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The Situation of National Security Studies A Short Overview

The author provides an overview of the national security and intelligence studies of some international organisations and some countries. The main focus of the article is on the development of national security and intelligence education in the European Union (EU), North Atlantic Treaty Organization (NATO) and China, Romania, Russia, the United State of America (USA), the United Kingdom, Singapore and Australia.

Keywords: education, intelligence, international organisations, national security studies

1. Introduction

Looking at the information available on the Internet regarding the subject, we can confidently say that there is now a wide choice available to those who wish to obtain a degree in the field of national security or who want to expand their knowledge in this field.

There are university and college-level courses supported by governments, and international organisations, and there are national security and intelligence courses available at civilian universities. There is also an international body established in the USA in 2004, called the International Association for Intelligence Education (IAFIE). Below, without claim for completeness, those institutions dealing with national security training will be presented which I consider to be the most important.

“The academic study of national security had its beginnings in the 1940s. The Second World War had a catalytic impact in this respect. As William T. R. Fox wrote in his survey of early work in this field during