aaron 2019). They argued that although scholars from the UK publish articles in well-known international journals, these publications have had slow and penetrating effects on British academia's approach to intelligence studies. They argued that there is a prejudice against academia by the intelligence community in the UK. According to them, the "British School" of intelligence is grounded mainly in historical case study research. They argued further that this is due to the distance between the intelligence agencies/government and academia. They suggested that the American approach to the study of intelligence is influenced by social science while the British approach is predominantly based on historical studies and relies heavily on archival documents (Kobi and Aaron 2019:126). They argued that the UK approach is reflected in leading British journals on intelligence studies, *Intelligence and National Security*, and these articles are geared mainly towards historians.

Citing Glees, Kobi and Aaron suggested that although having degrees in intelligence studies might be useful to officers, however, there is no reason why they should. In other words, it is not necessary for intelligence officers in the UK to have degrees in intelligence studies for them to succeed in the role. They also argued that at the degree level, most intelligence studies courses exist mostly within history departments and these courses are usually combined with relevant topics that apply to national security, the interaction between intelligence and war, politics and international relations. Kobi and Aaron argued that at the master's level, intelligence studies in most UK Universities appear to be a variation of international relations programmes done through historical case studies aimed at producing scholars on the subject and not professionals (Kobi and Aaron 2019:130-131). They cited the example of the postgraduate programme in Intelligence and International Security Studies at King's College Department of War Studies where prospective students are advised that the course will help

‘develop an awareness on the ways intelligence studies issues manifest themselves in security issues in peace and war’ and also aim to help ‘gain an understanding of the ethical dilemmas associated with intelligence activity’. They stated that Brunel University’s master’s programme in Intelligence and Security Studies is the only exception to the rule as it includes a mandatory course on analytical methodology (2019:132).

It should be noted that Buckingham University also has a course on analytical methodology. The argument put forward by Kobi and Aaron appears to counter the assertions made by Dexter, Pythian and Strachan-Morris in their article where they suggested that the academia engagement with practitioners within the intelligence community has increased significantly in the UK. Goodman in his article argued that although the teaching of intelligence in University is a timely addition to those taught in mainstream programs leading to degrees in politics and history, however a review of teaching practices in the United Kingdom today suggests that intelligence studies is one of those odd disciplines that is comfortable in a variety of academic departments, but perhaps never truly at home in any of them (2006). But Despite this, intelligence studies is arguably one of the fastest-growing disciplines in academia. Goodman posited that there is a general belief within the UK intelligence community and among practitioners that intelligence studies without the experience of the practitioner are merely a redundant exercise. To remedy this, UK universities now include guest lecturers who are former practitioners as Hulnick rightly states ‘it is harder to learn such things from outside the community. Goodman provided an in-depth analysis of intelligence studies courses in the UK. Goodman concluded with Handel assertion that;

> “*Given the secrecy surrounding intelligence organizations and their work, and the understandable sensitivity of political leaders to the use and abuse of intelligence work, progress in this field will be slow, and the newest knowledge will inevitably be based on historical case studies rather than on contemporary events. The extensive allocation of national resources to all types of intelligence work and the increasingly important role played by the intelligence community in shaping our national security and foreign policies point to the need for furthering our understanding of the special problems and methods of intelligence work … significant theoretical and conceptual progress in the study of intelligence has been made in recent years – but this is only the beginning of the road” (Handel, 1983:821)*

In a detailed analysis of intelligence studies, Thomas argues that despite the rapid growth in intelligence studies, problems of data availability are pronounced in Intelligence Studies. This is because much of pertinent materials on intelligence remains classified for national security or bureaucratic reasons (Thomas, 1988:218). This argument raises the question of whether the available data on intelligence studies are available for scholarly purposes. Thomas also questioned whether the data selected by the scholar (or intelligence analyst) is representative of the available body of data? And more fundamentally, does the body of available data truly represent the realities? (1988:219). According to him, "the key issue is its veracity. Because intelligence production is a governmental activity, some question about the validity and objectivity of publicly available sensitive or potentially sensitive information may be reasonably assumed. Government administrations are potentially self-serving and usually engage in secrecy to some degree. Some aspects of intelligence may even occasionally reflect deliberate obfuscation or possibly even disinformation" (p. 220).

Further, Thomas made a distinction between intelligence as an activity and intelligence as knowledge. He argued further that unlike intelligence-as-knowledge, intelligence-as-activity present a unique research problem to scholars in terms of policy prescription as most scholars have little, if any, experience with intelligence-as-activity. This is understandable since intelligence-as-activity involves not only knowledge of secret or classified aspects of such operations but a more general appreciation for the "dark arts" side. Accordingly, scholars with no professional experience lack the requisite credentials to make relevant policy prescriptions. He also stated that most intelligent scholars are unable to apply experiential learning in teaching intelligence studies therefore unable to teach intelligence-as-activity. Only a few scholars have extensive intelligence-as-activity experience.

As a result, intelligence scholars generally do not analyze the functions of intelligence-as-activity with the research goal of policy prescription in mind. He argued further that even scholars who have had operational experience in intelligence are legally restrained from the discussion of those experiences directly and openly (Thomas 1988:225). In terms of materials and sources, lecturers teaching intelligence studies are often confronted with a dearth of materials. Thomas noted that the two main sources of material on intelligence operations are memoirs and official government documents and very little materials come from the UK government. This means that most of the materials available to scholars looking at researching

clandestine activities come from the intelligence officers/practitioners and scholars have to make do with what they can lay their hands on. He argued that the reliance on former intelligence officers for nearly all materials on intelligence-as-activity put scholars in an extremely difficult position (1988:226).

Richards opined, intelligence studies is an essentially sociological field of enquiry and to reduce the capability to step outside the traditional and codified boundaries of enquiry is to fail to move with the time (Richards, 2016:4), Richards explained that intelligence studies centres in the UK universities are finding it difficult to become established and recognized by the mainstream university faculties. He also argued that although intelligence offices/analysts conduct an important role within government, nonetheless the professionalization of analyst has proven to be difficult. More importantly, Richards stated that aside from their involvement in technical disciplines such as cybersecurity, the majority of state intelligence agencies in the UK do not engage directly with intelligence studies programmes in universities. He argued further that having an academic qualification is not a prerequisite for being employed by the intelligence agencies and as a result, it is not advantageous as any other degree.

On the contrary, intelligence agencies are more interested in a good analyst with as well good research skills. Richards argued further that there are very specific routines and processes that intelligence analyst will have to learn in their jobs and due to the sensitive nature of the job, this is only learned "once they are inside the fence." He suggested that what intelligence practitioners/analysts want from outside (academia) are basic analytical and raw materials with which they can work (2016:7-8). Richards was of the view that there is tension between intelligence studies being offered as a training oriented subject as against intelligence study as an academic exercise. He however argued that many of those who want to train in how to be a good intelligence analyst/officer is not interested in the academic debates around the subject mainly because discussions at intelligence studies conferences and debates are completely different from what obtains in the daily business of doing intelligence (2016:12).

Without doubts, the rapid growth of intelligence as a focus of academic enquiry will surely continue. As Thomas rightly stated, "*intelligence studies has become an established and legitimate field of scholarship. The time has passed when intelligence researchers need to apologize either because the subject matter is unique or because it supposedly lacks virtue, either socially or intellectually. The quality and quantity of scholarship have been extensive*

and substantial progress has been made toward the goals of description, policy prescription, and normative prescription" (Thomas, 1988:238-239). However the debates as to whether intelligence studies are mainly for intelligence practitioners or it is about intelligence in the strict sense of it continues to pose a drawback on the full evolution of the subject, even in the UK.

Nigeria has over the last decade witnessed an unprecedented level of insecurity ranging from terrorist attacks from *Boko Haram* to kidnappings as well as Herdsmen killings across the country. These attacks have become commonplace and also threaten the peace and security of the country. Both the United Nations (UN) and the African Union (AU) have expressed serious concern at various times on the deteriorating security situation in Nigeria (Chukwuma, 2018). As expected, the Nigerian government has responded to these attacks through several means including the deployment of its military and intelligence personnel to counter the activities of *Boko Haram* and other terror groups in the country. These responses have raised a lot of questions about the lack of a clear and holistic strategy by the Nigerian government in dealing with the insecurity in the country. Questions have also been raised about the development of intelligence education as a tool for national security in the country. According to Oyebode (2012), what is most needed to effectively deal with terrorism in Nigeria is a much-improved intelligence-gathering capability by the various security agencies in the country as well as an enhanced collaboration from the intelligence community. Oyebode also called for 'an intensified training and as well as an evaluation of the intelligence capabilities of the security forces in the country. According to him "this calls for intensified training, especially in terms of human intelligence, forensic science, data storage and retrieval and general information management"(Oyebode, 2012:3).

In comparison, there has also been little engagement of the greater academic community in Nigeria to complement the effectiveness of the national security intelligence community. In fact, a resolution was adopted by the Nigerian National Assembly in June 2014 on the "need for security and intelligence studies to be introduced in institutions of higher learning in the country." The motion was titled: "Urgent Need to Introduce Security and Intelligence Studies in Nigerian Institutions of higher learning." As expressed by a member of the National Assembly, Eddie Mbadiwe, "at the moment, the curriculum of institutions in Nigeria does not have any provision for security and intelligence studies." Consequently, the House of

Representatives mandated its committee on education to introduce security and intelligence studies in all institutions of higher learning in the country. Mbadiwe 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 Constitutions which stipulates that "*the security and welfare of the people shall be the primary purpose of government.*" He argued further that intelligence studies in Nigeria were necessary for the face of the current security challenges bedevilling the country. Mbadiwe was of the view that the introduction of security and intelligence studies in schools would provide students with a basic knowledge of security and intelligence issues. Other members of the parliaments, Ifeola Arowosoge, Akpodiogaga Emeye and Nado Kabribo, agreed that the issue of security could not be overemphasized. According to Hon. Nnenna Elendu "*nothing can be too much with regards to security and whatever the parliament will do to address the issue will be appreciated*". Therefore, the members of parliament may have correctly pointed to the Nigerian Intelligence Community the needs for an intelligence studies programme.

Following the adoption of this motion by the Nigerian National Assembly, intelligence studies were subsequently introduced into the nation's academic curriculum and were offered as a course for the first time at Novena University, a private university. However, there was a programme designed for the participants of the War College which is now the Nigerian Defence College Abuja, leading to an award of Master's in Strategic Studies (MSS) in conjunction with the University of Ibadan. Though the programme at the University of Ibadan was not part of my research area because currently, it is not in existence. The focus of the research is on the current programmes running at Afe Babalola and Novena Universities which has led Novena University into signing a Memorandum of Understanding (MOU) with the Nigerian Police Force to boost security and intelligence in the country. According to DIG Akpoyibo, "*since crime has become more dynamic, more sophisticated and more transnational, it has become imperative that the Nigerian Police adopts intelligence-led policing methodology*." He added 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"* (Akpoyibo, 2014). He further stressed 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. Akpoyibo also pointed out that "*the process which 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*". In the researcher's view, this marked the beginning of engaging academia in intelligence studies in Nigeria.

The Establishment of Private Universities in Nigeria

Following Nigeria's return to a democratic government in 1999 after many years of military rule, the government decided to deregulate the higher education sector. According to Obasi (2007), the deregulation was necessitated by public universities inability to cope with the increasing demands for students seeking admission as well as lack of funding for the expansion of the existing universities. Obasi noted further the drop in the standards of education provided by the public universities; frequent closures of public universities due to strikes by their academic staff unions, as well as unstable academic calendar resulted in the demand for the establishment of private universities in the country. It would therefore be inaccurate to say that the introduction of private universities in Nigeria was largely a result of the inadequacies on the part of publicly funded Universities.

In comparison to publicly funded universities, private universities in Nigeria enjoy a stable academic calendar devoid of any staff or student unrests. Private universities also place more emphasis on entrepreneurship programmes which give their graduates an added advantage over those of publicly funded universities (National Universities Commission, 2014). Private universities also have the financial capacity to introduce specialised courses into their curriculum. Graduates from these private universities have access to extensive use of ICT in the teaching and learning processes which are somewhat lacking in government-funded universities (Okojie, 2014:14). Okojie stated further that the cost involved in establishing specialised courses such as IT, Sport Sciences, Advanced Physics in universities are quite enormous. Other associated costs would include the provision of textbooks and online materials, training and re-training of professional involved in teaching these courses, payment of salaries, the invitation of intelligence professionals, organisation of conferences. It is therefore not surprising that intelligence studies programmes in Nigeria are currently available only in private universities in the country. It is also not surprising that graduates from these

institutions enjoy more improved outcomes and salaries in comparison to their counterparts from publicly funded institutions.

However, it is important to note that the tuition fees being paid in private universities are considerably higher than the public universities (Nigerian Universities Commission Document, 2016). In fact, many Nigerians consider them as the universities for the rich. Although there is a debate as to whether private universities in Nigeria are better than government-owned institutions in terms of the provision of quality education and research and vice versa. Nonetheless, it is indubitable that with the lack of proper funding, incessant industrial strikes, disruption of the academic calendar as well as infrastructural decay in publicly owned universities, the emergence of private universities in Nigeria has helped to improve the provision of quality higher education in the country. Similarly, the introduction of intelligence studies programmes is beneficial to students seeking to build careers in intelligence either in national security intelligence or competitive intelligence organisations. It is noteworthy to mention that out of 170 universities in Nigeria, 79 are private, while 43 are federal government-owned and 48 states government-owned. Admittedly, the above discussion might appear to be descriptive, however, this is to set the background for intelligence studies programmes in Nigeria.

The Rise of Intelligence Studies Programmes in Nigeria

Intelligence studies are indeed crucial to the current security challenges bedevilling the country, unfortunately, intelligence in Nigeria is riddled with numerous problems. This situation is not peculiar to the intelligence community alone; other sectors in Nigeria face similar challenges. According to Simon and Adeakin, the problems of intelligence in Nigeria include a weak centralized control system, the absence of a clear government mandate/policy on Intelligence development in the country (Simon &Adeakin, 2015). They identified other challenges including an incoherent demarcation of responsibilities between the security agencies, inter-agency rivalry, inadequate funding from the government, lack of effective equipment to aid intelligence, a dearth of trained personnel on intelligence studies in the country as well as corruption. Existing accounts also fail to show clear policies on how intelligence studies programmes should be run in the country. Simon and Adeakin also argued that the office of the National Security Adviser (ONSA) which was created to coordinate the inter-agencies

activities on intelligence and provide constitutional oversight over the intelligence community does not have full control of intelligence activities in the country.

In practice, the ONSA is subject to the Minister for Defense in the country. Independent research by Ngboawaji also revealed a lack of cooperation between Military Intelligence Authorities and the State Security Service on one hand as well as the rivalry between the intelligence agencies and the Police on the other hand (Ngboawaji, 2013:4). All these have significant negative effects on intelligence studies programmes in Nigeria because these programmes rely heavily on inputs, both theoretically and practically from the intelligence community. Inevitably, the lack of cooperation, cohesion, and oversight among the security/ intelligence agencies will reflect in the overall result in the intelligence studies programmes being offered in the country. For instance, the absence of a clear strategy in the training of military personnel for intelligence studies programmes is evident in the number of officers that have been sponsored by the government into these programmes at Novena and Afe Babalola universities. In fact, available records have shown that since the introduction of intelligence studies at Novena University, only twelve Police Officers have obtained degrees in Intelligence and Security Studies as of December 2018, while fifty-eight officers have also obtained Diplomas in security studies (Novena University Registry, 2018). These figures could be indicative of the fact that the government is not keen on developing the knowledge and intelligence capabilities of its military personnel through further studies in these universities. It is glaring that the procedure for the selection of officers from the Army and Police into these programmes remains unclear. Lack of cooperation between the Army, Navy, and Air force on which members of the armed forces to sponsor is also an issue (Ngboawaji, 2013:4).

Furthermore, existing accounts indicate that there is a disconnect between the intelligence community and academia in Nigeria. This conclusion is based on the researcher's experience as a lecturer at the Nigerian Defense Academy as well as on the field. The Nigerian intelligence community has been less than optimally informed by experts in intelligence literature. The researcher also found that junior intelligence officers as well as scholars within the intelligence community whose area of expertise resides at the operational level, suffer significant gaps between theory and practice in the areas of intelligence policy, human resource development and procedural efficiency. According to Mohanan (2005), a university graduate is someone who possesses the knowledge, abilities and attitudes necessary to function efficiently in

familiar and difficult 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, critical thinking, independent learning, expression, attitude and values, as well as good interpersonal skills. Mohanan argued further that bringing out all these qualities in a university graduate is the hallmark of quality teaching.

However, it is doubtful that the Military/Police officers as well as other graduates that have attended intelligence studies courses in Nigeria can justify that is what they have learnt. It is also doubtful whether the course has adequately prepared them to serve within the intelligence community. Evaluating the effectiveness of intelligence studies programmes begins with formulating student learning outcomes and ends with the realisation of these outcomes when the student graduates. As explained by Domizio, the role of academia is to facilitate the understanding of these outcomes by teaching relevant content and encourage learners' active commitment to the learning process and the real world (Domizio, 2008; Hill et al., 2003, Pennington & O'Neil, 1994). This process, therefore, requires highly competent academics/experts, with mastery of content for the subject, and teaching methods.

The question then is, does the intelligence studies programme being taught in the two Nigerian universities have any relevance to the development of professionalism within the intelligence community? Another related question is whether lecturers and intelligence instructors in Nigeria lack the skills and knowledge necessary to deliver intelligence studies training within our university and military academy. In other words, do Lecturers teaching intelligence courses at Novena University and Afe Babalola University have the necessary level of training and development required to take on the course? It is however important to note that there are challenges within the field of intelligence that prevent it from contribution to the theory of intelligence in such a manner as to be able to deal with the past, present, and future of its relevance as well as to validate and test concepts. In Kahn’s opinion, (in Treverton, Jones, Boraz, & Lipscy, 2006:16) theories of intelligence may be explored in three main ways that are historical, mathematical, and psychological.

The historical theory tends to look at intelligence in the past, the present, and the future. Further, there are some debates as to exactly what kind of degree university intelligence programmes should offer. This disagreement is usually between those proposing a more intellectually academic programme against those who prefer a more professional practical programme.

According to Crosston (2018), the problem with this debate is that both camps feel passionate about the superiority of their approach. Academicians/Scholars would emphasize how the core competencies of intelligence are quintessentially academic values that have always been a major part of university life, practitioners on the other hand push to develop skills that are unique to the job market of intelligence thereby providing students with crucial training.

For instance, Anglo-American Scholars like Marrin have suggested a fundamentally new facet of intelligence education that encompasses the introduction of training and tradecraft into academic programmes (Marrin 2009). He further made a difference between intelligence training and education, stating that: "*In terms of intelligence analysis, the term training is usually associated with internal government programmes intended to offer particular instruction for the implementation of job-related tasks, while the term education is normally associated with academic courses or programmes geared to present more conceptual and theoretical frameworks having a less direct effect on performance, but layering the foundation for improved performance over the longer term.*"

Others like Sims and Rudner have argued to the contrary that tradecraft is not well-advised to be in the purview of intelligence studies programmes and is best addressed through professional training (Rudner 2009). In Rudner's opinion, "what would be the objectives of Intelligence and National Security Studies in higher education? Certainly not to provide training in actual intelligence tradecraft. That is something best left to the National Intelligence and Security Community itself" (Rudner 2009:116).

On the other hand, scholars such as Spracher and Jensen see a place for training and tradecraft in academic intelligence programmes. Similarly, Breckenridge (2010:12) argued that, when properly harnessed, new graduates of intelligence degree programmes may be able to spend less time in basic courses offered by the intelligence community and resources can be redirected to advanced and career intelligence analysis courses. The researcher concurs with this assertion. However for this to happen, especially in a country like Nigeria, there is a need to engage the academic community in a common effort with government agencies, to ensure greater success in carrying out the national security intelligence function. The goal of academia is to produce individuals who can creatively explore, describe, and explain intelligence issues and the acquisition of transferable knowledge, competencies and skills. There are however specific skills or training necessary to achieve those goals (especially within the field of

intelligence) which include the ability to determine the sources and type of information, access information effectively and efficiently, critical evaluation of the sources and content of information, effective use and grasps of the socio-economic and political-legal issues that surround the use of that information as well as observing appropriate rules, laws, regulations and policies to the access of information (Krizan, 1999).

The acquisition of these skills or training is fundamental to the intelligence community and this can only be acquired through engagement and partnership between the academia and the intelligence community. Without this collaboration, the challenges of inadequately skilled personnel across the various components of the intelligence community in Nigeria will persist. This is particularly in the areas of specialist language, analytical and technical skills.

In addition to the need for a synergy between academia and the intelligence community, there is also the need to develop intelligence literature in Nigeria. As explained by Marrin (2009:142) 'a profession without its own unique body of knowledge is merely a craft masquerading as a profession.' An implication of this on intelligence education is the need to focus more attention on building unique intelligence literature in all of its forms and making it more cumulative i.e. focus on theory as well as practical. Marrin posited further that Intelligence studies are an academic complement to the practice of national security intelligence. Richards argued that there is little in this statement with which to argue, nor anything not readily recognised about the essence of the subject (Richards, 2016). At the same time, *the statement contains within it the paradox that complicates much of the argument about Intelligence Studies and its place as a properly recognised academic discipline* (2016:2). Richards however made an important point that is central to the debate about training versus education which deserves to be discussed here. He depicted Marrin's argument that intelligence studies is an academic complement to the practice of intelligence as one of the problems with the development of intelligence studies into a fully-fledged academic discipline (2016:6). Richard argued on one hand that the notion that intelligence studies is primarily for and by the intelligence practitioners creates an atmosphere of suspicion around the subject.

On the other hand, the description of intelligence studies as being a compliment to the practice of government raises the question of whether the subject is about training those within the field to make it better or meant for training new entrant into the field or the subject is acting as some sort of critical analysis guide for government. Richards argued further that observing

intelligence studies from the point of view of the profession 'takes it down the road of being a training and accreditation process for practitioners.' He questioned whether intelligence studies should be the academic discipline that should help intelligence practitioners do their job effectively. He concluded that there is a question mark over whether intelligence studies qualify as a discipline in its rights or whether it is an interdisciplinary field of study or whether it is about the business of intelligence (2016:12-13). This confusion is yet to be resolved.

However, a cursory look at the nature of Intelligence Studies itself, within which the current discussion sits, reveals that if an academic approach is taken in an attempt to understand and conceptualise intelligence as a field of study, one is challenged and confronted with the fairly limited availability of comprehensive literature in comparison with other or older established academic fields. Warner (In Johnson, 2009:17) submits that intelligence practitioners by definition resist scholarship. He argued further that the study of intelligence is not one field but two: 'one on the outside' with no official access to original records and one on the inside 'to which only a few scholars have enjoyed authorised access. As Kent rightly observed (Kent is regarded as one of the founding fathers of intelligence and more specifically intelligence analysis), although intelligence has taken on the aspects of a discipline with a recognisable methodology, vocabulary, and a body of theory, doctrine and techniques, it lacked literature (Kent 1955:1-11). Since intelligence is not the lone prerogative of governments and their secret agencies, engaging the academia in Nigeria through the use of intelligence studies to enhance professionalism within the intelligence community presents a significant contribution to knowledge in the country.

In addition to the above, the researcher will compare the academic involvement in intelligence in Nigeria and the UK.

The Research Rationale

Following the introduction of Intelligence Studies programmes at Novena University, a private university in Nigeria, Afe Babalola another private University also introduced security and intelligence studies into its curriculum. The involvement of academia in intelligence studies in Nigeria marked a significant turning point in engaging the academia to enhance professionalism within the intelligence community. This was also crucial to the national security of the country. Their value to the Nigerian intelligence community has considerable recognition in most of the intelligence community training manuals with regards to their

contribution to the training and education of young professionals. However, since the introduction of intelligence studies programmes at Novena and Afe Babalola universities, there have been some concerns from stakeholders within the intelligence community concerning the effectiveness and quality of these programmes. It also remains unclear if Military/Police officers, as well as other graduates of these programmes, can justify what they have learnt and more importantly whether the course has adequately prepared them to serve within the intelligence community. It is against this backdrop that the researcher embarked on this research, primarily to evaluate the extent to which students acquire intelligence skills and how they fit into the intelligence community when they graduate.

Interviews with academics within the intelligence community that were taken as part of this research project also suggest on one hand that the introduction of intelligence studies in the curriculum content was mainly seen as the role of the academia in support of the intelligence community for national security function. On the other hand, there is scepticism on the appropriateness of the sort of instructions and learning benefits that these institutions have to offer the intelligence community. As would be discussed in details later in the study, the procedure for the selection of officers from the Army and Police into these programmes also remains unclear. The researcher has personally witnessed a situation in 2014 where eight intelligence officers were selected for further intelligence studies at Novena University based on their performance in practice, however, the final list of officers sent for the course were completely different from those that were initially selected. It appears that the yardstick used in selecting the officers for the course is based on favouritism and not merit. The effect of this is that the quality of the nominees who are selected for the programmes may be jeopardized on the altar of favouritism which may engender mediocrity within the intelligence community. In fact, the former Nigerian president, Goodluck Jonathan expressed dissatisfaction with what he called ‘mediocrity’ and ‘indiscipline’ in the country’s security agencies, lamenting that these have been largely responsible for their abysmal performance over the years. The obvious danger of favouritism in selecting officers for further intelligence studies is that it impairs the level of professionalism within the intelligence community and ultimately affects the national security of the country.

Interviews conducted also suggest that most of the research and studies on intelligence in Nigeria have focused mainly on the direct impact of intelligence gathering on national security

in the country. Furthermore, findings indicate that there is a disconnect between the intelligence community and academia. Identifying that the Nigerian intelligence community has been less than optimally informed by expert intelligence literature, it was further determined that the intelligence community whose area of expertise resides at the operational level, suffers significant gaps between theory and practice in the areas of intelligence policy, human resource development and procedural efficiency. Far too little attention has been paid to the effectiveness or otherwise of intelligence studies programmes in the country's universities and more importantly how to engage the academic community in improving Nigeria's intelligence needs. In addition, available records have shown that since the introduction of intelligence studies at Novena University, only twelve Police officers have so far obtained degrees in intelligence and security studies from the university as of 2018, while fifty-eight officers have obtained diplomas in security studies within the same period (Novena University Registry, 2018). Five other officers are also currently undergoing a postgraduate programme in Intelligence and Security at the university. Going by these figures, it appears that the collaborative programme with these institutions appears to be sluggish in fulfilling its desired objectives, considering the small number of graduates produced under the scheme.

It is also against this background that the researcher being a Senior Military Officer in the Nigerian Army and a lecturer at the Nigerian Defense Academy (NDA) decided to evaluate the relevance of intelligence studies programmes in improving professionalism within the nation's intelligence community. The study is also concerned with the effectiveness of the partnership between academia and the intelligence community since the introduction of intelligence studies into the nation's curriculum. The researcher's concerns were further reinforced by the remarks of (Danjuma, 2018) who posited that the impact of military intelligence training in Nigeria has not yielded any meaningful impact in improving intelligence capabilities within the security agencies. Danjuma wondered whether intelligence instructors have the requisite knowledge /skills necessary to deliver intelligence studies training at Nigeria university. It has therefore become increasingly difficult to ignore the questions raised about professionalism in the intelligence community in Nigeria. The researcher is also interested in an appraisal of the quality of intelligence programmes in Nigerian universities and also systematically compare these with intelligence studies programmes of another country with a much more developed intelligence studies mechanism and capability. This study explores the need for a paradigm

shift towards engaging the academic community to complement the national security intelligence functions of the security agencies in Nigeria.

Without a doubt, this research has the potential to advance knowledge and understanding of intelligence/intelligence studies in Nigeria. It is hoped that the research will help contribute to the emerging literature on intelligence in Nigeria and more importantly in filling the gaps in intelligence studies literature in the country. As would be discussed in the next chapter, many researchers have assessed the place of intelligence in national security in Nigeria, but none has undertaken a study on the need for engaging the academia in using intelligence studies programmes in improving professionalism in the country's intelligence community. Thus by giving fresh insights and a better understanding on the need for a synergy between the intelligence community and the academia, this thesis makes a significant original contribution to knowledge in Nigeria. The Nigerian government and more importantly the intelligence community composed of the Army, Navy, Airforce, Police, and other intelligence specialists will find proposals and recommendations put forward in this research valuable in fulfilling the intelligence needs of the country.

Justifications for Comparing Academic involvement in Intelligence in Nigeria with the United Kingdom

The justification for comparing intelligence studies programmes in Nigeria and the UK cannot be far-fetched. Although, it is important to note that the central aim of this research is not to compare intelligence studies in Nigeria with that of the United Kingdom. The main objective of the thesis is to explore how the academia in Nigeria could be used to improve professionalism in the country's intelligence community. Nonetheless, it would be beneficial to also look at how intelligence studies programmes are being run in another country. This comparison is necessary for proffering measures to improve the country's intelligence community. The researcher, therefore, aims to systematically compare intelligence studies programmes in Nigeria with an approach currently adopted by UK universities to gain new insights for improving professionalism within the Nigerian intelligence community. Although Nigeria does not appear to be the best choice to compare with the UK based on the development of institutions, nevertheless it is suggested that insights gained from these comparisons would help improve the Nigerian situation.

The rationale for the choice of the UK as a basis for comparison in this research is not unexpected. Firstly, Nigeria gained independence from Great Britain in 1960; consequently, the country's education system was modelled after the UK's academic curriculum. It is therefore not surprising that Nigeria still operates the common law legal system to date. Nigeria in the affirmative years after gaining independence in 1960 relied heavily on judicial rulings from the Queen's Court as well as Law Reports from England. Although there have been significant changes and reforms over the years to reflect national cultures and legal traditions, nonetheless the British imprints in the Nigerian academic arena are evident and cannot be overemphasised. While it is important to note that both countries are different culturally, socially, economically and more importantly in the development of their academic institutions, it would be interesting to compare and to contrast how both countries have engaged their academia in the development of their intelligence communities.

Second, the UK's security agencies have undergone several changes over the years with serious impact on its intelligence programmes. According to Taylor, in the contemporary world, only the US, UK, and Russian intelligence services (and possibly those of China) can claim to have truly global intelligence coverage and activities. These countries are instrumental in leading the global development of intelligence. The UK also occupies a significantly important position in terms of intelligence in the world. The UK (still part of the European Union as of the writing of this thesis) is a member of the EU and as a result party to the EU intelligence arrangement, member of NATO, as well as a strong ally of the United States, enjoys extensive bilateral arrangements with countries of the world, especially Africa. Also, the UK adherence to International Human Rights norms makes it a good basis for comparison. Unlike Nigeria, the UK intelligence services adhere to the European Convention of Human Rights as well as the Human Rights Act 1998.

The UK has also enacted other special Parliamentary legislations on intelligence. These include the UK Security Service Act 1989, the Intelligence Services Act 1994, and more recently the Regulation of Investigatory Powers Act 2016. As will be discussed in greater details in later chapters, there seem to be a democratic process and openness in the UK government's involvement in intelligence activities. Furthermore, in this era of globalisation, isolation is not an option for the intelligence service of a democratic country, but rather a recipe for failure.

The UK, therefore, represents a good basis for comparison with Nigeria. This does not automatically mean that the UK has been successful in exploring academia in improving professionalism within its intelligence community, the thesis simply explores whether there are any elements of the UK academic engagement with intelligence from which Nigeria can learn.

Admittedly, one of the limitations of this type of comparison is that it would require a broad range of fields such as political science, sociology, psychology, law and philosophy. The researcher does not claim to use all these interdisciplinary approaches to elucidate the results of the comparison, however, the researcher would mainly adopt a library-based approach in this comparison to compliment the methodology adopted for the research. It is apposite to mention that this comparison is not done to lift measures adopted by the UK without thorough scrutiny, the goal is to gain insights that ordinarily would not be possible if the research were to just look inwards alone.

Research Questions; Aim and Objectives

This research focuses on the growth and direction of intelligence education in Nigerian Universities and whether these programmes can contribute to the development of professionals ready to serve in the intelligence community. Traditionally, Nigerian universities cater to the needs of intelligence communities by producing graduates in political science, law, linguistics or social science that eventually become intelligence officers. Such education would typically be undertaken before joining the intelligence community; however, the required competency training usually occurs outside the universities, usually at the in-house classified environment. In Nigeria, there are two categories of personnel joining the intelligence community: the officer cadre and the junior cadre. The officer cadre is required to possess a degree qualification in any discipline, but since the introduction of intelligence studies programmes in Nigeria in 2004, graduates with an intelligence studies background have an added advantage of being more suitable and qualified to work within the Nigerian intelligence than their counterparts that studied other courses. Thus, it has become imperative for the Nigerian Intelligence Community (NIC) to engage with academia to improve their professionalism.

However, few studies have focused on how to enhance the engagement between the NIC and academia. Therefore, this research will explore the ways the NIC's professional engagements could be improved with the collaboration and contribution of academic institutions. There are currently two universities offering intelligence studies programmes at both undergraduate and

postgraduate degree level in Nigeria, Novena and Afe-Babalola universities that have fed professionals graduates into the Nigerian Intelligence Community (NIC). The key question is: Do these programmes deliver what is needed by the NIC? As far as the researcher can determine, there has been no evaluation of intelligence programmes in Nigeria at this time. Therefore, this research aims to provide an evaluation of the effectiveness of these programmes in Nigeria.

The central objective of the research is to evaluate the effectiveness of intelligence programmes in both Novena and Afe-Babalola universities. In so doing, the research explores:

- How the skills/competencies needed by the NIC are defined.
- How the curricula of the two programmes aim to meet these needs.
- An evaluation of the extent to which students acquire key skills and how they fit the job when they graduate.

To fulfil the above objectives, this research will focus on answering the following questions:

- What is the nature of intelligence studies programmes in Nigeria?
- What are the skills and knowledge needed by the intelligence community?
- How could the curricula of intelligence studies programmes be improved?

The study will also systematically compare intelligence studies programmes in Nigeria and the United Kingdom to find out whether there are any elements under the British intelligence studies programmes that Nigeria could learn from. This research will also offer some recommendations for how to improve the development of professional skills in the NIC. Finally, this research attempts to create ideas that will improve professionalism within the intelligence community in Nigeria. This research is going to be a largely qualitative assessment, in part interviewing specialists with expertise in this area for their view of the effectiveness or otherwise of the current system.

Thesis Outline

This thesis consists of nine chapters.

Chapter One- This provides an overview of the study and the rationale behind the study. The chapter also provides the justifications for comparing intelligence studies programmes in Nigeria with those of the UK.

Chapter Two-This chapter reviews the literature on intelligence studies in Nigeria and the UK. This is to position the study within previous literature on the subject matter. The chapter discusses the rise of intelligence in Nigeria, the establishment of private universities in Nigeria, and the development of intelligence studies in Nigeria. Likewise, this chapter also provides an overview of UK higher education, intelligence studies programs in the UK whilst also highlighting gaps within the existing literature. Furthermore, this chapter demonstrates the originality of the research as opposed to any other similar studies in intelligence.

Chapter Three-The chapter discusses the methodology adopted in this research which is the Grounded Theory research methodology, the data sources, research design, rationale for unstructured interviews, the procedure for data collection and participant involved in the interview. This chapter explains the interview questions and their rationale, data analysis and presentation, validity and reliability, ethical issues, data collection as well as challenges/difficulties encountered.

Chapters Four–This chapter provides an assessment of the intelligence studies programmes in Nigeria. The chapter critically analyzes intelligence courses being offered by Novena and Afe Babalola University to determine whether these programmes meet the needs of the Nigerian Intelligence Community. This will help answer the questions regarding the skills and knowledge needed by the Nigerian Intelligence Community and how the curricula of intelligence studies programmes could be improved.

Chapter Five–The chapter discusses the intelligence curriculum in Nigeria and the various forms of competence required, the changing nature of the curriculum as well as the domain of professional education.

Chapter Six – The chapter focuses on results and analysis of the research, interview process, analysis and questions - questions dealing with experiences in the universities, question dealing with core competencies addressed in coursework in achieving the proper balance to avoid as well as interpreting the responses to these questions Further, this chapter puts together observations, discussions in the thesis as well as the main findings from the research, including

lessons that Nigeria can learn by using academia to enhance professionalism within its intelligence community.

Chapter Seven - Concludes the research. This chapter would also offer recommendations for policy prescriptions and reforms for proper and effective engagement of academia to improve professionalism within the Nigerian intelligence community.

CHAPTER TWO

LITERATURE REVIEW

Since the introduction of intelligence studies programmes into the Nigerian academic curriculum, there have been heated debates about its relevance in enhancing professionalism within the intelligence community. Scholars have appraised this development with both optimism and pessimism. This chapter, therefore, focuses on the review of related literature on intelligence studies in Nigeria as well as in the United Kingdom (UK). As mentioned in the preceding chapter, the UK would simply be used for comparative purposes only. The rationale for the choice of the UK has been given in the earlier chapter.

Before delving into the review of the literature on intelligence studies in both countries, it is important to note that conducting research on military intelligence (intelligence activities/studies) has its challenges. These include security access problems, access to sensitive intelligence information and the limits for the disclosure of information. Due to national security concerns, access to certain data regarding intelligence in Nigeria is severely restricted. Given these problems, this study will confine itself mainly to issues affecting intelligence studies programmes in both countries.

For sake of clarity and a better understanding of intelligence studies in both countries, this chapter will be divided into three main parts. The first part has reviewed the literature on Nigeria, while the second part has examined the literature on intelligence studies in the United Kingdom. The third section will highlight gaps in the literature on intelligence studies of both countries, establishing the significance of the study as well as the research's original contribution to knowledge. Suffice it to say at this point that while there might be a huge volume of literature that addresses intelligence studies in the UK, there are very few literature that addresses the subject in Nigeria. This caveat is particularly important because the literature on Nigerian intelligence studies may be descriptive. Consequently, the review of the literature on intelligence studies in Nigeria will include references and allusion to scholarly articles and literature from other jurisdiction.

Nigeria

As earlier mentioned, intelligence studies is an emerging academic discipline in Nigeria. Although much literature exists on military intelligence in Nigeria, there are very few literature that addresses intelligence studies programmes in Nigeria, especially the role of the academia in improving intelligence in the country. For a better understanding of the emergence of intelligence studies programmes in Nigeria, it is important to first provide an overview of the higher education system in the country. Since intelligence studies involve dealing with the Military and the Police, references will be made to both academia and the military.

Higher education in Nigeria refers to the next level of education after completion of secondary education. Primary education in Nigeria is the first stage of education and is deemed mandatory. Secondary education is usually sought after the completion of the primary stage (although this stage is not mandatory). In Nigeria, the higher education system comprises mainly of Universities, and Polytechnics, as well as professional and specialised institutions which include the Nigerian Defence Academy (NDA) and the Nigerian Police Academy (NPA). Furthermore, institutions within the higher education system can be categorised as public or private funded institutions. Public universities can further be sub-divided into State universities, Federal universities, and specialised universities. There are only two private universities that offer intelligence studies programmes at the time of writing this research.

The first higher education institution in Nigeria was established in 1934 with the opening of Yaba College. This institution was meant to provide the needed middle-level workforce requirement for the emerging civil service at the time. Yaba College offered limited diploma programmes and prospective applicants wishing to get a degree had to seek higher education abroad, especially in the UK. Subsequently, the University College of Ibadan (UCH) was established as an affiliate of the University of London in 1948. The first indigenous university in Nigeria was the University of Nigeria, Nsukka in 1955, followed by Ahmadu Bello University, University of Lagos, and the University of Ife in 1962.

Higher education institutions in Nigeria are regulated directly through the National Universities Commission (NUC). This commission was established in 1962 as an agency under the Federal Ministry of Education. The commission's main objective is to advise the executive arm of government on the creation of new universities and degree-awarding institutions in Nigeria; to prepare periodic master plans for the balanced and co-coordinated development of all higher

education institutions; to set minimum academic standards as well as accrediting their degrees and awards; to advise on quality assurance guidelines, financial oversight, administrative oversight; and to provide guidelines and processing of applications for the establishment of private universities (Okojie, 2007:16). The NUC also has power over all the Federal, State, and Private universities, especially in terms of official approval of courses and programmes, monitoring of universities and implementing appropriate sanctions.

Like any educational system, the Nigerian educational system is influenced, shaped and determined by socio-political factors and circumstances. For instance, most of the private universities in Nigeria are located in the southern part of the country. There are less than ten private universities in the north compared to more than fifty in the south (Suleiman, 2013). This situation created an imbalance in the distribution of funds to public-funded universities as well as the level of academic development in the regions. Nonetheless, the purpose of establishing universities in Nigeria is to produce qualified, skilled, and globally competent graduates for government, business and industry which are critical to national growth and development (Obadara & Alaka, 2013).

In attempting to provide an analytical perspective on the intelligence studies programmes in the Nigerian context, it is also necessary to provide an understanding and overview of the intelligence community in Nigeria.

The Nigerian Intelligence Community

The intelligence community is a term that is used throughout this study. In this research, the intelligence community would refer mainly to functional government departments and agencies that carry out intelligence activities. These also include Subject Matter Experts who are people who have experience with and knowledge of a particular system, application, products, process or task that you need to learn about (Lambe, 2005). The Nigerian intelligence agencies have their presence mostly in the Military, Police and the State Secret Services. The structure of the state intelligence agency differs according to the unique needs and requirement of the state. In Nigeria, the intelligence services are organised according to the mission of intelligence, area of operation, threat or a specific issue. The ultimate goal of these intelligence services is to provide timely and relevant information to decision-makers to aid their understanding of the issues at hand and to allow them to make more informed decisions.

Intelligence services whose mandate is based on a specific geographical area of operation include an external or foreign service (that collect, analyse and produce intelligence relevant to the external security of the state and warn of impending external threats); and an internal or domestic service - often called security services (that collect and analyse data relevant to the internal security of the state and the maintenance of public order and safety). Intelligence services whose mandates are based on a specific issue or domain include Military or Defence Intelligence Services (that generate intelligence relevant for defence planning and the support of military operations); Criminal Intelligence Services (that produce intelligence on organised crime, corruption and criminal activities to aid law enforcement) and Specialised national centres (that focus on particular issues, such as the National Counterterrorism Centres). These agencies often perform their task in secrecy, without public knowledge. These agencies consume sizeable if not a large chunk of defence allocation in many countries. In the words of Herman, the intelligence community constitutes a particular kind of state power known as "intelligence power" (Herman, 1996:12).

The history of the creation of intelligence agencies that ultimately make up the intelligence community in Nigeria is fragmented. Before 1976, the 'E' department or Special Branch of the Police was responsible for State Security and Intelligence services. Following the abortive coup attempt in 1976, the 'E' department was excised from the Police and its duties were taken over by a newly created agency, the Nigerian Security Organisation (NSO) (Peters, 1987). The establishment of the NSO was not preceded by careful consideration or study to assess and determine the intelligence needs of the country. The military simply issued decree no 16 of 1976 that established the NSO and charged it with the protection and preservation of all classified matter concerning or relating to the security of Nigeria and any other purposes, whether within or outside Nigeria, as the Head of the Federal Military Government may deem necessary for the security of the country. The NSO that was created by the then military regime had functions that were similar to the American Federal Bureau of Investigations (FBI) which engages in counterintelligence activities as well as function synonymous to that of the Central Intelligence Agency (CIA), whose main preoccupation is with foreign positive intelligence.

Consequently, the NSO as an organisation saw itself and behaved like an organisation that was superior to the Police and the Military. This was largely because its mandate was not clearly defined - their functions were vague and their operations were extremely personalised based

on the demands and orders of the Military Junta. During this period, intelligence in Nigeria was focused on surveillance of its citizens, especially political dissidents that opposed the military regime, leading to their arrest and detention. This situation also created some hierarchy tussle amongst the security agencies as there were overlaps in the activities of intelligence and the security agencies. However, upon Nigeria's return to civilian rule in 1986, the NSO was scrapped prompting the formation of three, smaller, more specialized agencies namely: the National Intelligence Agency (NIA), the State Security Services (SSS), and the Federal Investigation and Intelligence Bureau (FIIB) (Osamgbi, 2006). The NIA was responsible for counterintelligence activities and foreign intelligence collection operations in the country, while the State Security Service (SSS) manages domestic intelligence and works closely with the Federal Investigation and Intelligence Bureau (FIIB) which serves as the liaison agency between law enforcement and intelligence services. The Nigerian military intelligence operations were coordinated through the executive office of the government - The Defence Intelligence Agency (DIA). The DIA was responsible for foreign and domestic military intelligence. The drawing below shows the structure of the intelligence community in Nigeria.

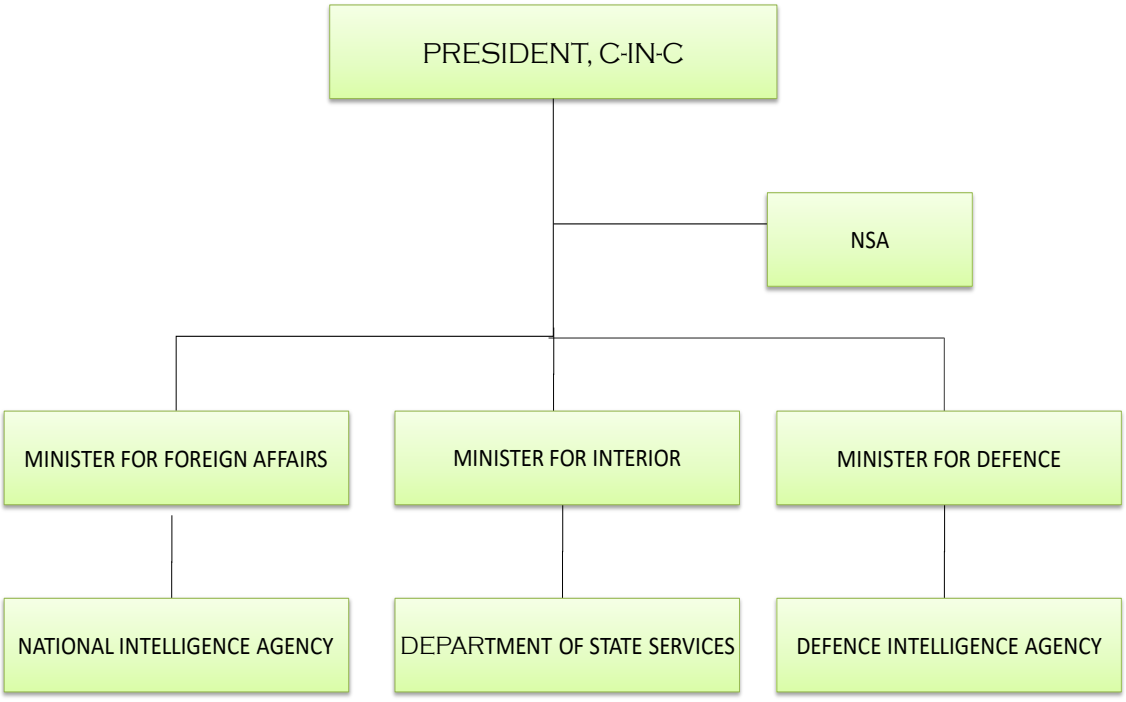

Figure 1: Nigeria's Intelligence Community Structure

The United Kingdom

As previously explained, since the research aims to better understand intelligence studies programmes and how these are delivered in Nigeria – it is also important to explore how intelligence studies are delivered in other climes. Consequently, this study will systematically explore intelligence studies programmes in the United Kingdom and compare this with Nigeria.

According to Godson, the word intelligence varies among people and within governments (Godson, 1983). Godson argued that western states' definition of intelligence contrasts sharply with most non-western and totalitarian states in their perspective and its application of the term. This is evident in the different definitions, theories, and perspectives given to the term. Without doubts, almost all states have their understanding of what intelligence is and what it is for. As Bay rightly observed the definitions given to intelligence "are based on each state's presumption about the world; more often than not these presumptions are not vocalized but assumed in quiet making it difficult for the reader to evaluate an author's motive behind a definition" (Bay, 2007). No emphasis will be placed on the definition of intelligence in the UK here having previously highlighted some definitions given to the term.

However, the divergence in the concept of intelligence from the US and British perspective is noteworthy. According to Davies, the United States Congress, particularly the 1995 Aspin-Brown Commission, had waded into examining the British National Defence machinery. A similar exercise was taken by the UK through the British Intelligence and Security Committee of the House of Parliament in a bid to underscore and highlight areas of similarity and incorporate the same into the polity. Davies argued that both the UK and US have always viewed intelligence from rather different perspectives and have looked at and dialogued issues relating to the subject of intelligence from cross-purposes (Davies, 2002). But before delving into discussions on intelligence studies in the UK, it is important to provide an overview of higher education in the country.

Higher Education in the United Kingdom

By definition, the UK higher education is the level of education that follows secondary school at the hierarchy of the educational system in the UK. After high school, students sit for a standard examination which makes them eligible or not to continue their education at a higher level of education. It is however important to note that not all higher education providers in the

UK are referred to as a university. This is particularly important for international students as this issue is regulated by law. The UK official regulation stipulates that a higher education institution can be labelled as a university if it gets approved by the Privy Council under Further and Higher Education Act 1992 or if it gets approved under the provision of the Companies Act 2006. Most undergraduate education in the UK (with very exceptions like the University of Buckingham and BPP University College, both of whom are private institutions) are state-financed with some top-up fees to cover costs.

Unlike Nigeria, the universities in the UK are ranked. There is a perceived hierarchy among universities, with the Russell Group seen as being composed of the country's more prestigious universities. The state does not control university syllabuses, but it does influence admission procedures through the Office for Fair Access (OFFA), which approves and monitors access agreements to safeguard and promote fair access to higher education. The independent Quality Assurance Agency for Higher Education inspects universities to assure standards, advises on the granting of degree awarding powers and university title, and maintains the Quality Code for Higher Education, which includes the Framework for Higher Education Qualification. In addition to most degrees, the state has control over teacher training courses, and standards are monitored by Ofsted inspectors.

Unlike Nigeria, there are over 700 colleges and other institutions in the UK which do not have degree awarding powers, but which provide complete courses leading to recognised UK degrees. Courses at these institutions are validated by institutions which have degree awarding powers. These other providers of higher education programmes may use other institutional titles such as ‘college’. The use of such titles is not regulated by law.

Teaching methods in the UK are decided by the individual teacher/Lecturers, department, faculty or institution, or a combination of these. Most courses involve both formal lectures and less formal seminars, in which students are encouraged to participate and lead discussions. Certain courses require practical sessions such as work in a laboratory for science subjects and oral classes for foreign languages. Similarly, Higher Education Academy (HEA) supports the higher education community in order to enhance the quality and impact of learning and teaching. The HEA also provides academic staff with professional recognition, networking and development opportunities, and advice and support, including by working directly with Higher

Education institutions to understand their circumstances and priorities. The UK education system is widely reputed for its quality and standards.

As per cost, the tuition fee for higher education in the UK varies from university to university as well as location i.e. England, Wales, or Scotland. International students are a substantial part of the student population in British universities. The UK is a popular study destination for international students.

Intelligence Studies in the United Kingdom

While intelligence is not a new phenomenon, the academic study of intelligence is (Goodman, 2016). Intelligence as an activity has existed in one form or another for centuries. In the United Kingdom, the modern intelligence establishment can trace its roots to 1909. However, as an academic discipline, the subject only extends to the mid-1970s. Although there had been a plethora of books on intelligence, it was not until the publication of J.C. Masterman's and F.C. Winterbotham's treatment of Ultra that intelligence as a serious subject of study began (Masterman, 1962) (Winterbotham, 1914). The three-decade growth of the academic study of intelligence has been coupled in recent years with a growing public awareness of intelligence.

The history of intelligence studies in the UK is quite interesting. Goodman explained that the bulk of intelligence-related books that were published up until the mid-70 were mainly composed of memoirs or account of different operations. Goodman however added that the introduction of intelligence as an academic discipline has resulted in the growth if intelligence studies in the UK. He argued that this situation may have inadvertently created ‘ a far more abstract discussion than what was necessary but created a substantial theoretical basis for students to legitimize the discipline.

Like Nigeria, intelligence studies in the UK are also a fairly new study field in comparison to other fields of study. In the words of Kent, “the development of intelligence studies as a sub-field of international relations has continued rising ever since” (Kent, 1955). This view is supported by Richards argues that 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). Others, like Glees, have made a connection between the significant role of intelligence and security in contemporary society and politics and the importance of studying this academically. While intelligence was always something known to

be tangible, in a sense, it was a non-entity and a black hole of government. People knew it existed, but no one in the know could officially acknowledge it.

A review of teaching practices in the United Kingdom today suggests that intelligence studies are one of those odd disciplines that are comfortable in a variety of academic departments, but perhaps never truly at home in any of them. Handel was of the view that the teaching of intelligence in UK university courses is a timely addition to those taught in mainstream programmes leading to degrees in politics and history (Handel, 1983). The literature on intelligence studies has grown in the UK over the past decade. Furthermore, the events of 9/11 as well as the 7 July 2005 London Bombings awakened national interest in intelligence as well as intelligence studies in the UK. Since then, no aspect of the US or UK has been under closer scrutiny than the function of intelligence. The two incidents moved intelligence from the shadows into the spotlight.

A lot of universities in the UK offer courses on intelligence studies both at Undergraduates and post- graduates levels up to doctorate level. UK universities present intelligence studies programmes under different names such as Intelligence and Security studies. Others refer to it as intelligence studies and international security studies or security studies. Universities that offer intelligence studies include the University of Buckingham, University of Wales, Aberystwyth King's College London, Salford University, Birmingham University, Edinburgh University, Queen Mary University of London, Liverpool John Moores University, Nottingham University, Reading University and Sheffield University. Four of these listed Universities (Brunel, King's London, Salford and Buckingham) offer MA degree programmes in intelligence studies. Other universities offer teaching on intelligence as part of courses on international history or security and as part of their PhD supervision. These include Brunel University, the London School of Economics and St. Andrews University.

These UK universities promise prospective students a unique opportunity for both practical, policy-oriented studies on intelligence issues across the private and public sectors around the world. A cursory look at the curriculum of these universities shows that intelligence studies programmes being offered covers a wide amplitude of topic, expert covert action and military intelligence doctrine, structured analytic techniques and a military imagery analysis. Other include topics that cover trends that continue to shape intelligence and international security developments in the 21st century, general knowledge on intelligence, security issues in peace

and war in a historical and contemporary perspective, ethical dilemmas associated with intelligence activity, as well as the challenges posed by digitisation. Some universities in the UK offer intelligence studies as a combined course with other social science subjects. Maddrell is of the view that 'the greater openness of intelligence issues has attracted more interest on the part of political scientists' (Maddrell, 2018).

While intelligence studies can be taught in the classroom as a knowledge-based course, there are certain practical aspects within intelligence studies that scholars might struggle to teach because of little practical knowledge in the area (a detailed assessment of this will be done in chapter 5 - Assessment of Intelligence Studies in the UK). In other words, there is a difference between "intelligence-as-knowledge as against intelligence-as-activities. Most intelligence scholars cannot apply experiential learning in the case of intelligence-as-activity. The universities in the UK also acknowledge this fact and to fill the gap, most of them often complement what is being taught in class with public lectures and seminars on the practical/field aspect of intelligence from intelligence experts and serving or former military officers. This is quite understandable as most scholars do not have the operational experience in intelligence activity.

Studies and research on intelligence studies in the UK have also recently begun to reflect a greater appreciation of theories and analytical frameworks. According to Thomas (2008:239) 'Intelligence Studies has become an established and legitimate field of scholarship globally.' He added that the time has passed when intelligence researchers need to apologize either because the subject matter is unique or because it supposedly lacks virtue, either socially or intellectually. Thomas's assertion is evident in the growing body of full-time research in the field of intelligence studies in the UK. The researcher acknowledges that the teaching of intelligence has become of paramount importance, not only for understanding historical events but also in comprehending contemporary world politics.

Despite the recent increase in the development of intelligence studies in the UK, there are still some scepticisms within the UK intelligence that intelligence studies programmes do not adequately capture "intelligence" in the real sense of it. Others would argue that intelligence studies is a questionable enterprise that cannot be studied properly or that its study lacks propriety (Thomas, 2008:217). This is due to concerns about the inevitable glut of material for studies on intelligence. As explained by Halperin, much pertinent material on intelligence is

classified for national security or bureaucratic reasons (Halperin et al, 1976) This then raises the question of whether the available data in our universities are sufficient for scholarly purposes. Whilst admitting that intelligence studies has found its roots within academia, Thomas, however, raised more fundamental questions as to whether the data selected by the scholars/lecturers (or intelligence analyst) for studies is a representative of the available body of data? And more fundamentally, does the body of available data truly represent the realities on the ground? These are some of the questions this research intends to find answers to.

Other issues raised by Thomas include information overload most of whom are not relevant to the study on intelligence, the quality and authenticity of available data, veracity of information, objectivity of publicly available sensitive or potentially sensitive information as well as occasional or deliberate obfuscation or possibly even disinformation from the government. These concerns were also raised by Witman who argued that the nature of the quantity and quality of available date raises some questions about acceptable sources of data (Witman, 1976) a detailed assessment on some of these issues will be discussed in chapter 5 of this thesis.

Other concerns raised by scholars also include the lack of proper delineation between intelligence and policy. As argued by Godson, most studies on policy prescription focus on national and foreign security policies whose relevant intelligence units are more numerous and functionally diverse (Godson 1986). He argued that intelligence studies that include policy formulations as primary research tend to emphasise two stages of policy which are policy deliberations or policy prescription. In some cases both can be included; however the considerations of the actors and the dynamics of public policy are usually quite different (Godson, 1986a). As a result of this, recommendations to correct or improve the role of intelligence in the formulation of policy may be inconsistent with those of the policy implementation role of intelligence. The difference sets of consideration may inevitably lead to different inconsistency.

In studying decision making, intelligence scholars normally focus on perceptions, images, experiences, and known policy preferences of individuals and bureaucratic units (Godson, 1986b). In contrast, scholarly studies on policy implementation usually focus on capabilities, resources, and past performances of the implementers and on the situational variables bearing on the implementation environment (e.g., closed versus open society and/or whether the relevant geographical area is dominated by friend or foe). Because the policy process has these

two fundamentally different basic stages, policy prescriptions are likely to be divided accordingly. The meaning of "intelligence" also affects certain policy prescriptions. Specifically, studies of the relationship between intelligence and policymaking tend to adopt the meaning of intelligence-as-knowledge, while those who look at the intelligence implementation phase tend to interpret it as intelligence-as action (Kent, 1949). Finally, studies of intelligence-as-organization can focus on either phase.

Going by the fore-going discussions, it will be safe to conclude that the study of intelligence (Intelligence studies programmes) is now a firmly-established part of the modern and contemporary history curriculum in the United Kingdom. Stronger efforts are also being made to develop the study of intelligence further. Graduates from UK universities often secure jobs in the private and public sectors with most pursuing careers in intelligence and security studies. Those already in government employment find that the course supports their promotion, commissions or provides new employment opportunities post-retirement. However there is the question of whether university intelligence studies has much bearing on the business of the agencies (none of them directly work with academia other than the possible exception of a programme at King's), so whether intelligence programmes in universities are useful and appropriate is difficult to measure, in a sense.

The United Kingdom's Intelligence Community

Virtually every nation has some type of intelligence service that makes up its intelligence community, if not both civilian and military, at least the latter (Lowenthal, 2009). Lowenthal argued that each nation's intelligence services are unique expressions of its history, needs and preferred government structures. His statement was reiterated by Herman (Herman, 2001:3) who observed that what makes up the intelligence community as well as its symbol varies from country to country.

Unlike Nigeria, the UK has a clear delineation of authorities within its intelligence community. In addition, the UK has an accountability mechanism and oversight body that oversees its activities. The main intelligence organisations are the intelligence and security the Defence Intelligence Staff (DIS) comes under the Defence Secretary, the British Security Service (MI5) comes under the Home Secretary, while the SIS (MI6) and GCHQ both come under the Foreign Secretary. The UK also has the Security and Intelligence Coordinator within the civil service

that oversees the intelligence services and their relationship to the government. This position was first held by Sir David Omand until his retirement in 2005 and held by Sir Richard Mottramat at the time of writing this thesis. These agencies assessment are responsible for intelligence gathering, counter-terrorism and espionage in the country. In addition, four intelligence units exist under the Home Office – these are the National Domestic Extremism and Disorder Intelligence Unit established in 2004, Office for Security and Counter-terrorism created in 2007, National Ballistics Intelligence Service established in 2008, and National Fraud Intelligence Bureau which was formed in 2010. The National Crime Agency (NCA) is also a major intelligence agency in strategic policing.

Other organisations that make up the intelligence community in the UK also include the military Defence Intelligence Staff, Police Intelligence Structure (Special Branch of Scotland Yard), the foreign affairs/relations department (Foreign and Commonwealth), as well as the Joint Intelligence Committee (JIC). The JIC is responsible for an intelligence assessment, coordination of the Secret Intelligence Services and the Defence intelligence. Other functions of the JIC include assessing issues on defence, terrorism and drawing intelligence report and open-source materials, monitor and issue warning on threats to British interests, contribute to the formulation of statements of the requirements for the intelligence gathering and other tasks performed by the intelligence agencies. The JIC also advises the Prime Minister and other Cabinet Ministers on intelligence collection and analysis priorities in support of national objectives and security, regularly scrutinises the performance of the agencies in meeting the collection requirement placed upon them as well assuring the professional standards of civilian intelligence analysis across all intelligence agencies in the UK

Professionalization of Intelligence Analysis

The literature review will be incomplete without providing a discussion on the professionalization of intelligence analysis. The growth of intelligence studies programmes in our Universities and national existence have resulted in the desire to know more about its academic existence. Dulles, a former CIA director, observed, "*In building an intelligence service it is clear that one needs a variety of professionals: the wise and discriminating analyzer and collator of the raw intelligence collected from all the equators of the globe; the technicians to help produce, marshal and monitor all scientific tools of intelligence collection; the staff officers, case officers and liaison officers to direct into proper channels the overall*

search for intelligence. Each of these varied tasks requires high skills and careful training." (Dulles, 1970).

This is coupled with the extensive allocation of national resources to intelligence activities and the increasingly important role played by the intelligence community in shaping our national security and foreign policies points to the need for furthering our understanding of the special problems and methods of intelligence work (Handel, 1983). The Commandant, Defence Intelligence College (DIC) Karu, Nigeria, in a recent interview with the researcher asserts that "intelligence studies is now a full-fledged professional endeavour with formal educational qualifications." Several practitioners and scholars in the field of intelligence have presented arguments about the role and functions of the profession. However, these attempts typically centre on some sort of moral or ethical foundation within the practice of a specific and usually established expertise. According to Marrin, "if intelligence analysts are the professional critical thinkers, then they must specialise and professionalise" (Marrin, 2005).

Professionalisation is the pattern of how a profession develops, as well as the process of it becoming a profession. Being a professional, therefore, means you have a common body of knowledge, benchmarked performance standards, a representative professional organisation, a code of ethics that you work within, and the required training credentials either for entry and career mobility or Continuing Professional Development (CPD) or for a vocation requiring knowledge of some department of learning or science. While others argue that the analogy to service professions such as medicine is inappropriate and that formal but simplistic "*professional certification and accreditation standards will be minimally helpful at best and, at worst, may be counterproductive for all-source, intelligence analysts, who appear to comprise a diminishing share of the Intelligence Community's analyst body but remain its most important group. Intelligence professionalisation is the primary focus here*" (Marrin, 2015).

The research posits that intelligence analysis has been, and remains, a profession measured by traditional standards of scholarship, even the scholarship that the IC substantially tailors to meet the peculiar needs of senior political leaders. In addressing the reasons for the recent concern about analysts' collective skills, the IC-produced institutional factors account for most of the serious deficiencies in collective analytic skills. Marrin also observed that "the failure of intelligence analysis to become a formal profession has led to negative consequences for national security decision making because consumers of intelligence cannot trust the reliability

of the intelligence production process" (Marrin 2015). The question then is, what is a profession? Most definitions of a profession revolve around four pillars: membership in a professional body, formal training, a body of subject-specific academic research, and experience through professional practice. It could be argued that all four principles apply to the intelligence studies field. Therefore, there are no doubts that the professionalisation of intelligence analysis has become a major contributor to both the quality and utility of analysis. Signs of progress can be seen in nearly all the major characteristics of a true discipline. There have been impressive strides in analytic tradecraft, the methodology of intelligence analysis, intelligence training and education, community-wide knowledge management, and analytic standards.

Some scholars have argued that professionalisation is continuing and perhaps even accelerating in some areas, although this progress remains uneven across the intelligence communities. For instance, Kent argued for the need for professionalising intelligence analysis by developing literature on intelligence. The CIA took his advice and created its in-house publication studies in intelligence in 1955 and the Centre for the Study of Intelligence was also established in 1974. But Kent did not, to my knowledge, in any of his many writings suggest qualifications for intelligence analysts. Thus, this article argues that there must be a link between the professional's knowledge and the process of acquiring knowledge in academia and the intelligence community. Interestingly, all the established professions have some sort of relationship between institutions and professional bodies except in the case of intelligence analysts. Many intelligence analysts have not only an academic background but also some kind of academic education or training in their specific field.

Therefore, the research examines the process of professionalization of Intelligence Analysis. We argued that intelligence analysis needs to be specialised and professionalized. For analysis in this thesis, the process of professionalization is divided into three phases. The first phase begins with acquiring some specialised knowledge (education), the second phase emphasizes the training needed by professionals, and the third phase involves some kind of core competence skills required by the intelligence professionals.

Illustrating Originality

The research questions that were raised in the course of the literature review demonstrate the originality of the study. A review of the available literature reveals some inadequacies in

intelligence studies programmes in Nigeria. The literature review on Nigeria suggests that the country has not been clear about its intelligence needs as well as whether and how to deliver this in universities in the country. As its central question, this thesis assesses the quality and effectiveness of intelligence studies programmes in Nigeria. Is the current curriculum at Novena and Afe Babalola universities comprehensive enough to provide relevant intelligence studies programmes to Nigeria? How can Nigeria build an effective relationship with its academia to develop intelligence studies programmes that are more efficient, effective and relevant to the needs of the government and the intelligence community in the country, including possible lessons that could be drawn from another jurisdiction? In so doing, the study compares and contrasts intelligence studies programmes in Nigeria with that of the UK. Are there aspects of intelligence studies programmes as well as policy in the UK that Nigeria could learn from, and if so what possible recommendations could arise from these?

It is hoped that the research will help contribute to the emerging literature on intelligence studies in Nigeria by giving a better understanding of how to engage the academia in enhancing professionalism within the Nigerian intelligence community.

Chapter Conclusion

The researcher has used this chapter to position the research questions on existing literature. Having reviewed the literature on both Nigeria and the UK, the research found that there is an absence of a precise or universally accepted definition of intelligence, this is mainly because intelligence" means different things to different people. Furthermore, this chapter has shed light on intelligence programmes in Nigeria. It was revealed that only Novena and Afe Babalola universities in Nigeria offer intelligence courses in the country. The researcher also attempts to provide some definition of intelligence that has been carefully formulated by intelligence experts and scholars. The researcher has discovered that while definitions from within the intelligence community are especially sound in an operational sense when it comes to the development of theory; they are sometimes unbalanced as each expert tends to view the concept through the spectacles of his speciality. The structure of the intelligence community in Nigeria was also explained. Similarly, an account of higher education in the United Kingdom was provided in this chapter with universities offering several intelligence and security studies from undergraduates to PhD level highlighted. The researcher is of the view that like Nigeria, intelligence studies in the UK are also a fairly new field of study. Arguments and counter-

arguments were put forward on whether intelligence studies analysis and discussion on whether intelligence studies is a field of scholarly studies or it is merely to complement the practice of national intelligence.

This chapter has shown that the clamour for the introduction of intelligence studies in Nigeria was necessitated by an increase in terrorist attacks against the Nigerian State by Boko Haram, coupled with kidnapping incidents and general insecurity in the country. However, since the introduction of intelligence studies into the Nigerian education curriculum, there have been concerns about the quality of the intelligence academic programmes offered, especially the ability of academic staff in Nigerian universities to deliver quality teaching and learning. There is also the clear absence of a strategy in the training of military personnel for intelligence studies programmes. This is evident in the number of officers that have been sponsored by the government into these programmes at Novena and Afe Babalola universities.

Furthermore, existing accounts indicate that there is a disconnect between the intelligence community and academia in Nigeria. This conclusion is based on the researcher's experience as a lecturer at the Nigerian Defense Academy as well as on the field. The literature review also revealed that the Nigerian intelligence community has been less than optimally informed by expert intelligence literature. It is also doubtful whether the intelligence studies courses being offered at both Afe Babalola and Novena Universities has adequately prepared students taking the course to serve within the intelligence community. A review of teaching practices in the United Kingdom today suggests that intelligence studies is offered by over twenty-five universities in the UK. A lot of universities in the UK offer courses on intelligence studies both at undergraduate and postgraduate levels up to doctorate level. Although the nature of courses being offered by Universities in the UK appears to be more developed and well-entrenched when compared to Nigeria, both countries face similar challenges as per whether the knowledge gained in taking intelligence courses are relevant to the intelligence communities of both countries. The most important point in the whole of the literature review is that very little has been written about the topic in Nigeria. The researcher**,** therefore**,** aims to fill this gap.

CHAPTER THREE

METHODOLOGY

This chapter discusses the research methodology used in this study. First, Grounded Theory Methodology (GTM) is introduced, followed by the design and rationale of the interviews conducted. The subsequent sections describe the data collection phases for this study, which consisted of focus group discussion, in-depth interviews and a survey of course content. The chapter also explains the analysis approach for the empirical data. The chapter concludes with discussions on ethical considerations and challenges encountered in the data collection phase of the research.

Grounded Theory Research Methodology

This research has adopted the grounded theory developed by Glaser and Strauss in 1967 that utilizes the qualitative research approach to evaluate the effectiveness of intelligence studies programmes in Nigeria and the United Kingdom. The choice of grounded theory is informed by the fact that little is written about the area of study. As Glaser opines in grounded theory, it is the research that generates the question. The key characteristic of the theory is that the researcher enters the field of study with narrow research questions or hypothesis (Glaser, 1992). In this case, the researcher has examined the educational experience of young employees in the Intelligence Community (IC), gathered original views and recommendations of senior intelligence practitioners and retired practitioners and developed a database of course and programmes being offered in the Nigerian universities.

Data obtained from these sources results in the generation of new knowledge in the form of a theory. This is in line with the views of Strauss and Corbin (1998) that the theory is grounded in the data the researcher collects rather than on the research literature. They further describe the grounded theory as a complex iterative process. The research begins with the raising of generative questions, which help to guide the research but are not intended to be either static or confining. As the researcher begins to gather data, the core theoretical concept(s) are identified. Tentative linkages are developed between the theoretical core concepts and the data. This early phase of the research tends to be very open and can take months. Later on, the researcher is more engaged in verification and summary. The effort tends to evolve toward one central core category (Strauss and Corbin, 1998). In essence, the term grounded refers to the

idea that the theory that emerges from the study is derived from and "grounded" in data that have been collected in the field rather than taken from the research literature.

This is precisely what the researcher aims to accomplish in this study. The researcher will explore certain processes of educating individuals in the subject of intelligence and then form conclusions about them based on data and insights from three independent variables that are essentially queried, the educational experience of young intelligence professionals as it relates to their jobs, subject matter experts in the field of intelligence education, and course data from the institutions that offer courses and programmes in intelligence studies. The researcher finds no other viable option for pursuing this study because no previous educational theories cleanly apply to the new discipline of intelligence education.

Further, the grounded theory also applies a form of judgemental (non-probabilistic) sampling, where research subjects are chosen based on initial findings and researcher defined criteria. This method was selected as the sampling process is guided by the on-going theoretical development i.e. an iterative process consisting of a collection of data and constant comparison between results and new findings to guide further data collections (Strauss and Corbin, 1990; Miles and Huberman, 1994). The research variables are not necessarily known or identified before the data collection but as part of the collection process. Since the required data is guided by theoretical development, saturation is reached when no relevant relationships between categories are established (Strauss and Corbin, 1998).

Therefore, the researcher considered purposive sampling as the most important kind of non-probability sampling method that can be used to identify the primary participants of this study. Participants include; those who are stakeholders (unclassified academics and classified practitioners) in matters of security and intelligence and therefore possess in-depth knowledge of the subject matter. Creswell (2007) recommended long interviews with up to ten people to explore the experience of participants. Similarly, Boyd (2001) thinks that two to ten participants were sufficient to reach saturation.

The overall population for this research includes both young and old intelligence professionals working for the Nigerian intelligence community, subject matter experts in intelligence studies, and the universities whose lecturers teach intelligence study programmes. There exists a clear

relationship between the intelligence community and the university community in delivering intelligence studies programmes.

For clarity, the researcher outlines the following:

1. The population of young intelligence professionals sampled includes all those currently working in the Intelligence community as analysts, collectors, team leaders, or any other position directly related to the substantive intelligence task. Administrative or logistical personnel are not included. Interview participants were identified to ensure data collection. These will be achieved through conducting a focus group discussion (FGD) with selected newly employed members of the various agencies.

2. The population of senior subject matter experts includes those individuals who are recognised experts on intelligence studies and have achieved this status by serving as long-time scholars, practitioners, or both. Interview participants will be selected based on the experience, serving or retired, and their areas of expertise**.**

3. The population of senior policymakers includes members of the parliament and executive members. Interview participants will be identified based on their engagement level with the intelligence community. For example: serving members of the parliament both Senators and House of Representative committees on security and intelligence matters. Policymakers in the office of the National Security Adviser from the rank of Directors and above.

4. The population of conventional university lecturers currently teaching intelligence studies programmes as non-experts. In this case, two civilian Universities and two military/intelligence community institutions are selected that is, Novena University in Delta state and Afe Babalola in Ekiti state, and the Nigerian Defence Academy in Kaduna state and the Defence Intelligence College in Abuja. A purposive sampling method will be used to select the lecturers based on their experience and possession of in-depth knowledge of the subject matter.

The data obtained from these sources will result in the generation of new knowledge in the form of a hypothesis for policy revision. This is in line with the views of Strauss and Corbin (1998) that the theory is grounded in the data the researcher collects rather than on the research

literature. The research will generate questions that help to guide the research but are not intended to be either static or confining. As the researcher begins to gather data, the core theoretical concept(s) are identified. Tentative linkages are developed between the theoretical core concepts and the data.

The research will also explore the demand and supply of individuals who are educated in the subject of intelligence and then forms conclusions about them based on data and insights from two independent variables that are collected: the perception of academic institutions of the needs of intelligence organisations (extracted from course data from the institutions that offer courses and programmes in intelligence studies), and secondly the perception of subject matter experts in intelligence on the need for educational provision (extracted from the intelligence community's core competency skills).

The Grounded theory shares the following characteristics with other qualitative methods, which correspond to this study:

- Focus on everyday life experiences
- Valuing participants' perspectives
- Enquiry as an interactive process between researcher and respondents
- Primarily descriptive and relying on people's words (Marshall and Rossman, 1999).

Research Design

The design of this research is a truth-finding construct aimed at evaluating the effectiveness of intelligence studies programmes in Nigeria. The primary source of data was collected through unstructured interviews and discussions with relevant stakeholders in the security and intelligence services. Document analysis through archival library and internet searches as well as the examination of official documents were used to collect secondary data. Each organization is presented with a copy of a letter from my supervisor and a personally written letter by the researcher stating the aim, objective and focus of the research.

The research's qualitative data are obtained through focus group discussion and an in-depth interview conducted with stakeholders. The goal is to discover the relationship between

intelligence education and national security. Furthermore, this will establish whether there are sufficient contents within the curriculum of the Universities offering intelligence studies programmes.

The Rationale for Unstructured Interviews

As stated by Cohen, Manion and Morrison (2008), the interview method of collecting data allows the discussion of thoughts and ideas by the interviewer and the interviewee, and also for the interviewees to fully express themselves. Additionally, the method allows the appropriate gathering of relevant information (such as what is on someone else's mind)which would be difficult with alternative methods. However, caution is required and careful planning is needed (on the interviewer side)especially with regards to the appropriateness of question which when poorly managed could consequently affect the conclusion drawn from the collected information.

Structured interviews provide a standardised process of ensuring comments or information provided by interviewees are aggregated (Bryman, 2001). Detailed guides are used in structured interviews, which allows for non-complex and easy coding and analysis of collected data. However, they adhere meticulously to the interview schedule, it may be challenging to probe for relevant information from the participants and to explore their pure experiences - an integral aspect of the study. Because this aspect of the study was to explore the practical experiences and thoughts of the respondents, there was a need for probing the views and opinions (Kvale, 1996). This view was supported by Patton (2002) emphasized the importance of inquisitiveness and probing (asking questions) to clarify issues to build a conversation in a subject area and to create a conversational style on a predetermined subject.

As a result, in this study, a semi-structured approach with face to face interviews and open-ended questions were used as the medium of data collection. The approach is flexible and it enables the researcher to explore emergent issues during the interview (Miles &Gilbert, 2005).

Procedure for Data Collection

Members of staff of the intelligence agencies and institutions were contacted through the various agency heads. Also, agencies were chosen based on their relevance and accessibility. In the agencies and institutions where interviews were conducted, I introduced myself to the head of the organizations and institutions also acquainted them with the aims and objectives of

the research. The head of these agencies then introduced me to the staff in-charge of research in their various departments of the agencies and institutions. We discussed the aims and objectives of the research, and once assured, they introduced me to the staff, who are experts in the area of my research. In the case of the interview, each participant consented to the interview being tape-recorded.

Twenty-seven interviews were conducted, with a duration varying between 30 minutes and 1 hour depending on participants' availability and responses (lengths). Fifteen interviews were individual, ten with focus groups and four agreed to an individual follow-up interview. The interviews were semi-structured and vary by participant's level of experience and on agreed interview length. The initial list of interview questions is included in Annex A.

Participants

A purposive sampling method was adopted which Welman & Kruger (1999) considered as the most important type of non-probability sampling method that can be used to identify the primary participants in a study. Participants include; those who are stakeholders in matters of security and intelligence and therefore possess in-depth knowledge of the subject matter. Creswell (1998) recommended long interviews with up to ten people to explore the lived experience of participants. Similarly, Boyd (2001) believed that two to ten participants were sufficient to reach an informed opinion on the subject matter.

The sample population is drawn from the three security and intelligence agencies using the cluster sampling technique. In stratifying the data-set of the population, the percentage has been allotted to the military and intelligence agencies 50% while, the Federal Ministry of Education and the universities teaching intelligence studies programs have been allotted 50%. As a result, samples of twenty important people in the area under study were selected for this study because of their vast knowledge and experience of the research topic.

Nine senior intelligence practitioners' - managers from three Nigerian intelligence organizations - three from the National Intelligence Agency (NIA), three from the Department of State Services (DSS), and three from the Defence Intelligence Agency (DIA). Interviews were conducted in the Summer of 2017. Participants' had between 8 and 21 years of experience, with 8-20 years of management role within the intelligence field. Only half of the

managers had intelligence analysts directly reporting to them. However, each manager had supervised between 4 and 35 analysts at any given time in his or her career.

Participants for this study were not randomly selected. Rather, managers with whom the research team had established contact with (through their respective organizations) in the past were asked to participate in the interviews. All nine senior practitioners that were approached agreed to participate, resulting in a perfect response rate.

Interview Questions and Their Rationale

There were a total of ten interview questions. The questions were exploratory and were designed to identify patterns and themes in each stakeholder's account on the subject matter. The researcher designed the questions in the interview schedule, and these questions were generated from the research questions. The interview questions were given to my supervisor, who reviewed them. The schedule was then guided with the cooperation of four postgraduate students from the Buckingham Centre for Security and Intelligence studies. It was then revised, and categorised with respect to knowledge, utilization and value. This is in accordance with (Flick, 2009) who indicated that research should emphasise skills, attitude, value and knowledge. Therefore the research was designed to explore the ‘knowledge' of the interviewee in the area under research.

Data Analysis and Presentation

The collected data in qualitative research can be analysed with computing applications (Kelle, 2004; Weitzman, 2000). Although applications such as SPSS and NVivo are highly efficient in managing the data, the analysis process cannot be done with the applications. The researcher then defines the analytical analysis and interpretation, i.e. the researchers have to formulate the ideas and the efforts. We have adopted a thematic analysis which is in line with views of Cohen (2000); Flick, (2009); Rosenthal (2004); and Gomm (2004). Thematic analysis is adopted because this aspect of my study is to explore the lived experience of the participants and it allows the researcher to interact and highly control the data.

All the interviews were recorded on a digital voice recorder. They were all transcribed and coded immediately. After transcribing, it was verified by the participants and amendments were made where necessary. The participants then signed the final transcription. Participant’s identities were anonymised with fictitious names. For example, P3_M, P10_F. P3 means

participant 3, while P10 means participant 10. ‘‘F’’ indicates a female and ‘‘M’’ indicates a male.

Procedure for data analysis:

- **Stage 1:** The interviews were recorded and transcribed. The transcription was done word for word. First, I read the transcripts while listening to the recording and taking some notes which could be useful in analysis. Main concepts were highlighted (with coloured pens), based on the objectives of the research. The final text was re-read to ensure all relevant points and information were captured properly.
- **Stage 2:** Subcodes were created from recurring concepts. I was overly inclusive, so as not to exclude potential future important points. The units identified were then clustered according to similarities.
- **Stage 3:** All clusters were reviewed and further reduced.
- **Stage 4:** The clusters were examined to determine potential themes. This is an iterative process until no new themes emerged.

Validity and Reliability

Validity and reliability are essential features of any research. Validation is a process of determining that a process, a test or a research tool is measuring what it is supposed to measure (Bryman, 2008). It is a way of finding an accurate representation of the phenomena they refer to Silverman (2009). Reliability, on the other hand, is a measure of the consistency over time of an instrument and respondents and it deals with accuracy and precision (Cohen et al., 2000).

Some level of subjectivity is unavoidable in research (Strauss & Corbin, 1998). However, steps were taken to reduce bias (elements); different data collection techniques allowed me to improve the overall quality of the data. The recordings were transcribed verbatim to remain true to the data and ensure consistency. Participants verified, revised and agreed to the transcriptions. The clustering and identification of the themes were iterative with constant checking against the original data – for validation.

Ethical Issues

Moral issues and respect for research participants are essential considerations in any research, especially in social research. In this research, several ethical issues were considered. First, the

purpose of the study was explicitly reviewed with participants before they were involved in the research. The aim, objectives of the research were spelt out to them and they were notified of their rights as participants. They were given adequate information to make an informed decision on whether to participate in the research or not. Further, participants were assured that the information they provide would be treated with strict confidentiality and security. The transcripts were kept in a lockable filing cabinet, and the contents were not revealed to other parties. Information that was word-processed was stored using passwords to protect the data. Also, fictitious names were used for identification purposes where participants cannot be traced. Codes were also adopted to ensure anonymity.

Data Collection Challenges

Some challenges in the field are worth mentioning. Before discussing these challenges, however, it is worth highlighting the impact of being a Nigerian citizen researching such a sensitive nature in the field of intelligence. I was advised on more than one occasion (by personnel at or around Brigadier General Rank) that the kind of direct access afforded to the Nigerian Intelligence Community (NIC) was only possible because I am an Army officer. Future research conducted by non-personnel, therefore, may face challenges peculiar to their circumstance, which I was spared.

With regards to fieldwork challenges, perhaps the most prominent challenge and one worth discussing in detail were that of access to professionals (intelligence) respondents. The researcher, as part of the field study phase, was tasked with identifying respondents with clearance level, rank and understanding of the themes being researched. That is, intelligence professionals respondents were meant to be from the rank of SO3 (OF-3) and above and had to be involved in some capacity of teaching. There was also the issue of access, having to approach and interview these respondents within their Area of Responsibility (AOR) was problematic because the subject area is still new.

Besides the Nigerian Intelligence Community (NIC) sources outlined in Appendix I, other sources, including the university community and documentary data issued by most intelligence agencies and universities visited, were obtained. These included documentary data from the office of the National Security Adviser (ONSA); from the department of intelligence and strategic studies at the Defence Intelligence College (DIC); from the Institute of Strategic Studies; National Defence College (NDC); other primary sources include data from the

National Institute for Policy and Strategic Studies (NIPPS); Research papers, journal publications and teaching manuals were also issued from the academic community.

Having presented a background to the research in the introductory chapter, followed by a review of available literature on the topic, this chapter provided a detailed methodology/ approach that will be adopted in the research. Following on from these, the next chapter will look at critical analysis and assessment of intelligence studies programmes in Nigeria. This chapter aims to determine whether the intelligence studies programmes being offered in Nigeria are fit for purpose, especially within the intelligence community.

CHAPTER FOUR

A CRITICAL ASSESSMENT OF INTELLIGENCE STUDIES PROGRAMMES IN NIGERIA

Introduction

Prior to the introduction of intelligence studies programme into the Nigerian academic curriculum in 2006, not much was known about intelligence studies within the academic field in the country. Although some form of intelligence training is undertaken at the Nigerian Defence Academy, however, this is more of a military training school. Nigeria has had to contend with the challenges of inadequate intelligence sharing amongst its security agencies. However, following a series of terrorist attacks on the Nigerian states by *Boko Haram* and its splinter *Ansaru* against the Nigerian state, it became clear that more attention needed to be paid to intelligence in the country. One of the most significant responses to terrorism and general insecurity in the country by the Nigerian government was the establishment of a Joint Military Task Force which composed of a detachment of Nigerian Army Intelligence Corps (NAIC), State Security Services, Nigerian Navy as well as Nigerian Air Force.

The rationale behind the inclusion of intelligence elements from the Army, Navy and Air Force into the JTF was for them to gather intelligence as well to predict and give reliable information on *Boko Haram* activities before they carry out their attacks. However, these yielded little result and further created a dilemma between military commanders on the quality and reliability of intelligence information given (IIogho 2006). It then became apparent that intelligence support was critical to the operational success of the Joint Military Task Force. In addition to that, there were clamours from the Nigerian intelligence community for the government to have a policy formulation in place for the development of intelligence in the country. Consequently, the Nigerian National Assembly in 2006 passed a motion for the introduction of intelligence studies in the nation's education curriculum to improve its national security and develop intelligence education in the country. This was the beginning of formal intelligence studies in the country. However, since the introduction of intelligence studies into the Nigerian curriculum, concerns have been raised by intelligence professionals in the country (intelligence community) about the quality of intelligence studies programmes in the country. Thus, the

primary purpose of this chapter is therefore to critically analyse and assess intelligence studies programmes in Nigeria.

An assessment of Intelligence Studies in Nigeria

Intelligence education is a relatively new addition to academic studies in Nigeria. Two private Universities offer intelligence and security studies in the country at the time of writing this thesis. These are Afe Babalola university at Ado Ekiti and Novena University, Ogume. One question that needs to be asked is that since the policy initiative to introduce intelligence education was initiated by the legislative arm of government – the National Assembly, one would have expected at least one of the 43 Federal Universities to introduce intelligence studies into its curriculum. The answer to this is not far-fetched. The last decade has seen a decline in the education sector in the country. According to a report by the World Education Review, 'most of Nigeria's public Universities are in deteriorating condition and this has affected instructional quality within the academic system (WENR 2017). The report also revealed that 'Laboratory facilities, libraries, hostel accommodation, and other University facilities are often described as being in a state of decay'. In addition, a large proportion of lecturers in Nigerian Universities are assistant professors without doctoral degrees with only 43% of Nigeria's teaching staff having PhD degrees.

This report further put Nigeria as one of the worst lecturer-to-student ratios in the world. The Nigerian government blamed the deteriorating security situation in the county as one of the reasons why serious attention has not been given to the education sector in the country. For instance, only 7% of the budget in 2018 was allocated to the education sector in the country. This has affected learning resources in universities. As Ibikun rightly observed, there is a growing shortage of funds and learning resources in the university system in Nigeria (Ibukun, 2017). Similarly, Okebukola observed that the 'depressed quality of education in Nigeria has been explained in part by the inadequate funding of the system' (Okebukola, 2008). Funding inadequacy has been listed by scholars and stakeholders as the main problem facing education in the country. According to Tonwe and Imhabehia (2001), the federal government of Nigeria provides 85% of all the funds needed for capital and recurrent expenditures in the tertiary institutions in Nigeria. Others have eluded the deteriorating situation in higher education in Nigeria to the inability of the federally controlled universities' administrators to charge undergraduate tuition fees (Okojie 2010). Obonya (2002:8) highlighted the effect of lack of

funding in Federal and State-owned universities to overstretching of teaching staff, lack of quality research, inadequate provision of material needed for science-based testing and research. A lot of capital projects being undertaken by some of these Universities have been abandoned due to lack of funding (Ekundayo, 2008:18).

As stated in the National Policy on Education (the Federal Republic of Nigeria, 2004), 'education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of the educational programmes.' The decline in the level of funding in education in Nigeria explains why intelligence studies are only offered by private universities in the country. The lack of funding into the education by the Nigerian government is also evident in the number of intelligence officers sent for further education on security/intelligence course at Afe Babalola and Novena Universities. It is disappointing to note that since the introduction of intelligence studies at both Universities only 12 Police officers have so far been trained in intelligence and security studies as of December 2018 while 58 Army personnel officers are currently undertaking diplomas and advanced diplomas in intelligence studies at Novena University (Novena University Registry 2018). Although both Novena and Afe Babalola are private universities, the absence of qualified teaching staff cuts across the private and public institutions in Nigeria.

Another problem within the Nigerian educational sector is corruption, which could negatively affect intelligence studies education in the country. It is important to note that this is not limited to the education sector alone, it cuts across almost every facet of Nigerian life. As Osipan noted, "limited access to education in Nigeria has no doubt contributed to the use of bribes and personal connection to gain coveted places at Universities, with some admissions officials reportedly working with agents to obtain bribes from students. Ararat also observed that those who have no ability or willingness to resort to corruption face lost opportunities and unemployment" (Osipian, 2013:149). The tuition fee being demanded by Novena and Afe Babalola to study intelligence courses are quite huge and only a few could afford this. Consequently, a good number of their intelligence students are public officials drawn from the Police, Military and the Intelligence Community through government-funded programmes. The research reveals that the process for selecting officers for intelligence training courses at Novena and Afe Babalola university appears to be less than transparent. This is because beneficiaries of government-funded schemes earn a promotion on their relevant field upon

completion of these course as against their colleagues who have not attended further training courses. This has created a situation whereby officers use their connections within the government to secure a place for these academic training courses at the detriment of brilliant officers who deserve a place for these courses. It would be a mistake to overlook the overall effect of this on the quality of officer sent for intelligence studies at Novena and Afe Babalola.

To assess the intelligence studies being offered at Novena and Afe Babalola University, there is a need to look at the course contents for the courses. A cursory look at the course overview provided by Novena University advises prospective students that the course aims to provide knowledge of how security and intelligence agencies operate, their environment, and how their products represent a key component of successful governance. Undergraduates will also gain experience of the methods and products used by states, as well as the international political and economic/business communities to advance their security. The course also promises to equip students with the strategic skills required in the field of intelligence (Novena University, Student registry). According to Linus Ilogho, the Registrar Novena University, the intelligence studies being run at Novena is of international standard with collaboration with the Galilee College of Israel (Dayo Adesulu, Novena University Boost Courses with Intelligence, Security Studies, Vanguard News 2010). Ilogho was also reported as saying that "*we are discussing with Birmingham City University in the United Kingdom for intelligence studies students who have done one year* to go there to complete their full degree or *spend three months or a year at Birmingham City University and come depending on what the parents can afford so that when they come back, they will bring experiences and exposure*".

Not much information is given by Afe Babalola on the course contents for their intelligence and security studies. The assertion made by the registrar of Novena University raises a very important question about the quality of the intelligence studies programme being offered. Why would a university send their students to another foreign University after one year to complete their degree there, having been fully accredited to run that course by the Nigerian Universities Commission (NUC)? Is the Registrar suggesting that Novena University does not have what it takes to effectively teach intelligence studies? This raises some doubts about the quality of intelligence studies offered by Novena.

One of the yardsticks for measuring the quality of an academic study is professional knowledge within that field. As Carr puts it, professional knowledge in the context and concept of pre-

employment education and training of a new analyst constitutes both the establishment of standard operating procedures of organizations and the quality of the final product (Carr, 2014). In addition to understanding the knowledge process of an analyst, intelligence lecturers/scholars need to know a great deal about the context and nature of the intelligence profession. Understanding the plans and policies of their government enables them to frame their work in terms of the nation's strategic and tactical objectives (Moore and Krizan, 2003).

Since intelligence consumers are mostly government officials (acting on behalf of the State), scholars need to base their collection task on the imperative to match information sources to consumer's needs. These information sources are *reporting*, *signal intercepts*, *documentary research*, and the provision of raw materials to the analyst for the creation of intelligence through analysis, synthesis, and interpretation. Therefore, to successfully achieve their purpose, intelligence analysts/scholars need to possess both subject matter knowledge related to their specific analytic focus and the kind of knowledge necessary to describe, explain, evaluate, and forecast the actions of the adversary or the environment. A quick way to determine this is to look at the intelligence studies literature available in the country. A search on intelligence publication on Nigeria reveals that there is a dearth of literature on intelligence education in Nigeria. As revealed through the review of literature and interviews conducted, a large number of intelligence lecturers in Nigeria only have an academic background.

Intelligence studies as a field of study is about intelligence activities themselves, and the portion of it that overlaps, analytics, specialises in building up the kind of process knowledge that intelligence analysts require to do their jobs successfully. As Hulnick rightly stated, "it is harder to learn intelligence studies from outside the community' (2005:26). This is because practical knowledge is a good precursor to the analytic process. General Powell sums up his expectations as a consumer of intelligence in this way: "*Tell me what you know, what you don't know, and what you think in that order*". In a nutshell, Powell suggests that analyst can best convey what is known about the problem, evaluate the completeness of their knowledge, and interpret its meaning. This is not to say that all lecturers/scholars teaching intelligence studies require practical experience in intelligence to effectively teach intelligence studies. However, due to the nature of intelligence, some sort of formal training would be required. The term "training in intelligence analysis" is usually associated with internal organizational

programmes intended to provide specific instruction for the implementation of a job-related task (Marrin, 2009).

However, it is doubtful that the two universities offering intelligence studies programmes in Nigeria have some formal training programmes as part of the course that reflects the knowledge that the trainees' employers need to succeed and how to convert that knowledge into real-world/practical performance. Intelligence studies in other jurisdiction understand this lacuna and bring in analyst within the field to teach the practical aspect of intelligence. For instance, a lot of Universities in the UK that offer intelligence studies programmes collaborate with professionals in the field such as retired and serving military intelligence officers to regularly give seminars and presentations to their students. Some are even visiting/causal lecturers at these universities. These offer students taking intelligence courses the opportunity to have a well-founded understanding of intelligence theoretically as well as in practice. This also enhances the students' proficiency as well as their analytical expertise. For instance, intelligence and security studies offered within the Business School at Brunel University in the UK offers a combination of rigorous study of intelligence and security policy studies with practical opportunities to develop intelligence skills through case studies and simulation exercises dealing with intelligence analysis. Brunel University exposes its students to practical elements of intelligence collaboration with intelligence agencies in the country (Brunel University Intelligence Studies, University Website).

Interviews conducted in the course of the research did not suggest that this was being done. Based on the researcher's experience both as a student and a tutor in Nigeria, undergraduates studying professional courses in Nigeria often graduate with very little or no field experience. Most organisations have had to retrain their employees for them to put their knowledge into practice. The researcher, being a military officer has no knowledge of Novena or Afe Babalola collaborating with senior military officers in the Army to educate their students on the practical side of intelligence. This relationship has the potential to help both academia and the intelligence community/military in gaining further insights into intelligence. Going by these analyses, it is glaring that there is a disconnect between the intelligence community and the academia in Nigeria. The obvious danger with the current approach to intelligence studies in Nigeria is that students graduate without adequate practical knowledge of intelligence with little to contribute to the intelligence community. Since the existing intelligence studies being

taught at Novena and Afe Babalola lacks practical testing, the scholar would understandably base their validity on an appeal to self-evident truth. In other words, there is no published evidence in Nigeria to suggest any form of analytic training transfers from the classroom to the workplace and vice versa.

Some proponents of traditional training argue that measuring analytic accuracy is not possible because assessments are inherently probabilistic and not traceable to individuals. Transfer of knowledge, as observed by Welton and Philip, refers to how well analysts can translate the knowledge and skills acquired in formal training for sustainable improvement. The goal of training is not simply to gain knowledge and skills but to transfer learning into performance, which in turn leads to improvements in the agency's result. Without doubts, intelligence studies programmes in Nigeria do provide additional value for professionals entering the intelligence related jobs, however, the argument here is practical training is lacking in the current curriculum.

Whilst admitting that there are different approaches to teaching intelligence studies, suffice to say that the intelligence agencies themselves do not know whether the structured analytic techniques (SAT) or the Analysis of Competing Hypothesis (ACH) works, because they are designed to be free-standing, without feedback mechanism to accuracy criteria. As Marrin argues, "*effort should be devoted to developing a capacity to evaluate the utility of these approaches rather than merely teaching them*" (Marrin, 2009). Heuer also suggested that *"intelligence analysts should be self-conscious about their reasoning process. They should think about how they make judgements and reach conclusions, not just about the judgements and conclusions themselves*" (Heuer, 1999). In contrast, set analytical processes, deliberately aim to automate the 'how', thereby ignoring the requirement for analysts to be self-conscious about their reasoning processes set processes are often referred to as paint-by-numbers analysis. They also seem difficult in practice. Flynn, therefore, advised that fundamental changes are required to analytic training; core intelligence training must be replaced with the syllabus of non-specific analytical skills: logic, heuristic, the psychology of analysis, statistical methods, mathematics (especially probability calculations) and data skills (Flynn, 2010).

While the debates as to exactly what kind of degree university intelligence programmes should offer continues, it is important that the intelligence community and professionals must endeavour to exert oversight mechanism by defining precisely the skills and competencies of

approved courses permitted in academia. This could be done through discussions with the Nigerian Universities Commission (NUC) which is the regulatory body that is responsible for programme approvals in universities. The growth of intelligence studies has to satisfy a large number of objectives and its direction and development should be reasonably straight forward. More importantly, the Nigerian government needs to have a strategy that can guide the growth and direction of intelligence studies in the country. According to a former Director of Military Intelligence (Army) in Nigeria, Major General Abubakar Tarfa, what Nigeria needs is a careful planning, innovative strategy as well as quality training of its personnel (Paul Obi, Thisday, 2017).

Currently, Nigeria does not have a holistic strategy or policy that the intelligence community can build on. Besides the establishment of several Joint Military Task Forces, there are no concrete blue prints or governmental policies that are aimed at improving intelligence and intelligence education in the country. Nowadays, in the global war of terrorism, the lessons are again obvious that intelligence has proven to be the most effective weapon against terrorism and that there is no substitute for intelligence services (Council on Foreign Relations, 2000). It is therefore the purview of this research to make useful suggestions that could underscore what skills, knowledge, and training are needed by the academia in Nigeria to improve intelligence studies education in the country. It is important to note that terrorist attacks from *Boko Haram* as well as insurgency from other groups in Nigeria pose a critical dilemma to the intelligence community. People live continually under the threat of terror attacks in the north. However, the attitude of the Nigerian government has been reactionary and ad hoc. According to Eji, concerns have been raised over the professional standard of the Nigerian military, especially the intelligence department in tackling terrorism in the country (2016:206). This is especially true in the areas of civil-military relations, human rights observance and general rules of engagements of the military.

Also, the terrorists have kept changing tactics in asymmetrical warfare that has challenged the Nigerian military in terms of capacity. Eji argued further that although the Nigerian military can use conventional tactics to recapture territories held by the terrorists, however, it has been unable to cope with the terrorists' unconventional tactics of suicide bombings, abductions, and guerrilla attacks. He was of the view that adopting an all-stakeholders approach, including involving the academia, would help improve professionalism with the Nigerian IC (2016:218).

Chapter Conclusion

The past decade has seen a significant interest in the intelligence needs in Nigeria. This is evident in the introduction of intelligence studies into the Nigerian education curriculum. As explained in this chapter, intelligence education is still relatively new and it is still growing. It is therefore not surprising to see that little literature exists on the topic in Nigeria. The researcher was confronted with a few literature to draw analysis. Having critically assessed intelligence studies in Nigeria, a consistent theme that emerged from this topic is that the Nigerian needs to put some policy in place for the development of intelligence studies in the country. As it currently stands, there are no comprehensive policies in place for the development of intelligence studies in the country. It is worth mentioning that the Nigerian government has made some progress in this area. Several efforts and mechanism have been put in place by the current government to establish a close partnership within the intelligence community (IC) comprising mainly the DIA, NIA, SSS, and Operational intelligence units of the Army, Navy and the Air Force. One of such measures is the proposal for joint intelligence training for the security agencies.

Currently, training within the Nigerian Intelligence Community is done separately by the individual agencies. It is also important to note that some progress is being made towards developing intelligence studies further. The Nigerian government has woken up to its responsibility and it is now trying to improve the quality of analyst within the intelligence field. The government has also extended this scholarship for further intelligence studies to other security agencies. The government believes that expanding Intelligence Studies through a determined effort to match intellectual vigour with more theoretical rigour and exposure of its officers abroad, would strengthen scholarship in a field so inherently interesting and important to both academic and policy practitioners. The field has manifested a growing maturity by its diversity of research interests and, paradoxically, through its disagreements over basic research questions. However, it remains a developing field of scholarship as it currently lacks sufficient appreciation for theory and explanation. Having accessed intelligence studies in Nigeria, a similar assessment will be done in the UK in the next chapter.

CHAPTER FIVE

AN EVALUATION OF CURRICULUM, CORE COMPETENCIES AND PROFESSIONALISM IN NIGERIA'S INTELLIGENCE COMMUNITY

Evaluating the quality of university education is a keenly debated topic. For this thesis, the aim of university education can be classified into two levels. On the one hand, particular emphasis is on the context of course review; essentially its operational usage: the general aims of a course demonstrate their ability to deliver those aims. The specific aim is to provide a means of direction for those in the position of responsibility to guide and, later, to evaluate the achievement of those purposes. On the other hand, usually, Universities and students embark willingly and legitimately on pre-established courses offered by institutions. Also, it follows that in a programme of study, the student is obliged to construct the educational process partly for himself. In effect, the curriculum is the result of a negotiation between the student and the staff responsible. Secondly, the ultimate goal is that the student has to develop beyond relatively passive assimilation of a curriculum and become an active partner in it.

The Curriculum

According to Barnett (1996), there are three areas in which general principles can be drawn out: course design, course delivery, and course evaluation. In designing a course, and in determining the curriculum, the principal actor is the student; staff and the institutions are supportive players in the proceedings. To think in this way amounts, for most teachers in university, to nothing short of a paradigm shift in the way in which they think of their roles and relationships with their students. On one contemporary conception, a course is put on, is offered to the market, and students are invited to purchase it as consumers. It can be seen that the transaction is one of passive consumption of what is available. The relationships are inverted: a course makes sense only if it makes sense to students (Barnett, 1996). That means efforts have to be made to identify the students' starting points, and their aspirations, and to design a set of curriculum experiences that build on that platform. It also means providing students with sufficient non-programmed time and intellectual space so that they can make explorations of their own of the terrain being opened to them.

Secondly, on course delivery, the principle is that the teaching methods should be such as to promote students' insight into concepts and frameworks of the subject studied. The methods

should also enable the students to be self-sufficient. Students' learning should be accompanied wherever possible by an encouragement to form their judgments or views or suggest possible procedure of their own, for instance, within programmes of professional education, students become responsible for a definite part, at least, of their learning. More generally, the learning, even at the "frontiers of knowledge" should be seen as a vehicle through which the students come to be critical and self-critical.

Finally, in the evaluation, there should be at least some focus on students' educational experiences and their intellectual progression. The focus team has to recognize the value of the course evaluation that it becomes part of the ethos of the course. Continuous feedback should be sought, principally from the students, so that the course is always under review and undergoing modification. The research would adopt the Kirkpatrick (1996) four levels of the evaluation model. Kirkpatrick's proposed levels of Evaluating Training Programmes and measuring effectiveness in an organisation. The four levels of Kirkpatrick's evaluation model essentially measure:

1. The reaction of student - what they thought and felt about the training
2. Learning - the resulting increase in knowledge or capability
3. Behaviour - the extent of behaviour and capability improvement and application
4. Results - the effects on the organisation or environment resulting from the trainee's Performance.

How the research can evaluate and measure the effectiveness of intelligence programmes and on the job by using Kirkpatrick's four levels of evaluation.

Level one: To document the participant's reaction (in this case, the intelligence professional) on the job, this would be achieved through interview and focus group discussion (FGD).

Level two: evaluate the professional "transfer of knowledge" to the learners' work environment by assessing the behaviour on the job using reports from self-assessment, supervisor's assessment, and peers assessments. These can be achieved by observing the professional in team work, improvement in communication and exchange of ideas of a lesson learnt during the programme. There is a gap between senior intelligence experts and young

intelligence professionals, no proper ways of documenting ideas and experience of the senior experts, therefore, whenever; they are retired they are gone with their experience and knowledge without necessarily transferring the knowledge to the younger professionals.

Level three: Assess the professional "knowledge gained" typically through pre-and post-course testing. This can be done through the professional course report from the institutions.

Level four: Assess the programme "results or outcome" at the organizational level, for example; in quality, efficiency, and customer satisfaction. This is achievable mostly in business competitive intelligence organizations where the driving goal is their customer satisfaction.

The research would further propose four levels of evaluation that may fit into the Nigerian context based on the Kirkpatrick models.

1. The motivation – be clear about the outcomes you want to achieve, the steps you need to take to achieve these, and what you need to build and maintain your engagement and enthusiasm.

2. The learning outcomes: the desired outcome in knowledge and capability, and the subsequent improvement in performance.

    a. Creative– Apply imagination to learning and problem-solving

    b. Reflective– Be able to sit with your experience, analyse and evaluate your performance, and draw lessons from it.

    c. Effective– organize your time, space, priorities, state of mind, and use of technology to maximize benefit.

    d. Active– be personally engaged physically and mentally in making sense of what you learn.

3. Performance – transfer of knowledge and skills to work place through observation.

4. The result – the desired impact on the organization resulting from motivation, learning outcomes and performance.

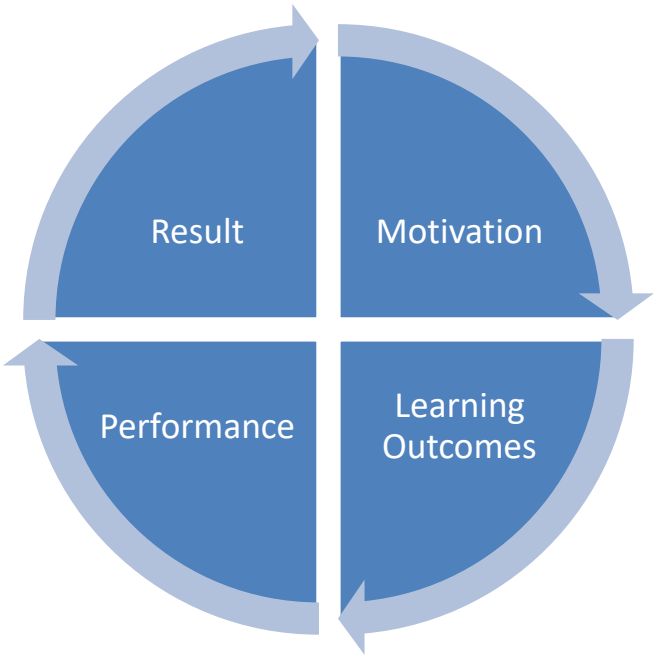

Figure 2: Levels of Evaluation of Effectiveness in Intelligence Studies (author's construct)

It could be argued that when students are "motivated" they can easily learn, and if they "learned the needed skills" they can perform and if the performance has yielded the desired "result", then the organization is likely to improve. Therefore, all these four multidimensional levels of evaluation are interrelated and interwoven; the research postulates that one cannot function properly without another. Educating young professionals through a broad curriculum and conducting assessments is necessary to produce relevant and measurable outcomes. By doing so, the purpose of intelligence studies is to strengthen understanding and knowledge in the most state of the art methods and research in this field.

However, through these complex expectation demands, students need to learn and even more than that, to learn how to evaluate their experiences and to know to act effectively in the complex situations with which they are confronted. As graduates, they will not be able to act effectively if they are bound to what they learnt and understood. Especially in a changing world and unpredictable professional situations, they have to have the ability to discard their learning as such, to leave it behind them, and to take on new experiences with a relatively open mind. It follows from these reflections that, if we are interested in improving the quality of student learning, we cannot derive an adequate strategy that is focused only on the development of the student's acquisition of subject-specific or even profession-specific, knowledge and

skills. General intellectual capacities and the student's wider personal skills also have to be developed.

Forms of competencies required for any profession

For this analysis, four kinds of competencies in which improvement of learning should take place, given that competencies may be either be specific or general and derived from either intrinsic educational motivation or more extrinsic vocational interests.

Table 1: Forms of competencies, source (Barnett, 1996)

	Specific	**General**
Educational	Subject-specific competencies	General intellectual competencies
Vocational	Vocationally specific competencies	General personal competencies

Subject- Specific Competencies

All courses require students to be able to exercise subject-specific skills associated with their home disciplinary culture. A philosophy student should be able to construct a valid argument; a chemistry student should be able to feel at ease in the laboratory without harming herself or other students or the building; a psychology student should be able to handle statistics in appropriate ways; a historian should be able to find and interpret archive material, and a student studying a language should be able to speak it.

These are not simple skills. Each skill calls for knowledge and understanding if the skill is to be exercised with effect, in appropriate ways, and with due care. Each skill, too, is integral to the form of life exhibited by each discipline. Being on the inside of discipline is to know how to exercise the relevant skills; but even more, it is to be so familiar with the art of deploying the skills that they provide part of the knowledge of the discipline in themselves, albeit a largely a tacit form of knowledge (Polanyi 1996). The skills in question are not an adjunct to the knowledge and perspective offered by the discipline but are central in supplying that inner knowledge and understanding. It is the skills, themselves of a somewhat more durable character than discreet pieces of knowledge that they produce, which are perhaps the true carriers of the tradition associated with the discipline (Peters, 1996; Oakeshott, 1989).

General Intellectual Competencies

The term transferable skills have gained some currency in the academic domain over the past decade or so (Bradshaw, 1985; 1989), and has been taken up as a banner for certain curricular development. However, the question is whether transferability of skills exists between academic fields, student's field of study and the market environment. Admittedly, there is a clear distinction between a transferability of skills between academic subjects on the one hand and between programmes of study and the world of employment. On the other, being adept in the use of information technology, for instance, both are useful across disciplines in the academic world and have value in the world of employment.

Nevertheless, the distinction is important. The researcher will therefore concentrate on the first kind of transferability, that is, between academic subjects within academia to help carry this discussion further, I shall attempt to restrict my explorations in this section to general skills which are narrowly academic (intellectual) as against those with a more practical aspect. A typical example of general intellectual skills is analytic skills; being able to integrate (synthesize) material and establish a relationship; being able to form critical evaluations of the claims to knowledge encountered and being able to place one's learning in a wider context. These entire abilities amount to this: that the professional should be able to form a view of his own learning experiences, and not be entirely caught up in the experiences of the passing moment.

Vocational Specific Competencies

Many courses, as seen in the last discussion, have a definite vocational orientation. Increasingly, courses are designed, amongst other things, to develop particular kinds of skill in the students taking them. In such courses such as medicine, languages, education and other professions), the practical elements are so important that the students are required to demonstrate their practical competence to qualify for the degree award. A permit to practice may be separately granted, but the degree itself will not be awarded unless the practical abilities have been satisfactorily demonstrated. However, in other areas (for example, architecture, accounting, and others), students begin their professional training on the course to some extent, but the practical components are completed in a professional environment after the course, and for this, the students receive their professional qualifications. On the other hand in other forms of professional training, the undergraduate course is devoted to the academic work (for

example, in law and pharmacy) and the other professional training is begun after the university education is completed.

Therefore, education for professional competence can never be a matter of supplying students with predefined skills and knowledge to be turned on to situations. Professional action, at the highest level, is unpredictable and presents situations of such complexity that no straightforward solution (some of mix knowledge and skills) may be available in the predetermined outcome (Jessup 1991). Skills themselves are inseparable from their accompanying cognitive-intellectual, evaluative, and effective-elements. However, in professional education, those purely cognitive elements can never in themselves provide testimony for professional effectiveness.

General Vocational Competencies

These go on under various headings; from transferable skill; enterprise skills, generic occupationally derived skills and capability. There is, therefore, some overlap with general educational abilities. Typical of the skills that appear in the various lists are interpersonal skills, the ability to work in a team, decision-making, problem-solving, communication skills, risk-taking and leadership. But some of those, such as problem-solving, communication skills and even the ability to work with others could also be found in a list of transferable intellectual skills.

Consequently, there are definite overlaps between the sphere of transferable intellectual skills and personal transferable skills. In this sense, there is no distinct boundary between the demands of the academic world and those of the world of professional work. On the one hand, some believe that university education should take it as a starting point in the world in which its graduates will find themselves, as professionals developing their careers. On this view, curriculum designers should begin by identifying the capacities that graduates are called upon to deploy in posts of high managerial or skill demand.

The curriculum is essentially to be derived by a sense of the demands of the world external to the University community, which is imported into and translated into curriculum experiences. On the other hand, some believe that a university should take its point of departure from the theoretical and conceptual structures of academic disciplines. On this view, skill development with obvious application in the outside world is justifiable only if there is an internal link with

the demands of the disciplines. So gaining hands-on familiarity with computers can be justified provided it fulfils a definite educational need related to forming an understanding of the traditions of the discipline, and not because it is provided for the occupational skill it might offer.

Between Theory and Practice

More specifically, currently, there are debates and issues which, in part, take their bearing from a sense that the quality of universities programmes could be better than they are, The researcher considers that universities here, for example, become much an acquisition of theoretical knowledge and ought to be more oriented towards the wider world if graduates are to be sufficiently effective.

The general proposition that has been examined during the interview conducted for purposes of this study can be summed up in this way. The university curricular elements are derived explicitly from the demands of the intelligence community in which the graduates are probably going to find themselves. Arguably, both theoretical and practical curricular elements are forms of experience. The researcher argued that no sharp distinction could be drawn between theory and practice, this is not to say that there are no distinctions between them. As pointed out earlier, there are instances were practical elements are introduced into the university education curriculum, simply because they are felt to have a useful instrumental value irrespective of their relationship to the core elements.

Table 2: Forms of curriculum objectives, source: (Barnett, 1999)

	Specific	***General***
Theoretical	Subject-based objectives	General educational aims
Practical	Specific professional objectives	General transferable objectives

The Changing Nature of the Curriculum

There has been a general movement to the effect that subject-specific abilities, whether in the domain of professional knowledge or the domain of professional competence, cannot be sufficient for effectiveness in the modern world. Instead, the world of increasing change and uncertainty (whether the cognitive world of the academics or the wider world of the social,

commercial and professional world) requires the flexibility to move comfortably across disciplinary boundaries.

Going by the review of literature in chapter 2, it appears that there is a willingness on the part of academia to develop curricula that transcend the confines of particular disciplines. In this researcher's opinion, it seems that the academics as we have seen are increasingly ready to employ the vocabulary of general educational aims which cut across subjects; there is frequent resort to justifying curricula regarding such aims as analytical or synthesising skills, critical thinking skills and communication skills. Correspondingly, curricula organised around objectives derived from the employment world are justified not just regarding much more general abilities, such as working in groups, communication skill, and being self-motivated.

Domains of Professional Education

Firstly, we need to understand the character of professional education. This is worthwhile in itself since the growth of intelligence studies is perhaps the most significant feature of the development in Nigerian universities over the years and generally across the world. Many university courses are designed jointly with professional bodies, or receive accreditation from them such that graduates can either claim exemption from professional qualification or move on directly to a position in the profession. In professional education, there are four areas in which students' critical abilities could be measured. This is shown in Table 3. These domains are not entirely separate from each other. On the contrary, interesting interdependencies can be observed between them.

Table 3: The Domains of the professional educational curriculum, Source: (Barnett 1999)

Cognitive domain:	a) Core knowledge	b) Contextual knowledge
Professional domain:	c) Professional action	d) Professional values

Core Knowledge

Core knowledge means the knowledge that a professional would claim as his own in virtue of why he is a professional. It is for the application and deployment of that knowledge that clients and employers (not always the same people) turn to professionals for their services. In this part, the author adopts the four set of functional core competencies using the Moore and Krizan model. The researcher explores the art and science of intelligence analysis to add rigour to its

analytic practice. The core competencies are personal characteristics, skills, knowledge and abilities. Arguably, this applies to the field of intelligence. Therefore, all successful analysts should be expected to exhibit these qualities. Also, these qualities arguably describe the values, standards and beliefs of a dynamic intelligence environment.

In addition to those purposes, intelligence analysts need to possess subject matter knowledge, vocational competencies, and core competencies related to their specific analytic focus on the kind of knowledge necessary to describe, explain, evaluate and forecast the actions of the adversary or the environment. To acquire subject matter knowledge useful for analysing intelligence, one might look to area studies, comparative politics, international relations, psychology, sociology, language and other subject-matter disciplines.

On the other hand, if one wants to acquire knowledge on the processes, concepts and contexts for understanding and to improve the analytic process itself, one would look to the intelligence studies literature. It is this scholarship, particularly the subset of it that addresses intelligence analysis. The researcher argues that intelligence studies as a field of study are about intelligence activities themselves, and the portion of it that overlaps, analytics, specialises in building up the kind of process knowledge that intelligence analysts require to do their jobs successfully.

Contextual Knowledge

There is a distinction between liberal and operational contextual disciplines. Consequently, the role of such operational disciplines is more instrumental than pragmatic compared to the role played by the liberal disciplines (Barnett, 1985). However, the motivation for widening programmes of professional education in such a way springs from a sense of the exigencies of the professional situation. The aim is to produce more effective practitioners: practitioners who can deploy their skills in the ever more complicated patterns of professional life, requiring multidisciplinary competencies whether engaging with other professionals or operating in an international environment. Furthermore, in an age of demonstrable competencies, the broadening of a professional understanding seems difficult to justify. On the other hand, critical thinking would appear to have more roles to play about liberal disciplines than operational disciplines with respect to professional education.

Professional Action

The professional action is itself a complex possibility. Therefore, it varies regarding professional practice. It varies partly in range of character and knowledge, and partly, in the fields of operations. It also varies regarding the nature of the clients (Downie, 1990). Significantly, a professional needs to develop a self-critical attitude towards his/her professional value. However, developing those self-critical abilities in the course of professional education will result in effectiveness in analysis and self-reflection.

Professional Values

The idea that professional actions can be conducted in a valued-neutral way is itself a part of the ideological confusion. The question is not whether a set of values is desirable for professional life, but rather which set of values is to inform that life. Indeed, a group of professionals cannot but act according to some set rules or rather ethics. It can be observed that professional value is an initial professional education programme designated as part of the undergraduate curriculum. It is an essential element of any professional education programme. Learning the profession's code of ethics is itself a critical ability. Understanding the role of the profession in society; how does the profession see itself and what are its motivational strands of a professional ideology.

An Overview of the Intelligence Studies Curriculum in Nigeria

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. As Rudner explained, the primary purpose of having a curriculum is to have 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 mere literature read out to students. There are no experiences and practices to aid student learning. Furthermore, the research argued that if intelligence studies is not properly taught by qualified instructors, the programmes can pose a significant challenge not only to the educational system but the national security as well.

Critically looking at the Nigerian intelligence studies programmes course curriculum as attached in Appendix B, no doubt they are all tailored towards training and tradecraft. The thesis arguments on the course contents are that the courses are flawed, and with no direction to a specialized area rather, the course content is a combination of training and tradecraft which is beyond the boundaries of intelligence education objectives. Perhaps, some experts 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"* (interviewee 16, SSP1). This would help in equipping intending intelligence professionals to be able to meet the need of the intelligence community for the national interest. Meanwhile, a few scholars could be invited as visiting or resource persons. However, I will 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.

There is a clear distinction between education and tradecraft. 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 a less immediate effect on performance, but laying the foundation for improved performance over the longer term. 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 evaluate the effectiveness of the current course content of the two universities teaching intelligence education in Nigeria. I will 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. The objective will be achieved primarily in two ways. First, individual institutions must have a basis for their self-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 set 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 intelligence studies curriculum at Novena and Afe Babalola that it is very much in education, and not on training. Another area of note 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 a 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 required. For example; a retired collection officer or analyst who rose to the position of a senior analyst or a collection manager who attained that level by his/her experience on the job and spent several years with the agency.

On the course content, it is evident that both Afe Babalola and Novena Universities do not give priority to the knowledge of languages other than English language training. Language proficiency by intelligence analysts is important not only because of the transnational nature of crime and terrorism but also because of the changing and transnational nature of terrorist challenges that Nigeria is currently facing. This could potentially require intelligence professionals to deal with persons from Francophone speaking countries to whom English is not their first language. Similarly, the language training for intelligence analyst 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 and modern counter-terrorism measures. Similarly, intelligence graduates must have an appreciation and understanding of cyber and information warfare as well as the new technology in intelligence.

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 are slowly emerging. Their value to the Nigerian intelligence community has considerable recognition in most of the intelligence community training manuals with regards to their contribution to the training and education of young professionals.

Therefore, the research concludes by stressing the need for demarcation between intelligence education and training, primarily because 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 of the respondents agreed that the programmes are of added value to them but others argued that analysts could 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, 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. Universities intelligence studies programmes aim to contribute and develop public knowledge about the mandates, strategies, structures and functioning of security and intelligence organisations 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 organisations or private sector (Rudner, 2009).

A typical example is the intelligence studies programmes in the Buckingham University Centre for Security, and Intelligence Studies (BUCSIS) intelligence courses are geared towards historical context. Learning lessons from the history and applying in case of studies method/approach, emphasis on a variety of analytical case studies, through simulation exercise related to intelligence analysis and 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 Nigerian Intelligence Community Core Competencies

The core competencies, as defined by the Nigerian Intelligence Community (NIC), are as follows:

a. Technical intelligence training.

b. Management and Leadership Competencies.

c. Relational and Interaction competencies.

d. Investigation and Interrogation competencies.

e. Technical skills in HUMINT, COMINT, MASINT, GEOINT, SIGINT, ELINT, FORINT etc.

f. Personal qualities such as Integrity, Knowledge, Objectivity, Flexibility, Confidence, Discipline, among others.

The question is how these competencies need to be met by the intelligence community to help decision-makers. The intelligence community assist decision-makers in several ways. First, they provide policy makers with answers to specific questions. Secondly, the intelligence community present policy makers with an analytic framework to facilitate the understanding of an issue of interest as well as the processing of new information. Thirdly, the intelligence community also provides forewarning to policy makers, as appropriate, of impending developments or crises.

CHAPTER SIX

RESULTS AND ANALYSIS

In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problems posed in chapter one of this thesis. Three fundamental goals lead the collection of this data and the subsequent data analysis. These goals aim to evaluate the effectiveness of intelligence education programmes, examine the contents of the curriculum, as it is perceived and utilized relative to other curricula of professional studies, and to determine if the current content of the curricula and utilization is consistent with the basic goals of intelligence education.

This research evaluates the effectiveness of intelligence studies programmes in Nigeria. The findings of this evaluation are critical to understanding the effectiveness of the existing intelligence studies in Nigerian universities. Furthermore, the research makes an original contribution to research-based intelligence studies in Nigeria, Africa and the world at large. In summary of the contribution, therefore, the research thesis aims to fill an academic gap in intelligence studies. Intelligence studies should be expected to exert the same degree of critical detachment as their counterparts on other professional programmes. There is a need for the professional body, that is, the intelligence community to define precisely the skills and competencies of their approved courses. Focusing on the Nigerian universities, the thesis aim to provide answers to the following questions; What is the nature of intelligence studies programmes in Nigeria? What are the skills and knowledge needed to improve professionalism within the intelligence community? How could the curricula of intelligence studies programmes be improved? And what do policymakers, as the customers, expect and need from the intelligence community?

These questions aim to evaluate the quality of the intelligence studies programmes in Nigeria as well as the teaching contents and methods (curriculum). This would then be used to determine the extent of established relationships or partnership between the two Universities offering intelligence studies in the country and the intelligence community.

These questions are also aimed at evaluating the effectiveness of the two programmes in both Novena and Afe-Babalola Universities; Ascertain what skills, knowledge, and training are

needed as defined by the intelligence community; identify how the academic community can provide the skills and knowledge needed by the intelligence community.

To achieve the first objective, the thesis field work component will be supplemented with analysis. To achieve the second objective, evaluating the teaching methods and the structure of the programmes (curriculum), a field study-based institutional review of programmes structure and curriculum would be done. To achieve the third broad objective, a partnership between the university community and the intelligence community will be realized via strong collaboration. The aim here is to understand how the universities produce graduates that are willing to take a career with the intelligence community. Therefore, these objectives will be attained using analysis from the field data.

Primary Documentary Data

Documentary research materials were issued from the places visited, the relevant set of materials also provided important primary materials for analysis.

The Qualitative Interview Process

The qualitative unstructured interview was the research tool of choice. Interviews were conducted in two phases over six months, between June 2016 to September 2016 and June 2017 to September 2017, respectively. Interview locations and personnel are included in Table 4 (see p. 163 for the table). Most interviews occurred starting from July, as the first few weeks were spent trying to access viability to intelligence personnel's and the academics who eventually would contribute to the thesis. Informal interviews with rank up to Maj. General, senior intelligence professionals and professors were conducted. These interviews informed thinking in small areas of the thesis but were not transcribed, quoted or paraphrased like the core data set.

Except in a few instances where interview notes were handwritten without any accompanying recording, the majority of the interviews were audio-recorded then later transcribed to text and codified for analysis. During the codification of data post- field work, interviews flagged as "off the record" refer to (1) interviews where respondents signed the interview data consent forms but did so under the condition of anonymity or (2) interviews where the respondents were happy to be interviewed but not to sign forms or to be recorded. Respondents who declined to sign the consent form but still wanted to be interviewed were accommodated.

However, in such cases, data obtained would be typically being referred to, but not directly referenced during post-fieldwork analysis.

A question format was designed by the researcher, approved by the primary supervisor. Interview questions were open-ended to encourage robust responses and thus did not require pre-approval due to the nature of the unstructured, open-ended interview format. The questions format for the unstructured interview, therefore, was aimed at stimulating robust conversation that was more organic, non-leading and with the flow.

Analysis

An analysis of the intelligence studies programmes in Nigeria revealed a strong bent towards professional objectives than education. For instance, the underlying philosophy of the programmes at Novena and Afe Babalola Universities is to equip students with the tools that will enable them to make meaningful contributions to the intelligence and security needs of Nigeria. Based on the interviews with the programme's directors, the primary purposes of these programmes relate more to helping students gain entry into the profession or to assist current practitioners in advancing in their careers. Although general academic objectives were present, the emphasis is more on professional education. Therefore, creating access to the profession was an objective that was noted in almost all the universities offering intelligence studies. The interviews and promotional materials used phrases like 'training a new generation', 'a pathway to a career change', or 'employability enhancement'. Although Novena University did not explicitly state this, the inferences drawn from their promotional materials and director interview were consistent with this trend. The literature has long noted that the growth in the analytic and security sectors of the country has led to increased interests and related educational programmes in the country. These interviews suggest that this phenomenon is not limited to Nigeria but the world over.

However, this led to research question one on the nature of intelligence studies programmes in Nigeria. Based on the views of the majority of the respondents that *"The effectiveness of intelligence studies programmes offered in the Nigerian universities so far could be adjudged to be a mere theoretical exercise without any relevance to the intelligence community.*" Significantly, one of the cardinal objectives of this research is an evaluation of the extent to which students acquire key skills and how they fit the job when they graduate. It is reasonable to assume that the growing student interest that fuels these programmes is premised on that

idea. Unfortunately, there is a shortage of systematic evidence and scholarship to answer that question at this time. Though, the development of intelligence studies in Nigeria could be said to be in the right direction as one of the respondents posited that "*It is a development in the right direction. However, there is a need to consider engaging instructors with military experience and intelligence background".*

A second common objective that was noted was to assist current practitioners to advance within their field by earning an appropriate advanced degree. As evident from a senior practitioner's interview "*Intelligence studies programmes in Nigeria is to provide the bedrock on which intending intelligence professionals are meant to build their careers. Though, it has provided the bedrock; there is the need to improve the curriculum to include the requisite skills, knowledge and training" (*interviewee 17, SSP2). It is obvious from the interview that the intelligence studies programmes in Nigeria are fairly effective.

This has led to research question two, what are the skills and knowledge needed by the intelligence community. *According to a senior practitioner in the NIC, "Intelligence analysis is a skill which is developed over time with the right training and experience which the Intelligence studies programmes in Nigeria lack. Thus, to a large extent, training and education could produce a better intelligence analysis*" (interviewee 11, RSP1). Neither does the intelligence studies programmes provide the essential competency skills, training and knowledge that are needed by the intelligence community. Opinions also differ as to whether the university has the resources to teach those competencies and skills. However, one of the interviewees with the NIC whilst *referring to the available intelligence studies programmes in Nigerian Universities as attached as in Appendix B, stated that it lacks the requisite base 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 mere literature read out to students. There are no experiences and practicals to aid students' learning" (*interviewee 18, SSP3*).*

That led to the research question three on the current content of intelligence studies curriculum in Nigeria and how they can be improved. According to a senior academician, "*the growth of intelligence programmes in Nigeria is alarming with the question of what curriculum should be taught"* (interviewee 1, ACD1). The study assumed that this general principle would be operable in this comparison of university education programmes that focus on intelligence.

Another respondent reveals that *"As much as the curriculum is fair, they are majorly academic, literature and history of intelligence. As such, cannot train students that could be relied upon when engaged by an Intelligence Agency" (*interviewee 5, SSP3).

However, the question of who is to teach intelligence studies? Most of the Practitioners shared the same view that "*Practitioners such as professionals with military experience 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 the intelligence community for national interest" (*interviewee 4, SSP5). Other respondents believed that few scholars could be invited as visiting or resource persons". While academics from the academic community are of the view that academics are well placed on teaching intelligence studies due to their multidisciplinary background and the vast knowledge they acquired in international relations and other fields.

The majority of the respondents agreed that the relationship between the intelligence community and decision-making is essential, is a relationship between two processes, one *inductive,* while the other *deductive.* Consequently, intelligence collection, processing, and presentation are inductive processes while decision-making and policy formulation are deductive processes whereby policy, guidelines for action, are meant to reflect first principles.

According to some respondents "*The critical interaction occurs when policy communities receive and evaluate intelligence and judge its value"*(interviewee 10, PM2*).* Another respondent argued that "*this debate exists because the social sciences are far from being able to make contingent predictions with any confidence in most areas and as a result policy debates deal much more frequently with differing assessments of the factual consequences of policies than with disagreements concerning which values should be sought*"(interviewee 8, PM4).

So in the end, since the intelligence community can provide the policymaker with only the roughest approximation of what will happen if a given policy is adopted in practice, policy makers' choices depend more on their views about the consequences of policies than on their choices of goals. The reason intelligence analysis can only provide the roughest approximation of what will happen is because of the limitations of the "science" of intelligence

The last question is to find a way forward to the challenges and prospects of intelligence studies programmes in Nigeria. Most respondents agreed that the challenge could be viewed from the limitation in the spectrum of courses offered at the Nigerian universities. "*The present curricular does not meet with what intelligence community needs to solve its array of problems"* (interviewee 9, SSP3). Another responded that "*the level and status of teachers currently engaged in teaching intelligence studies lack the requisite training and experience to impact the knowledge as most of them are scholars. Also, the lack of synergy between universities and Nigerian intelligence community to tailor the curricular to suit Nigeria intelligence needs posed another challenge"* (interviewee 11, ACD4). Many respondents are of the view that the prospect of intelligence education programmes is bright provided necessary measures are taken to tailor the scheme to the need of the Nigerian intelligence community. In the long-run, intelligence agencies could easily recruit university graduates with an intelligence background and requisite skills to fit in.

Another question posed on the strategies for the institutionalisation of intelligence education programmes in Nigeria. A senior policymaker responded, *"That would be to run intelligence education programmes in affiliation with the Nigerian intelligence community" (*interviewee 12, PM1*).*

In addition to the interview conducted in this research, the researcher also adopted a focus group discussion with young intelligence professionals in Nigeria to get their views on intelligence studies in the country and how to improve professionalism within the intelligence community.

Focus Group Discussion with Young Intelligence Professionals

Question One: How did your educational background prepare you for the intelligence job?

Responses: 10 participants mentioned that their educational background did not prepare them for the job. Some of the reasons mentioned are: inadequate training or lack of military knowledge or from non-intelligence background entirely. A participant mentioned that the learning curve was excessive.

When the participants were asked: 'What type of course would have better prepared them? About half said that an introductory course would be highly beneficial which focuses on the

structure, processes, methodology, and services offered by the various agencies. Other introductory courses mentioned were in: national security policy, military structure, science (engineering, physics, and electronics, computing) and arts/social sciences (language and writing, intelligence history and international relations). Further, several participants suggested regional and cultural studies. Several respondents felt partially prepared, citing similar reasons mentioned above.

Question two: Do you think education for intelligence professionals should be centred on an intelligence studies curriculum or a more traditional path (such as Arts, Sciences, or Social Sciences)?

Responses: About half of the respondents thought a social science path would be better suited. One respondent mentioned that "the IC is a highly dynamic environment that on-the-job learning would be better suited after learning the fundamentals" Only eight respondents thought an intelligence studies curriculum was the best approach, noting that having that background would better prepare them for their career. One respondent stated that "the technical INTs need the science background, while military needs the social science and arts background." Three were unsure which is better with one mentioning that it depends on the intelligence discipline, while four did not respond.

Question 3: Kindly check the NIC core competencies list (attached) and indicate the areas in which your formal education prepared you (or not). Note that the competency list was excerpted from Intelligence Community Manual, Appendix B.

Responses: 20 participants responded to the question. Four revealed that their education prepared them in all areas of the competencies. Eight indicated only the major areas noting minor deviations. Nine revealed they were prepared (or not) by sub-categories. The three respondents who indicated the major categories of core competencies indicated overwhelming preparation in: critical thinking, accountability, and communication. However, the two categories with significant non-preparation were: collaboration, engagement and technical expertise. This is unsurprising since working with peers in other agencies is not easily taught but experienced.

For responses by sub-category, the areas with tremendous preparation in universities were: creative thinking, interpersonal skills, and oral and written communication. As expected, the

sub-category of professional tradecraft is the most skewed in the direction of "not prepared." This is addressed by the assigned agencies due to agency-specific training and requirements.

Questions Dealing with Skills and on the Job Experiences

The first question requests the respondents' job titles and working duration in that field. What was remarkable was the wide range of job descriptions, given that the vast majority would be basic intelligence analysts. However, only four revealed they were currently analysts. Others were collectors, investigators, operators, programme managers, operation officers, and instructors.

The second question requested if this was the respondents' first intelligence job. Interestingly, seven of twenty revealed they had prior work experience. Several served in the military, while a number had worked for other agencies (governmental and IC).

The third question addressed intelligence discipline-specific. Overwhelmingly, the respondents favoured the multi-INT approach. They were taught to diversify their intelligence work experience. Further in their careers, even when they specialize in a single "INT," rotational assignments are required for progression to senior levels.

Analysis of Focus Group Discussion (FGD)

As mentioned previously, 20 respondents declared their interest to participate in those views, which represented the views of employees of 4 agencies of the intelligence community (IC). Additionally, five were employer from the national intelligence agency, another five from the department of state security, and five from the defence intelligence agency as well as five from the office of the national security adviser. Consequently, this is a broad base of responses from the diverse Nigerian intelligence community.

Questions Dealing with Universities Experiences

The fourth question centres on academic experience. Surprisingly only two universities offered intelligence studies programmes and only eight of these graduates currently work in the intelligence community.

The fifth question enquired about knowledge and experience in intelligence studies courses. Shockingly, seven revealed they were not aware of any intelligence courses taught in Nigerian

universities. When asked would they have offered the courses they all replied YES. Nevertheless, if the new hires were graduates of Intelligence Studies, the result would be different.

The number of intelligence-related courses (listed in Appendix C) indicates that their availability to a student currently would be much higher than a few years ago when most of the respondents were in university years. Ironically, many of the respondents had other careers in mind when they went to university. Nevertheless, once they settle down into intelligence, several of them said they wished they had enrolled in the course and it would have helped prepare them for the intelligence role.

The sixth question explored respondents' preparedness for their roles. More than two-thirds deemed themselves well-prepared. Many stated they had a solid understanding of how intelligence works and cited coursework requiring extensive research, analysis, critical thinking, and writing as fundamental. Yet, a list of study courses was presented to the respondents and asked what courses would have helped better prepare them. They mentioned cultural studies, regional studies, and foreign language courses, as expected by the researcher.

Question Dealing with Core Competencies Addressed in Coursework

The question asked the participants to rate their educational experience against the IC's core competencies. Unsurprisingly, a very small number (four) indicated being prepared for all the competencies. While less than half responded only to the sub-categories. It was quite clear that critical thinking is not only paramount in young intelligence professionals', but most felt this area was sufficiently covered in their education, which is highly commendable. Also, communication skills were emphasized.

However, collaboration was not found to be significant; yet it is an essential skill in the IC. The students are expected to acquire technical knowledge through on-the-job training. The researcher was surprised that personal leadership, integrity, and accountability are dealt with in the universities to that extent. Although the participants may have answered the question in a way they felt was expected - that is, it could be one of those areas in which the principles are "preached" but not "practised" - the numbers are nonetheless encouraging. Of the sub-categories., attributes such as interpersonal skills, creative thinking, and adaptability, were strongly mentioned in the "prepared" column. However, professional tradecraft was less cited.

This was expected because "tradecraft" implies agency-specific training, not general education, and the participants felt they could get that training once on the job.

Achieving the Proper Balance to Avoid Groupthink

In selecting the interview participants, the researcher tried to obtain a variety of people with expertise in the subject area whose broad experience would allow them to assess the subject of intelligence education openly from a learned and multifaceted perspective. Four of the six still teach at the university level.

Interpreting Questions Responses

The interview questions were both generic and specific. Generic questions were asked to all participants and specific questions were individualised based on the participant's background, and area of expertise. The following section concentrates on areas of agreement and disagreement on the generic questions.

Regarding the nature of intelligence studies programmes in Nigeria, The effectiveness of these programmes remains contested as some stress the importance of knowledge and expertise on specific subjects overtraining in actual and real tradecraft. As Argued by one of the interviewees that: Traditionally, universities used to cater to the needs of intelligence communities through producing graduates in political science, linguistics 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 than 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 specialised knowledge and more practical training.

The researcher is of the view that intelligence studies programmes and curricular should focus on the objectives and goals of intelligence and national security education, which is certainly not to provide training in real and actual intelligence tradecraft. In line with Rudner, civilian universities intelligence studies programmes aim to contribute and develop public knowledge about the mandates, strategies, structures and functioning of security and intelligence organisations in statecraft. Also, intelligence studies programmes 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 organisations or private sector.

In contrast, one of the interviewee's responded that intelligence needs to be integrated with other social science subjects thus students can develop a broad background in international relations, which is incorporated in the interviewee's department. The interviewee added that the IC's does not want to hire graduates who are intelligence specialists. Instead, it wants "transnational types with a broad subject background." The third interviewee agreed, urging future intelligence professionals to pursue intelligence studies degree programmes like the ones offered at Novena and Afe Babalola Universities. The fourth interviewee said she has no qualms about the quality of intelligence studies programmes. The fifth interviewee was sceptical, and he does not favour making intelligence studies a separate programme. However, he applauds the idea of some universities offering intelligence courses.

Asked if they were optimistic about the direction intelligence studies are heading, the researcher was surprised at the cautionary responses, even by those currently teaching intelligence studies. The first interviewee said he was "not particularly optimistic." The second interviewee claimed she approved of the general direction and saw "positive changes underway," but couched her positive feelings in terms that universities must develop their curricula along proper lines. She is not in favour of intelligence "trade schools" that teach for the sole purpose of producing intelligence professionals. The causes of war and conflict must be integrated into the teaching of intelligence, she asserted strongly. However, this is in line with Goodman's views 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.

The third interviewee confessed he was "cautiously optimistic" because of the economic benefits of universities seen as businesses. What is "trendy" today may not be tomorrow. The fourth interviewee was optimistic about the direction of intelligence studies. What are appropriate topics for intelligence studies programmes?

An interesting variety of responses emerged when the researcher asked what topics should be covered by intelligence studies programmes. The first interviewee pushed for oral and written

communication, computer prowess, critical thinking, and proper support to decision-makers. The second interviewee also raised critical thinking and added that knowledge about systems and change in systems is important. Teaching how to deal with probability and risk is also a critical key; unfortunately, she felt that most universities courses do not prepare future intelligence professionals for the types of jobs they will need. While the third interviewee insisted that universities should teach more general subjects like regional subjects, intelligence support to decision-makers, and arms proliferation. All the interviewee mentioned the importance of teaching ethics, while the second interviewee gave a laundry list of other indispensable topics to cover – counterintelligence and clandestine operations (in terms of their linkage to the causes of war), law enforcement and domestic intelligence, intelligence policy, the role of the media and oversight, and comparative intelligence practices.

Regarding who should teach intelligence studies courses - scholars, practitioners, or both - the researcher found unanimity among all the subjects asked that question. Without exception, the answer was a combination of the two, that is, "scholar-practitioners." The problem is finding enough qualified teachers to avoid too many "amateurs" exploiting the currently high demand for intelligence educators.

Without a doubt, the question that elicited the most intriguing responses was the one who asked what advice the interviewees would offer young people today seeking a career in intelligence. The first interviewee stated he would insist they learn at least one additional language, "hopefully from a country of interest to them and the nation." They also must answer for themselves the ethical dilemmas they will surely face. The second interviewee would counsel them to "take something that interests you. You will never outguess or out-game the system. Do something you have a passion for." The third interviewee takes a bit more systematic approach. "Take the basics - lots of writing; become a prolific and critical reader. Have a good background on the enduring themes of history. Have an appreciation for the political art, to include the causes and conduct of war." The fourth suggests young people interested in intelligence "pick a subject that interests you and gets to know it very well. Engage in some kind of activity that makes you use analytical skills; don't just learn about them but use them. Design a process that forces you to make a prescriptive choice. Make an argument; do not just describe something. This makes you humble about your conclusions."

Interestingly, all the interviewees offered superb advice. They would make excellent role models or mentors for those young professionals. The general message to be drawn from these two data sources, the new, young intelligence professionals and the senior experts, is that intelligence studies programs are appropriate for some but not for all. The researcher observed that many young people entering universities from the beginning have no idea what profession they would like to join, or if they do have a goal in mind they often change directions as undergraduates when they discover through the courses they took that a certain profession or discipline is not what they expected. Their opinions and career goals are much more solid by the time they return for their postgraduate programmes, and that is where the majority of the interviewees thought intelligence studies could have the most value-added. Many of the young professionals had some other career goals in mind while in university than working in an intelligence organisation. It was not until after being hired and on the job for a while that they developed a passion for this profession and decided they would like to have a qualification in intelligence in a more thorough fashion.

Observation and Discussion

The preceding analysis sets the stage for a synthesis, of the data collected to produce some solid, useful findings as answers to the primary research questions. It also has helped clarify the significance of the existing broad range of views about intelligence education and leads to some rather pointed conclusions and recommendations to be laid out in Chapter Seven. It is now possible to link together the results of the two data collection streams. The analysis leads to findings associated with each of the key questions that in turn contribute to our understanding of how to address the primary research question that has guided this research, which asks: what is the effectiveness of intelligence studies programmes in Nigeria?

Findings

Based on the results of the focus group discussion with young intelligence professionals and the senior expert interviews, the NIC appears to be obtaining the high-quality analysts and other types of intelligence professionals it needs through the traditional university courses as well as intelligence studies. Most of the focus group respondents went through that formative process themselves. Many who were aware of the specialised intelligence studies programmes chose not to enrol in them, not because they did not think they were any good but because at the time they had other careers in mind. In retrospect, once they were on the job in the IC, they stated

they wished they had taken some of the intelligence courses offered to round out preparation for their jobs.

A predominance of respondents concluded that social science, arts or science programmes was the best option at the undergraduate level, especially when some students are not yet sure in what profession they will be working, and that an intelligence studies programme would be a more logical course of action once they were already well-established in their life's work and returned to university for a master's degree to enhance their careers. Yet, they did not criticize their colleagues who, knowing all along they wanted to be intelligence analysts, chose to follow an intelligence-specific path through an undergraduate programme, by attending schools such as Novena university and Afe-Babalola university that are currently the only known universities offering the intelligence studies programmes both at undergraduate and postgraduate levels.

In other words, the majority seemed to be agreed that "Intelligence studies are great for some people, but they were not what I needed at the time." The majority of senior interview subjects echoed this sentiment, asserting that social science or arts degrees are the bedrock of university education in support of the IC, but there is a place for intelligence studies programmes as well. It is not an "either/or" proposition, where one path obviates the other. Both paths have their role to play in national security. This is in line with Frerichs and Di Rienzo assertion 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*" (Frerichs and Di Rienzo, 2011). The universities do 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 on their role and foster an understanding of cooperation with other parts of the system of intelligence.

Intelligence is an uncertain art, which was designed to lessen uncertainty in the minds of decision-makers by providing them with the best advice available. Developing course curricula and getting specialized programmes in response to an intelligence-driven human resource challenge requires fast action. Hence, keeping the intelligence studies pipeline open and going

strong would seem prudent, as those universities can likely react more rapidly in producing the kind of analyst or collectors needed in a crisis that is currently bedevilling the country.

The intelligence studies programmes do indeed provide additional knowledge to the young intelligence professionals coming into the IC. Certain courses are mandatory in intelligence studies programmes which might be only an elective, or not offered at all, by other traditional courses. Of all the steps in the intelligence cycle, collection and analysis seem to be the two areas in which intelligence studies programmes excel, in that these are the most oriented on subject matter expertise (or "tradecraft," to use a term reluctantly that means different things in different agencies and different organisational cultures). As specified in earlier chapters, much of this expertise will be gained ultimately through agency-particular training programs or on the job. Getting a jump start on the theoretical underpinnings of such complex topics as denial and deception, counterespionage, geospatial mapping, and investigation and interrogation skills can be extremely useful for a young professional devoted to learning his or her occupational art as quickly and as thoroughly as possible. These kinds of subjects would not be taught in purely traditional universities programmes, though other, more general subjects equally applicable to the mastery of intelligence knowledge are available, such as logic, philosophy, psychology, probability and, and foreign languages.

A quick perusal of the universities and intelligence courses listed in Appendix C will reveal a large number of highly technical and specialised courses offered by those universities with intelligence studies programmes. In comparison, the intelligence and intelligence-related courses offered by the university with traditional programmes tend to be more general and useful not only for intelligence professionals but those going into almost any profession. This observation lends greater credence to the approach mentioned before; i.e., that a student should take a more general path at the bachelor's level and then, after deciding what he or she wants to do for a professional career, delve into the more technical and obscure intelligence subjects later at the master's level. Perhaps, as cited elsewhere, the intelligence studies discipline will eventually mature to the extent that programmes leading to a doctorate in intelligence would be very appealing to lifelong intelligence professionals, especially those aspiring to high-level management and leadership positions within the IC.

General Observation

Firstly, the Intelligence studies programmes in Nigeria are to provide the bedrock on which intending intelligence professionals are meant to build their careers. Though, it has provided the bedrock; there is the need to improve the curriculum to include the requisite skills, knowledge and training as mentioned above since the current curriculum is fairly effective**.** It is evident from the FGD respondents that they leaned that way heavily, as did the subject matter expert interviewees. No one denigrated intelligence studies programmes per se, but most did not see them as the primary channel through which the majority of intelligence professionals should spend their formative years. These programmes instead were seen more as a way of pursuing a speciality within intelligence rather than achieving a broad, basic educational grounding before entering the profession. The courses as discovered, also reflected a large number of niches within other intelligence-related programmes, such as law enforcement intelligence, competitive business intelligence and criminal justice intelligence. Those programmes are filled with intelligence or intelligence-related courses. Interestingly, a cursory perusal of Appendix A would suggest that the NIC competency most frequently covered by the courses is technical expertise, while the young intelligence professionals reflected in their Focus group discussions that they expected to get most of this type of education through training once on the job. Perhaps more attention in the courses needs to be focused on those competencies less adequately addressed, at least on the surface, such as engagement and collaboration, leadership and integrity, or accountability for results, which the researcher will endeavour to promote in the final chapter by suggesting an academic survey course on intelligence at the master's level.

A second observation is the incredible motivation of today's young intelligence professionals. Not only do they tend to move from agency to agency and from one intelligence discipline to another, but they have sampled a wide variety of educational channels to get to their destination. The destination is less fixed than in the past, and organizational loyalties are deemed less solid. This physical and psychological mobility is probably a contributing factor also to the mobility of seeking disparate educational opportunities, which likely explains why some universities are on the path to start intelligence studies programmes. Part-time intelligence education programmes seem to be the wave of the future, according to most senior experts interviewed because such programmes were not in existence during their university days.

Third, despite the commonly held view that analysis is, or should be, the core of an intelligence studies curriculum, it is clear that a large number of young intelligence professionals see the path to the top as not being restricted to that channel. A surprising number of them are presently involved in activities other than analysis. They need and want, courses other than those that teach critical thinking, which most already claim they have mastered, and prepare them only to be competent analysts. They desire to branch out and diversify, and the most relevant programmes under development now and in the future will endeavour to keep up with that type of demand.

From the preceding finding, therefore, the first criterion required a plurality of the young intelligence professional's respondents who agreed that the quality of intelligence studies programmes offered in their various universities is effective. They also advised that future students should take intelligence-related courses. This requirement was satisfied in that over 80% of the respondents commended the quality of intelligence courses. The interviews with senior experts also agreed that Intelligence studies programmes in Nigeria are to provide the bedrock on which intending intelligence professionals are meant to build their careers. Though it has provided the bedrock, there is the need to improve the curriculum to include the requisite skills, knowledge and training since the current curriculum is fairly effective.

Above all, the effectiveness of intelligence studies programmes offered in the Nigerian universities so far could be adjudged to be fair. There was a decided preference, though, to take the more specialized and sophisticated courses at the graduate level rather than the undergraduate, as they would be more useful to them at that point in their careers.

The second criterion required a majority of senior experts to agree that intelligence studies programmes do provide additional value for personnel entering the profession. This too was satisfied in that four of the six interviewees were optimistic about the future of such programmes, though for different reasons and with different levels of optimism about the direction the programmes are headed. The seniors, like the juniors, tended to value the programmes most at the graduate level, though most of them felt an institution offering a graduate programme in intelligence studies needs to have some undergraduate background feeding into it. That background could easily be through a more general science or art curriculum. The third criterion required a majority of existing intelligence and intelligence-related courses to provide suitable exposure of a majority of the IC competency standards at

the sub-major category level. This criterion is a bit more difficult to evaluate. Of course, how one defines "suitable" is a judgment call in itself, just as how one ascertains the quality of the courses will vary greatly. Regrettably, only a very small number of graduates of full-fledged intelligence studies programmes could be interviewed, and until the growing population of individuals with those qualifications is available to researchers, the outcome of the natural experiment they are engaged in, concerning the research question, cannot be judged with unequivocal conviction.

The need also exists to find and gather data from young intelligence professionals who have taken some of the courses listed here, and that exercise will require a great deal of digging and "cross walking" by some future researcher. However, the analysis to date has aided in filling the holes in understanding how effective these programmes are; and their growth and direction in Nigeria and whether intelligence education is used to improve intelligence analysis in the Intelligence Community as well as setting the stage for the next research concerning intelligence education.

Interpretation and Discussions

The intelligence which aims to inform and support policy and command decision making is an important state activity (Davis 2006; Jervis 1991). The ultimate goal of the intelligence function is to provide relevant and timely information to decision-makers to aid in the understanding of issues and to make informed decisions. The intelligence production process involves a variety of activities such as assessment of intelligence requirements, search, collection, evaluation and analysis of information, and communication. These activities could be carried out by several individuals and organizations. Intelligence studies serve to educate individuals in carrying out these functions. As a result, the intelligence community and academia in Nigeria partner in this area. The purpose of this chapter is to summarize the interviews conducted with senior experts, young professionals, academicians and policymakers in Nigeria and the discussion on the various debates about the question of intelligence studies. Also, this chapter outlines areas for further investigation that might help to augment the evaluation of intelligence studies programme in Nigeria.

Evaluating the Effectiveness of Intelligence Studies Programmes in Nigeria

Some participants commented on the lack of formalised procedures for evaluating the quality of intelligence studies. These participants noted that it does not mean that quality checks are not done at all. This led the researcher to adopt the Spracher (2009) model of evaluating quality intelligence studies programmes in Nigeria and test its applicability in the Nigerian context.

Some academicians noted that producing intelligence graduates involves a great deal of interaction and collaboration between the intelligence community and academia. Consequently, the intelligence community may become involved in the process of educating professionals, and, in this case, producing intelligence graduates become a joint effort between the NIC and academia. Some participants argued that direct involvement in shaping the educational process could make it difficult for intelligence organisations to evaluate the quality of the graduates. One of the respondent's view on the effectiveness of the intelligence studies programme is observed that *"there is no standard for evaluating the quality of studies programmes in the country"* (Interviewee RSP12).

... If producing [the intelligence professional] *is ultimately a joint effort; it's difficult for the* [intelligence organisations] *to be completely objective because they are in it as well.* (Interviewee 13, RSP3).

The results of our interviews suggest that the degree in intelligence studies is valuable because some practitioners are beneficiaries of the programme.

Discussion: The quality and value of intelligence products in the intelligence community is paramount as intelligence is an essential function for the decision-makers. Therefore, it is important to assess the quality and value of the products of intelligence**.** Moore and Krizan (2003) suggested two criteria to assess the "success" of intelligence analysis, they are 1) the intelligence process and 2) the product.

Evaluating the "intelligence process" implies assessing the soundness of ways followed to arrive at conclusions, including the quality of obtained information, a trail of logical reasoning, assumptions and their soundness, clarity of communication and consideration of alternatives. On the other hand, the "intelligence product" assessment implies assessing the value of analytic

conclusions relative to meeting the consumer needs (Mandel 2009a, Rieber 2004). Tetlock and Mellers (2009) suggested the combination of the two criteria as opposed to emphasising either one as it would provide a more comprehensive approach to evaluating the outcomes of intelligence.

Brei (2005) proposed six principles (core values) of intelligence: information *accuracy*; judgment s*ubjectivity;* intelligence *usability* by the consumers; intelligence *relevance* to consumer requirements; intelligence *readiness* to respond to consumer's needs; and intelligence *timeliness* Brei argued that while some criteria require feedback from consumers, other criteria do not require feedback to be evaluated. It is worth noting that Brei's principles are interdependent and violation of one may ultimately affect the others (for instance, intelligence accuracy on relevance and usability).

Herman (1996), Bruce and George (2008) discussed the issues surrounding the measure of the real impact of intelligence: measuring the quality of information or impact of information on the action is difficult, largely due to subjectivity. Also, measuring the effect of information is difficult: "as for its use, no one knows what difference information makes" (Herman, 1996:300). Further, changes in policy makers' views or actions (or inactions) affect the effective assessment of intelligence (Betts 2009, Bruce and George 2008).

Even though in intelligence analysis misjudgements are inescapable due to subjectivity, assessment and principles issues. In other areas where probabilistic (likelihood) estimates are given by experts, the precision of intelligence judgments can be evaluated methodically over huge numbers of cases utilizing objective, quantitative measures such as calibration and segregation examinations (Yaniv et al. 1991).

An examiner is said to be well-calibrated on the off chance that the relative frequencies of observed occasions coordinate the assigned probabilities of anticipated occasions. In other words, for judgments of, say, 0%, 20%, 40%, 60%, 80%, and 100% chances of event, culminate calibration would happen when the relative frequencies in these likelihood classes were 0%, 20%, 40%, and so on, respectively. Discrimination, on the other hand, measures the degree to which an examiner employs the complete extent of the likelihood scale and avoids supporting his or her wagers by continuously foreseeing the base rate inside a judgment lesson (i.e., the average probability of anticipated occasions happening) (Fischhoff and Bruine de Bruin 1999).

It is worth noticing that compared to other areas where probability estimates are given by experts (for instance, medicine), intelligence judgments has one of a kind property that can lead consumers to actualize preventative activities that will modify the probability of the anticipated events happening or prevent it all together (Betts 2009). In light of this "warning problem," one might anticipate a more prominent degree of deviation in experts' accuracy (Mandel, 2009a). Calibration of analysts' performance can only be assessed with regard to the occasions that analysts have distinguished. However, it has no way of consolidating event of significance that experts did not recognize or anticipate, but which has a critical effect on consumers. Intelligence judgment quality must take into consideration the extent of the set of all significant events that were identified by intelligence judgments.

A comprehensive evaluation of the quality of intelligence judgment needs to consolidate a set of measures that capture various viewpoints of quality analysis. Mandel (2009b) analysed calibration and discrimination as a work of the significance of the analytic judgment for intelligence consumers. Interestingly, judged importance had an insignificant impact on those measures of judgment quality, demonstrating that it is not the case that execution is good for relatively trivial judgments.

Intelligence organizations have to guarantee the unwavering quality of the processes and results. Assessing the quality of intelligence studies highly correlates with the current procedure of intelligence investigation in the intelligence community. Intelligence investigation has been performed as a craft, generally depending on the aptitudes, capabilities, and experience of the analysts. However, there's a need for acknowledged standard analytic strategies and so, procedures would be objectively assessed (Johnston 2005, Marrin and Clemente 2006).

In circumstances where there are no standard assessment strategies and it is troublesome to get feedback from consumers, subjective evaluation by intelligence organization is regularly the only assessment that is carried out. Some participants commented that the subjectivity of the assessment may be encouraged by intelligence organizations' association within the product development. Academicians' commitments to shaping intelligence experts make it more challenging for them to stay objective when assessing it.

Additionally, the assessments are time-consuming and they require a significant investment from the intelligence organizations. Depending on their time limitations, organizations may not have time to satisfactorily assess each report. The nature of projects the organizations undertake, shape the structure and control mechanisms of the organization.

Mintzberg (1979) distinguished five possible control mechanisms within an organization that shape its structure: mutual adjustment, direct supervision, and standardization of inputs, procedures, and outputs. The standardization at any level is feasible and perhaps not useful. The Intelligence organizations depend basically on directors supervising analysts and their assignments, and mutual adjustment through casual interaction among a team of analysts. Direct supervision and mutual adjustment require significant involvement from directors with their subordinates' activities and significantly restrain their ideal span of control. For this effectiveness, one director needs to oversee a moderately sized unit. As more analysts join an organization, directors should not be over-burdened as optimal effectiveness would not be preserved and ultimately success would be affected.

Challenges in Evaluating the Effectiveness of Intelligence Studies Programmes

The nature of analytic activities and the organizational environment has brought about certain demands for intelligence professionals. How efficiently one can find the intelligence organizations functions depends on individual experiences and the ability to cope in that environment.

Most participants stated that one of the challenges for the intelligence community is the volume of available information that continually grows, and analysts have to peruse, evaluate, and recognize the relevant aspects. One of the challenges for the community is the overload of information. A huge amount of information ought to be processed, and just significant data can be mined from it. There is high interdependency between the processes of information search and analysis.

The challenge is to understand when to stop searching and to start resolving the existing ambiguities. . (Interviewee 1, PM2)

The challenge is to understand when to halt examining and to begin resolving the existing ambiguities. (Interviewee 14, RSP4).

Discussion:

Rapid advancement and expansion of information and communications technologies significantly encourage the creation, transmission, and storage of data leading to the consistent increment of information available, which affects the intelligence and the procedure of analysis (Hedley 2007, Johnson 2007, Johnston 2005, Treverton 2001, Woods et al. 2002). Be that as it may, the capacity to extricate meaning from that information has not expanded in conjunction with the available amount of data (Woods et al. 2002). The amount of data cannot compensate for its quality. On the opposite, a few participants noted that frequently there's a part of data available on a given issue, but a few of it is not credible.

"*The challenge for intelligence – sorting fact from fiction, or signals from noise – is new only in magnitude. But the change in magnitude is remarkable in some respects; the harder problem for intelligence arises simply from the volume, not evil intent; collecting information is less of a problem and verifying it is more of one*" (Treverton 2001).

Medina (2009) postulated that information "abundance" has caused more problems for intelligence analysts to generate value to consumers. Further, Medina noted that intelligence consumers are usually well educated and, in addition to other information sources (such as media and personal communications), they are frequently privy to "raw" information traffic at the same time as the analysts. This access allows the consumers to decipher and make their interpretations before the analysts provide their insights. Hence, to provide added value, analysts need to "surpass the analytic abilities of their customers" (Medina 2009:110). Additionally, you may alter any judgments that may have been made. With more accessible data, analysts may have less certainty that they have examined all significant corroborating and conflicting information possibly available, and they do not have time to debilitate their sources (Woods et al, 2002).

Essential Skills, Knowledge needed by the Intelligence Community

All interview participants concurred that evaluating performance requires a certain level of intrinsic personal ability. A few interviewees pointed out that recognizing a set of fundamental

skills and capabilities needed for intelligence analysis is a vital issue for the intelligence community. Senior specialists shared their thoughts concerning what these fundamental skills may be. They recognized four common categories: analytic ability, environment, knowledge, and individual characteristics.

Recognizing the core competencies required for the intelligence community is a critical issue for the research and is fundamental for the assessment of the performance of intelligence experts. The ONSA has distinguished five competencies required by Intelligence Officers (Core Competencies) such as general cognitive capacity, personality components, leadership, information technology, and communication skills (ONSA, 2017). In any case, there is a critical overlap between the core competencies of the Intelligence Officer and Intelligence Operator. The competencies identified by ONSA within the interview significantly overlap with those distinguished by (Spracher 2009). For example, "general cognitive ability" recognized by Spracher maps with "analytic skills" and "knowledge" categories in "Personality factors" from the study.

The Nigerian intelligence community has attempted an exertion to institutionalize performance requirements for intelligence analysts. ONSA has outlined a set of uniform performance guidelines for the whole intelligence community (ONSA 2017). Specified performance measurements map to some degree with those listed by senior participants within the interviews and incorporate responsibility for results, communication, critical thinking, collaboration and engagement, integrity and personal leadership, and technical expertise. To apply to the whole intelligence community, the list is general, but it captures the essential competencies required for intelligence professionals. The list compiled from senior experts' interviews, clearly not being a comprehensive list of professionals' skills; in any case, gives an understanding of the important skills and capabilities.

A broad study was conducted in the US to identify the core competencies requirement in the intelligence community (Moore and Krizan 2003, Moore 2005, Moore et al. 2005). Moore and Krizan grouped the competencies into four categories; abilities, skills, knowledge, and characteristics. Krizan (1999) further separated among four types of intelligence – descriptive, explanatory, interpretive, and estimative intelligence – and Moore (2005) recommended that a diverse set of capabilities may be required for each type of intelligence. Moore and Krizan's list of core competencies contains a set of reasonably general and essential abilities which map

with the basic capabilities of other professions. Examining cross-functional skills and generalised activities might permit other occupations that require comparable capabilities to intelligence to be recognized. Also, recognizing occupations related to the intelligence profession may allow using preparing and evaluation hones for certain skills shared with related occupations.

It is worth noting that, even though the list that was compiled based on senior experts' viewpoints does not incorporate all of the items from Moore and Krizan's list -- their viewpoints incorporate capabilities not recognized on the ONSA core competencies list. Capabilities that were mentioned by participants within the study that were not described by Moore and Krizan relate to analysts' capacities to deal with environmental demands, such as working under stress, delivering to deadlines, illustrating emotional stability, managing uncertainty, making up for missing information, making judgments under uncertainty, being able to stand by their judgments, and having precise memory. A few of the participants pointed out that not anyone can be trained to be an intelligence analyst since intelligence analysis requires a particular set of innate capacities.

The skills and capabilities specified by senior specialists reflect the same thought; a few of the items represent innate capabilities that cannot effectively be learned or progressed upon -- for example; thirst for information and capacity to manage with uncertainty -- while, other things within the list may be more responsive to fitting training needs -- for example; technical information. The senior experts' opinion that intelligence analysis requires some innate characteristic was also reflected in Moore and Krizan's list under characteristics and capacities, in their supposition, inherent qualities, whereas things under knowledge and skills are seen as those that could be learned. To distinguish core capabilities for intelligence analysis, it may be advantageous to look at these capabilities in light of individual differences from research in personality and social psychology. For example, Smith (2009) recognized three variables of the Five-Factor Model of personality – conscientiousness, agreeableness, and openness to encounter as critical in Intelligence Officer training and performance.

Girard (2010) recommended the Trait Self-Descriptive Personality Inventory Revisited as a strategy for assessing the significant personality components. For instance, one of the fundamental activities in intelligence analysis is the generation of alternatives and their cautious assessment (Davis 2006, Heuer 1999, Jervis 2009, Moore 2007, Steinberg 2008). The

capacity to viably deal with instability and to generate and thoroughly assess alternative explanations could be considered as individual differences, given the nature of these individual differences and the particular prerequisites of intelligence analysis.

This research aims to evaluate intelligence studies and examine whether these programmes contribute to the development of professionals ready to serve within the community. There have been no endeavours to date to connect these programs with performance assessment with a sample of intelligence professionals. The proposition that these programmes can contribute to the performance of the intelligence professionals presents a unique opportunity for the intelligence community to improve its selection processes. On the other hand, acquired qualification might be utilized for performance assessment.

Most participants pointed out that vital skills and knowledge are required within the assessment of the information upon which analysts depend to create their evaluations and judgments.

"After gathering all the relevant information from different sources by the analysts, what they have to do is take them, open and classify at different levels, and they have to bring it all together and distil it. Part of that distillation process would be assessing the evidence as it comes in. It greatly depends on the individual analyst's skill set, knowledge, guidance and supervision. It's not done in a very formal way" (Interviewee 15, SSP2)

Typically, analysts working in a particular field have some understanding of the events and situations. New information gathered for assessments could bolster preliminary hypothesis or theory, question it, or offer disparate patterns. The manner an analyst assesses new information will ultimately decide whether or not it will be consolidated into their analysis and, thus, might alter the resulting judgments. Further, information may well be disposed of if it is judged to be untrustworthy or the source is judged to be invalid. Information collected through expert channels (such as HUMINT, IMINT, and SIGINT) is supposed to be assessed for unwavering quality and validity by information collectors or initial information processors. Analysts consider these assessments when they evaluate the information. However, a senior professional indicated that intelligence collectors in some cases do not assess sources of information, and hence, the information accuracy becomes unclear. Some participants pointed out that in the absence of a standard way of assessing information, the obligation lies on the analyst to evaluate its quality and to choose whether to add or remove it from consideration. An analyst

experience and skillset have a significant impact on the processes for evaluating the quality of the information.

Quality and accessibility of information are critical variables in creating reliable intelligence. As the amount of information accessible to analyst's increases, 'noise' (i.e., unimportant or untrustworthy information) and inconsistency also increase. Analysts must have the requisite knowledge and skills to filter through the information especially regarding quality (Marrin and Clemente 2005). The analyst requires the knowledge and understanding of the accuracy and the relevance of information. Based on a recognized standard within the community, each piece of information is given a rating on two measurements:

- The source credibility and
- Information reliability (Krizan 1999),

As a result, intelligence analysts in some cases depend on their specialized knowledge of the collection processes or of a specific reporting channel to ascertain the source credibility. It is worthy of note that information assessment and analysis are exceedingly interdependent, particularly when the assessment is conducted by analysts. In addition to evaluating the validity and quality of the information, analysts utilize the situational understanding and the presence or absence of corroborating evidence to judge the information value. Their assessments ultimately determine the consideration of the information, which will influence further evaluations. Though not discussed within the interviews, it would be interesting to decide whether or not a feedback circle exists between analysts and collectors, in future research or interviews. Meaning, the assessments of analysts and the use of information may well be given back to collectors to permit them to compare, assess, and, maybe, alter their evaluations of their sources and collection procedures appropriately.

Participants from both organizations commented that the process of intelligence analysis is not guided by formal procedures but rather relies mostly on the individual analyst's skills and knowledge.

Essentially the approach of analysis across the community is the intuitive approach: you read a lot, sit down, and write. (Interviewee 2, SSP3)

Processes of analysis are part custom and part rules. There are no standard procedures for conducting intelligence analysis. (Interviewee 3, SSP1)

According to most participants, there is no one common, agreed-upon education that can be formalized and taught to analysts. Through several training sessions, analysts are exposed to various analytic tools and techniques aimed at systematising the analysis process. However, the application of these methods requires additional educational qualification.

There is no formal process that analysts follow in terms of methodology, and each analyst approaches it slightly differently. The focus is on conclusions, and not a lot of time is spent on thinking about the analytical process. (Interviewee 2, ACD4)

Discussion: Intelligence analysis is primarily an intellectual activity (Heuer 1999) and is a crucial activity in intelligence judgments. According to Moore and Krizan (2003), *"it is by thinking that analysts transform information into intelligence"* In intelligence analysis, the thinking process of the analyst is largely unobservable, which leaves an untraceable path, except if the analyst purposefully keeps a record of their chain of thought. Most times, just the result of the analyst's activity will be evident in the form of arguments or judgments reported in the final documentation. As a result, it is expected that intelligence improvement and evaluation measures are primarily geared toward more tangible processes and outcomes, such as the quality of intelligence professionals and sources.

Intelligence Studies has attracted public attention in recent years, although intelligence studies have not received much attention in the scientific and practitioner literature. Johnston (2005) point out that "the intelligence community, in its culture and myths and its literature, tends to focus on intelligence operations rather than on intelligence studies". Johnston shares the view of Marrin and Clemente (2006) who observed that "*intelligence analysis has historically been practised more as a craft reliant on the intrinsic skill and expertise of the individual analysts than as a highly developed profession*" (Marrin and Clement, 2006). Johnston further suggested that the lack of substantive attention to the process of analysis is partially responsible for the lack of formal analytic processes accepted and practised in the community. Also, Bruce and George (2008) indicated a relative inadequacy of literature dedicated to intelligence studies.

Currently, analyst managers, subjectively determine the methodologies to adopt based on their understanding of what constitutes the case at hand i.e. each case might have a different

methodology. This subjective approach may currently be the only viable alternative to deal effectively with the variation and complexity of the problems. The approach further may result in a suboptimal quality of analysis, a concern shared by managers and many participants of NIC during the interview.

The lack of formalised procedures is not uncommon to the Nigerian Intelligence Community. Johnston (2005) noted a similar situation in the US, where the employed methods in the analysis are referred to as "tradecraft," which implies that the methods are informal, unverifiable, and possibly unexplainable. Johnston further suggested the need for documentation, formalisation, and validation methods in the community.

Analysts' Tasks

All the senior practitioners agreed that intelligence analysts in their organisations engage in various activities. Although the activities might be different for analysts in NIA, DSS, and the DIA, the general categories of activities are similar. According to the managers, analysts' activities include preparing intelligence reports, providing operational support, providing briefings (situational awareness) to their senior, liaising and interacting with the rest of the IC and other bureaucratic requirements.

Discussion*:* As participants indicated, analysis is one of the main activities performed by intelligence organisations. The analysis involves a wide range of actions. Treverton and Gibbard (2008) described five levels of information processing from "raw" data to finished products, and each level requires distinct skills and tools. The tasks are completed by multiple persons. The analysts at NIA and DIA mostly perform strategic intelligence analysis while analysts at DSS engage in short-to-medium term operational analysis. In those organizations, the analysts are not given the responsibility of collecting or analysing "raw" data as those are carried out by others. However, they deal mostly with information that has been collected, evaluated, organised, and coded. For example, they may use a media report for which information was selected, processed, and presented in a specific way by the editors (Pritchard and Goodman, 2009).

Communication as a Key Competency Required for Intelligence Analysts

Most participants stressed the importance of effective communication. Consumers of intelligence have many demands and have limited time to attend to intelligence reports. Hence, analysts need to be able to communicate effectively and efficiently. Decision-makers have limited time therefore analysts need to be able to extract and report main judgments. Some participants posited that communicating effectively is more important to the successful production of intelligence than fluency in several other tools and techniques.

The core of our business is communication. It is essential for an analyst to have the skill because intelligence is not for personal consumption but the benefit of others, hence, it is an essential element. (Interviewee 18, ACD5)

Some participants also commented on the language role in the analysis. The manner (choice of words) of relaying the outcome of an assessment is crucial to understanding. Senior experts think that analysts need to be careful in choosing the appropriate expression of the intended message and to be able to justify all judgments with evidence and sound reasoning.

Intelligence reports are narrations that give context and simplify reality as much as possible. Words and style matter. (Interviewee 19, SSP3)

Discussion: Communication is fundamental to intelligence analysis, for, with no communication, intelligence assessments outcomes would not be conveyed precisely to decision-makers. The necessity to communicate effectively has been emphasised in Gardiner 2009, Hedley 2007; Moore and Krizan 2003, ODNI 2009. An analyst can perform an assessment resulting in significant outcomes. However, if the analyst cannot communicate effectively, the results and their significance would be underestimated(at best) and might even result in an intelligence failure (Moore and Krizan 2003). Additionally, (Gardiner 2009) suggests that the communication effectiveness hinges on how the analysts style of reporting fits consumer needs. Gardiner indicates that the style should be adapted to each consumer to ensure better reception. Hence, analysts should be able to adapt their style to enhance the effectiveness of communication.

Effective communication of uncertainty regarding judgments is crucial for expressing the intended meaning (Kent 1964). Terms to denote probability (such as; likely and unlikely) are vague and open to interpretation, thus a possible miscommunication. However, efforts have been made to standardise the terminology to communicate uncertainty, by associating verbal terms with numerical probabilities.

Selection Process or Recruitment of Intelligence Officers

The selection process is an important task for the intelligence community; some participants commented that there is an avenue for improvement in the current process. Intelligence officers are selected based on their academic backgrounds and performance on selection tests. For their background, successful candidates are required to have a master's degree as an added advantage, usually in disciplines such as; political science or history. A candidate's field of study is not restricted in any of the organisations, but candidates with degrees in intelligence studies related disciplines might have an added edge over other disciplines. Some participants mentioned that analysts in NIA tend to be generalists and are usually moved between different areas of analysis; hence, it is the breadth of experience that is commonly valued. Some participants from DIA mentioned that their organisation is often in search of experts which tends to emphasize hiring people with deep knowledge of a certain field.

In addition to meeting background requirements, candidates undergo an interview and a writing test, which the organizations use to assess both their analytical and writing skills. Some senior experts pointed out that post-hiring of an intelligence analyst, it takes an average of six months (or up to a year) to precisely evaluate their abilities and fit for the job. In DIA, the civilians are not engaged in the selection process of military intelligence analysts; the analysts are appointed to their positions through a secondment process. Most of the military analysts in DIA come from the intelligence corps of their respective service.

Many factors can impede the selection process, four of which are discussed below. First, participants misunderstanding the precise skills and capabilities required of intelligence officers to perform their roles.

Only a few selections are based on skills. For selection as an analyst, it is just a formality, but there is the expectation that anybody can be an analyst. (Interviewee 11, RSP2).

Second, effective assessments tool need to be available otherwise candidates cannot be fully vetted on the identified competencies skills in the selection process.

There is a test to gauge capability, but it's not very good. We've included interview questions to get at people's ability to deal with large quantities of information and how they make judgments. But ultimately they are completely inadequate. People may have interesting things to say, but whether that's actually how their mind works when they are sitting down here looking at a problem may or may not be the case. We are trying to come up with questions that will help us identify people's abilities in these areas. Maybe a formal test would be good, but we are not in the position to come up with that. (Interviewee 15, SSP2)

Third, some participants mentioned that not all competencies needed to be a successful intelligence professional can be tested. They emphasised: personal environment fit, where various organisational environments set exceptional demands on individuals and individuals must be able to cope with those demands.

The environment requires a level of flexibility – there is some level of teamwork, outside demands and stress. Those factors would be difficult to test in the short selection process time. (Interviewee 14, RSP2)

Fourth, the public service personnel selection process imposes certain limitations on the selection process. Though most participants' views were on inadequacies of the current processes, they still mentioned that the process is effective to an extent and allows them to choose skilled candidates with good educational qualification. However, it is not revealed whether more capable individuals were screened out by the limitation of the selection processes.

Discussion: Many factors inhibit the selection process. First, the capacity to recognize the key competency skills that are required from candidates. Moore (2005) stated that the key competencies required of candidates might differ from organisation to organisation, and between positions within the same organisation. This is due to the types of activities officers are expected to carry out.

Second, there is a need to evaluate the identified competencies skills. Built on the interviewees' observations, there seems to be a need for both identifications of competencies and tools for

their evaluation. The third constraint, according to some senior experts, is levied by the policies enacted which controls the process of selection.

The fourth constraint is inadequate education and professional training in the intelligence community. Professional training only happens after the hiring process. However, a programme before entering the job, supplemented with a university degree, may be beneficial to both candidates and organisations.

The selection process might benefit from more research to identify significant capabilities for professionals and to improve the evaluation procedure. Further, an alternative approach that would benefit both the organisation (in evaluating potential candidates) and candidates might be accomplished through an internship programme. This will bring candidates into the organisational environment for a period, where the organisation can evaluate the candidate in a working situation and the candidates can get to showcase and improve their skills.

Progression from Junior to Senior Intelligence Practitioner

Results. DIA participants mentioned that intelligence analysis is perceived as a junior activity by the military community. The analysts in the military stay for a limited period in their analytic positions, mainly due to the rotational nature of military assignments and promotion process. They are expected to progress and move up to senior management level. This hinders consistency or continuity in the organisation.

Discussion: Succession management and identification of senior managerial candidates are vital issues for the intelligence community. Senior intelligence managers significantly influence the professional development of analysts in addition to their role in shaping the analytical process (Moore et al. 2005). The development of analysts in the Nigerian intelligence community relies considerably on a mentorship model between the manager and the analysts that report to them. . Thus, it is for managers to have adequate knowledge and experience not only in intelligence analysis but in personnel management as well.

Training

Some participants pointed out that those new intelligence professionals get most of their training after joining the organisation through mentorship by their senior practitioners and

introductory programmes organised by the respective organisations, as no prior training is available in the NIC before joining.

All the newly employed intelligence professionals get their training on the job. (Interviewee 17, SSP4)

The first six months are typically for the analysts to be mentored by their managers. (Interviewee 16, SSP3)

Some participants commented that the mentoring relationship is more significant in personnel development than tools and procedures. Training programmes are organisationally driven and hence differs between organisations. DIA participants commented that military intelligence professionals enjoy a much more structured training programme

Discussion: Training mainly occurs in two ways: mentoring and training programmes. Mentoring is advantageous however, due to the lack of standardised approaches to mentoring, organisations are likely to emphasise different skills, approach and methods. Expertise in the professional and their mentoring skills are essential to the effectiveness of the mentorship. Though it is advantageous, it is time-consuming for senior practitioners, which may be difficult, especially if the number of newly employed officers increases.

In addition to mentorship, newly recruited professionals may be able to participate in various training programmes. These programmes address specific areas that are independent of each other. Whether or not the new professionals can gain from these training courses to a great extent depends on the resources and needs of the organisations. Some organisations organise and deliver in-house training or other departments or programmes by networked agencies in or outside the country.

Intelligence training differs from intelligence education. Training centres on teaching specific skills or techniques while education focuses more on developing intellectual skills such as critical mindset, curiosity, creativity, and problem-solving. (Marrin, 2009). Given the challenges that NIC has in training conduct, the education of future professionals would be expected to fall to academic institutions, as it is presently. Rudner (2009) stressed the significance of expanding intelligence education programmes and creating centres of intelligence studies.

Moreover, the intelligence studies programmes offered in the two civilian Nigerian universities could not adequately prepare prospective intelligence professionals to work in the intelligence agencies. This is likely because intelligence organisations require a certain degree of expertise that an academic institution would not be able to provide, hence, most of the training would be done after joining the intelligence organisation

Training Challenges of the Core Competencies for Intelligence Analysis

One of the main challenges in training is the lack of uniformity in training programmes. Some of the difficulties in developing a uniform training programme, according to some participants are agreement within the intelligence community on "exactly what it takes to make a great intelligence professional," that is, the core competencies and skills for an effective analyst.

Training has for long been a contending issue for the intelligence community. What makes it more difficult are the different requirements in different organisations. (Interviewee 13, ACD5)

Agencies have a different understanding of core competencies. We try to tailor the training programme to what we feel the core competency skills needed by professionals. (Interviewee 16, SSP3)

Discussion: An intelligence community training programme for professionals would require skills and knowledge that are important and relevant to different agencies within the community. Hence, conformity on the emphasising points of such a programme is essential to ensure acceptance of the programme. While various intelligence organisations are faced with time constraints and several other issues, they have separate perceptions of what constitutes core competencies skills. This difficulty can be categorised into two: 1) difficulty in identifying the organisationally relevant core competencies skills, and 2) the existence of significant inter-departmental differences in the identified sets of competencies. The first issue requires an in-department understanding of the requirements, while the second requires a between-departmental understanding of the requirements. Nevertheless, inter-organisational perceptions of what constitutes core competencies skills may be possible. As mentioned earlier, this might need some sort of central coordinating body that has the mandate to pull it together.

Assessing Training Effectiveness

Assessing the effectiveness of training in the required core competencies skills.

"Evaluating the effectiveness of programmes and performance is highly subjective. However, some measures can be taken such as: enhancing the cognitive ability problem solving and critical thinking skills.,". (Interviewee 18, ACD4).

Discussion: Several training evaluation dimensions have been identified in the literature, they are: reactions to training (by the trainees'), actual learning, workplace behavioural changes resulting from the transfer of knowledge, improvement in organisational performance outcome (Kirkpatrick, 1967; 1979). An effective programme has to ensure that the knowledge acquired lead to measurable improvement in performance. Training programmes should allow the analyst to be more effective in their roles i.e. it should enable them to become better analysts. However, the effectiveness of evaluation depends on how 'effectiveness' is perceived. In any case, measures need to be developed and agreed upon to assess whether or not the training programme achieves its goals.

Knowledge Transfer

Some participants acknowledged that training may only be effective in the short term, particularly if it is not transferred to the job.

My take is, the entire department has to be on board otherwise a lot of it falls by the wayside. (Interviewee 20, RSP5)

Discussion: Success in training hinges on several factors. First, performance-oriented training needs to be identified. Second, the programme is intended to ensure improvement. Third, a growth culture needs to be cultivated i.e. trainees need to be motivated to learn and transfer the knowledge to the workplace. Finally, a conducive environment needs to be created to foster knowledge transfer and sustainability.

Intelligence training is performed in a specific organisational environment with specific constraints and demands on the intelligence organisation. Also, each organisation has its requirements and standards criteria for evaluation. The training aims to change behaviour to influence and improve performance. Therefore, training effectiveness depends on if it produces

long-term positive changes in behaviour and stability of the learned principles, skills and techniques.

Performance Evaluation

Participants highlighted several challenges related to the evaluation of the effectiveness of intelligence programmes on performance. One of the challenges is related to the lack of a clear and consistent feedback mechanism from intelligence customers, which frustrates assessments of the impact of intelligence products and whether they meet the customers' needs.

Some of the challenges in performance evaluation, as observed by the participant are linked to the challenging nature of intelligence and thinking processes. The senior experts view it as their duty to examine analyst's judgments and analytic process to ensure the rigorousness of the processes and the quality of the outcome. It is challenging for analysts to objectively evaluate conflicting viewpoints on an issue without seemingly being defensive. This contributes to the uncertainty that intelligence organisations may experience. Some participants posit that the two requirements for evaluating effectiveness are subject area knowledge and a good understanding of the analytic process.

Discussion: Intelligence organizations rely on standard procedures for evaluating performance. In addition to background knowledge and analytic skill and experience, the intelligence process also requires proper social skills as some participants argued that trust is integral between the senior practitioners and junior practitioners. Further, the senior participant's skilful attitude to situation and assumptions may affect their relationship. Participants also note that lack of consistency in requirements may affect performance on the job.

There is no consensus on the standards to evaluate the quality of analytic assessments. Thus, the process is largely subjective (Marrin and Clemente 2006, Johnston 2005). Different organisations, depending on their philosophy, experience, and background, may have different ideas and approaches to evaluation. NIA's endeavour in establishing standards (quantitative) for their analysts is seen as a more objective performance evaluation method. Although this could arguably be described as a terrible measurement of effectiveness, as interviewed participants from NIA applauded the new method because it provides an objective measurement.

Professionalism in the Nigerian Intelligence Community

Some of the participants observed that there has not been recognition of intelligence in Nigeria as a profession and is ill-defined in the Nigerian intelligence community. Lately, there has been an effort towards standardisation and professionalisation of the NIC through bodies such as the Institute of Intelligence and National Security (IINS).

Some of the interviewees noted that NIC is considerably smaller. With that size, the intelligence community still faces issues of understaffing ultimately putting a greater demand for professionals. The size also limits the number of available professionals (in a given area), resulting in prospective intelligence consumers shaping analytic assessments.

Professional training programs have been offered through individuals organisations. However, the organisations within the intelligence community have their respective organisational understanding of the core competencies. This disagreement significantly hinders the development of training programmes that would address the needs of the entire community.

As a result, there are no standardised requirements for joining. Training is provided on-the-job through mentorship and ad-hoc courses. Significantly, the relatively small size of the NIC may offer certain advantages such as it may strengthen inter-departmental relationship and understanding, it may also provide an opportunity for intelligence sharing and collaboration. However, the current prevailing security situation in the country calls for bridging the gap between academia, the intelligence community and the policymakers.

CHAPTER SEVEN

CONCLUSION

This research has addressed the growth and direction of intelligence education in Nigeria and how these programmes could help improve professionalism in the country's intelligence community. The study set out to determine whether the intelligence studies programmes offered by Novena and Afe-Babalola Universities have any relevance to the development of professionalism within the intelligence community. The research has also assessed whether lecturers and intelligence instructors in Nigeria have the requisite skills and knowledge necessary to deliver intelligence studies training and more importantly to evaluate the effectiveness and quality of intelligence studies programmes in Nigeria. In addition, the study assessed whether the officers that have undertaken intelligence courses can justify what they have learnt and if the course has adequately prepared them to serve within the intelligence community. The central aim of the study was to establish how the curricula of intelligence studies programmes in Nigeria could be improved upon in order help enhance professionalism with the intelligence community. These questions also provided a basis for in-depth research on the provision of effective intelligence studies programmes to complement the national security function and to make a meaningful contribution that will strengthen the understanding of the intelligence and security needs of Nigeria.

While this study has clearly shown that intelligence education is a relatively new addition to academic studies in Nigeria, several questions were raised on the appropriateness of the sort of instructions and learning benefits provided by Afe Babalola and Novena University. One of the most significant findings to emerge from this study is that Nigeria has not been clear about its intelligence programme needs. The study established that Nigeria does not have a holistic strategy or policy that the intelligence community can build on. Another major finding from this study is that the intelligence studies programmes introduced into the Nigerian academic curriculum have not achieved the desired objectives. Arguments and counter-arguments were put forward as to whether the required competency training needed by the intelligence community could be provided by the universities. It was argued on one hand that the introduction of intelligence education in Nigeria is simply the academia offering support to the intelligence community for national security function, while others have argued that intelligence studies cannot be successfully offered as a distinct program. Another big question

mark is whether intelligence studies are necessary for intelligence practitioners to do their job effectively. In order words, do intelligence studies qualify as a discipline in its right, or whether it is an inherently interdisciplinary field of study, whatever the risks and difficulties of so being in practical terms. Although there is no concrete evidence to suggest that universities in Nigeria cannot teach intelligence studies as a stand-alone subject, the main concern is the disconnect between the intelligence community and academia. Findings from this study indicated that junior intelligence officers as well as scholars within the intelligence community whose area of expertise resides at the operational level, suffer significant gaps between theory and practice in the areas of intelligence policy, human resource development and procedural efficiency.

This study admitted that while intelligence studies can be taught in the classroom as a knowledge based course, there are certain practical aspects within intelligence studies that scholars might struggle to teach because of little practical knowledge in the area. This is not entirely the fault of the universities; rather it is the nature of intelligence, as much of the pertinent materials are classified due to national security or bureaucratic reasons. This is not peculiar to Nigeria alone as a comparison between intelligence studies in Nigeria and the UK conducted in this study revealed that there are concerns by professionals in the UK on the relevance of intelligence studies education in the country. The study suggested that academia do not influence intelligence analysis in the UK as British intelligence agencies appear to keep scholars at arms lengths in their operations and analysis. Nonetheless, this study establishes that intelligence studies programmes offer a greater appreciation of theories and analytical frameworks that could help intelligence practitioner further develop their understanding of the subject. Overall, the growth of intelligence programmes raises the question of what curriculum should be taught.

The assessment of the intelligence studies curriculum at Novena and Afe Babalola revealed that more emphasis is placed on education rather than on training. Several recommendations and suggestions were put forward to help academia improve professionalism within the intelligence community. The researcher suggested 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. It was also suggested that at least two-thirds of all full-time lecturers must hold or earn a doctorate (PhD) in social sciences or a related discipline. The study also recommends that priority should be given to the

knowledge of languages other than English language training to help intelligence professionals dealing with security/intelligence issues outside English speaking countries. The research concludes that connecting professional practice with social science basics, academic intelligence programmes can help create a better transition from education to training.

A key challenge that emanated from this study is the lack of a clear and consistent feedback mechanism from intelligence customers, which frustrates assessments of the impact of intelligence products and whether they fulfil the customers' needs. There was also the dilemma of trying to understand what the needs of the universities are in improving intelligence education in Nigeria. This research argued that if the value of knowledge produced by the intelligence community is to add value to the policymaker, then the value of knowledge produced by academia must have the same kind of value for the intelligence community.

Research Contribution

Having assessed the intelligence studies programmes in Nigeria, this research has the potential to advance knowledge and understanding of intelligence/intelligence studies in Nigeria. It is hoped that the research will help contribute to the emerging literature on intelligence in Nigeria and more importantly in filling the gaps in intelligence studies literature in the country. It is also hoped that this study would give fresh insights and a better understanding on the need for a synergy between the intelligence community and academia. The Nigerian government and more importantly the intelligence community composed of the Army, Navy, Airforce, Police, and other intelligence specialists will find proposals and recommendations put forward in this research valuable in fulfilling the intelligence needs of the country.

Furthermore, the research makes an original contribution to research-based intelligence studies literature in Nigeria, Africa and the world at large. In summary of the contribution, therefore, the research thesis aims to fill an academic gap in intelligence studies literature. Intelligence studies should be expected to exert the same degree of critical detachment as their counterparts on other professional programmes. Therefore, there is a need on the part of the professional body that is the Intelligence Community to define precisely the skills and competencies of their approved courses.

Recommendations

Based on the fieldwork conducted, the research identified that there is a gap between the policy and practice of intelligence education in Nigeria. To fill the gap, the research findings will serve as a link between policy and practices. The research argued that the curriculum needs to be regularly revised because the intelligence field is dynamic, and must be able to cope with new threats in the environment. Significantly, there is a need to review the curriculum to address some new security challenges such as the issue of terrorism, banditry, kidnapping, militancy, radicalization, and trafficking which are considered to be daily occurrence. It is necessary, therefore, to restructure the curriculum in such a way that topics such as the importance of intelligence in national security, intelligence and technology, are further developed in the curriculum. Students need to understand the positive image of intelligence, not the negative aspects of being depicted in movies and various stories. By so doing, it will improve both the intelligence community and the university intelligence programmes.

Finally, a particular type of in-service training on an annual basis also is needed for non-specialist teachers who deliver intelligence studies courses because the study revealed that they are not well-grounded in the subject. There is a need for training and retraining for both specialist and non-specialist teachers of intelligence studies through Continue Professional Education Programmes (CPEP). It would be beneficial too if the National Teacher's Institute (NTI) or a specialist university such as the Tai Solarin University of Education, Ijebu-Ode could organise short courses for this purpose.

The IC integrated competency standards, as a distillation of the IC thinking about the cognitive skills needed by the IC workforce comprise a model for University administrators to operationalize the design and evaluation of intelligence education curricula that purport to develop these competencies. Such a model not only expresses the abstract ideas found in the standards; it also represents what we know about the relationship between variables in the learning process. Considering the complex relationships inherent in intelligence education, the model would assist university administrators in determining if the most effective approaches were being utilized.

Notwithstanding the importance of theoretical model building, as virtually all the senior interviewees insisted, what intelligence studies programmes need is a combination of scholars

and practitioners or both. Therefore, priority should be given to professionals, or expert to develop the individual fully.

There has been a long-existing suspicion, and distrust between academics and government practitioners and this fact has tended to inhibit close collaboration between the intelligence and academic communities. The greater respect for intelligence studies implies that both faculty and students will have an extended opportunity to elevate their interaction with potential employers, including the federal government. In turn, there is an opportunity to restore the close and productive relationship between academia and the IC that has existed for a long period.

As evidenced in the research analysis and interpretation, the present study assesses the effectiveness of intelligence education programme and fills in gaps about current programmes and knowledge in the field. At the time of writing this thesis, not a significant number of IC professionals have graduated or benefited from intelligence studies programmes. Many successful IC professionals obtained their formative education through more traditional arts, social science, or engineering/science programmes. It is noted that not all are aware of the existing intelligence-specific programmes. This researcher recommends further research in the area of technology education and the IC, Cyber, and big data.

The research further recommended an analytical outreach programme between the intelligence community and academia. Such as follows:

1. Expert networks
2. Advisory committees
3. Secondments
4. Research needs

Experts' networks: the IC needs to think about how they build institutional networks that enable officials at all levels; from new to senior Practitioners to access academic expertise. Many of the analysis teams interviewed spoke to keep a 'stakeholder spreadsheet' – a list of useful contacts from academia, civil society, think tanks and other institutions that are relevant to a project or policy area. Very few departments have networks that are accessible to a wider group of civil servants within the department. The analysis department has created an expert

network of about 35 academics with expertise across areas of interest. The list of experts is accessible to all core analysis staff, and the network was set up explicitly to provide staff with people to call up for advice. Another model available to the departments is funding externally managed networks. The Office of the National security adviser is also developing proposals for more institutional networks, such as an Economic and financial intelligence Network to broker connections between academics and officials in the Economic and Financial Crimes Commission (EFCC).

These networks would aim to have academic experts security-cleared and ready to provide input when needed by the policy officials, helping to tackle corruption and other economic related issues. However, one of the challenges in setting up and managing a network is confidentiality, and it takes up time and resources. When a network is managed by a department, staff need to keep information about academics (such as their contact details, roles, areas of expertise and previous interactions with the department) updated, and establish rules for using the network. Several interviewees agreed that this initial set-up cost had prevented them from establishing networks.

The research finding reveals that there should be established further partnerships with universities and research institutions and make them available to personnel at junior levels. Analysis teams could use partnerships with universities to establish 'induction 'programmes for the young/fresh intelligence officer.

A further way for the IC to strengthen links with a wider range of universities would be to initiate regular networking events with universities around the country. The DSS has been doing this by staging 'road shows' events for discussing policy and research at different universities, to enable officials to build networks with universities. Beyond opportunities such as these, senior officials should encourage junior staff to build networks. Senior analysts stated that knowing the key academics in an area of interest was an important part of understanding the evidence base for junior analysts. One of the IC agencies had developed a 'Practical Guide for External Engagement', which gave analysts tips on how to find and work with academics.

Advisory committees: The use of advisory committees is mixed, and they have valuable influence across the IC. Some agencies have more than (10) committees and draw on them

extensively in making policy; others have very few. Government appoint experts from academia, to be on standing or ad hoc committees that provide advice to policy officials. Committees' functions vary: they scrutinise IC research, policy and processes; they provide strategic input, and they give expert advice on specific areas of interest.

There are many types of the advisory committee; the key types of committees are as follows

- An advisory committee from time to time
- Expert advisory committees - permanent committees that often perform a similar role to the advisory.
- Cross-cutting committees - committees that work across the IC.
- Ad hoc committees and academic panels - committees that do not have a formal or permanent role but advice on quality-assured internal research.

The research finds out that some agencies use committees much more than others, and the influence of committees vary.

Secondments: The practice of bringing academics into the IC on secondment allows them to play a closer role inside policymaking and, potentially, can bring in a far wider range of academics. Findings reveal that when secondments go well, they create significant benefits in both directions: academics have knowledge, expertise, skills and modes of thinking that can be invaluable to an agency; and the seconded can use the knowledge they develop to inform future research and educate other academics and students about the realities of government. Secondment schemes help policy officials to build networks in academia, and vice versa. Research finding reveals that the number of secondments across the IC is growing but remains underutilised. Some agencies still do not have their secondment scheme.

Future Research

Following the findings and the recommendations from this research, future research would be required to determine whether the problems identified in this study are specific to Nigeria or are inherent in most African countries facing similar challenges experienced by Nigeria. Further studies might also be required to establish whether countries with a similar level of bureaucracy could adopt a different approach that is entirely different from the approach

adopted by Nigeria. The epistemology of intelligence studies currently emphasizes the research goals of description, policy formulation, and normative prescription. This is coupled with the fact that intelligence analysis has been, and remains, a profession measured by traditional standards of scholarship, consequently future research could be required on the need to develop intelligence literature and how to further develop the various theoretical bases and philosophical orientations that currently exist in intelligence studies.

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APPENDIX A

CORE COMPETENCIES OF NIGERIAN INTELLIGENCE COMMUNITY (ONSA)

1. Technical intelligence training.

2. Management and Leadership competencies.

3. Relational and Interaction competencies.

4. Elicitation and Interview skills.

5. Investigation and Interrogation competencies.

6. Others are training on HUMINT, COMMINT, MASINT, GEOINT, SIGINT, ELINT, FORINT etc. Inherent qualities such as Integrity, Knowledge, Objectivity, Flexibility, Confidence, Discipline among others.

APPENDIX B

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 the 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 for 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 for 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**	

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, arms 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

APPENDIX C

CONSENT FORM

Declaration:

I freely and voluntarily consent to be a participant in the research project on the topic: Engaging Academia to Improve Professionalism in Nigeria's Intelligence Community conducted by Awwal Isa, a research student from The University of Buckingham U.K.

I understand that this study aims to evaluate the effectiveness of Intelligence Studies Programmes in Nigerian Universities and how effective is Intelligence Studies in preparing professionals ready to serve in the Intelligence Community.

I understand that, specifically, I have been asked to undertake an interview or participate in group discussion, which should take no longer than 45 minutes for the interview and 30 minutes for the group discussion.

I confirm that I have been told that my data will be anonymized. I also understand that if at any time during the interview/group discussion I feel unable or unwilling to continue, I am free to leave.

I confirm that I understand that my participation in this study is completely voluntary, and I may withdraw from it at any time without negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.

I confirm that I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in any report subsequently produced by the researcher.

I confirm that I have been allowed to ask questions about the study, and my questions have been answered to my satisfaction.

I confirm that I have been informed that if I have any general questions about this project, I should feel free to contact the researcher or his supervisor using the contact details provided on the information sheet.

I have read and understood the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my record.

……. …… ……

Participant's Signature Date

……

I have explained and defined in detail the research procedure in which the respondent has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

Signature of researcher Date

APPENDIX D

INTERVIEW QUESTIONS

This research focuses on the growth and direction of Academic Intelligence Education Programmes in Nigerian universities and whether the phenomenon contributes to the development of professionals ready to serve in the intelligence community. However, accompanying this growth has been great concern about where and how the discipline might go from here to better the existing programs and the graduates they produce.

Interview questions

1. What is the nature of intelligence studies programmes in Nigeria?
2. How would you assess the current quality of intelligence studies programmes offered in the Nigerian Universities so far?
3. To what extent can training and education be used to improve intelligence analysis?
4. What is your view about the growth and direction of intelligence education in Nigerian universities?
5. What skills, knowledge and training are needed by intelligence professionals?
6. Do the intelligence studies programmes provide those essential competency skills, training, and knowledge that are needed by the intelligence community for national security?
7. In your view who should be teaching intelligence studies –scholars, practitioners, or both (i.e. scholar-practitioners)?
8. How effective are the curricular of intelligence studies programmes in Nigerian universities?
9. What is your view on the nature of the existing intelligence studies curriculum in Nigerian universities?
10. What are the challenges, prospects and strategies to the institutionalization of intelligence education programmes in Nigeria?

APPENDIX E

CODING OF INTERVIEWEES

Table 4: List of Codings of Interviewees

S/No	Interviewees	Coded As
1	Academic	ACD1
2	Academic	ACD2
3	Academic	ACD3
4	Academic	ACD4
5	Academic	ACD5
6	Policy Maker	PM1
7	Policy Maker	PM2
8	Policy Maker	PM3
9	Policy Maker	PM4
10	Policy Maker	PM5
11	Retired Senior Practitioner	RSP1
12	Retired Senior Practitioner	RSP2
13	Retired Senior Practitioner	RSP3
14	Retired Senior Practitioner	RSP4

15	Retired Senior Practitioner	RSP5
16	Serving Senior Practitioner	SSP1
17	Serving Senior Practitioner	SSP2
18	Serving Senior Practitioner	SSP3
19	Serving Senior Practitioner	SSP4
20	Serving Senior Practitioner	SSP5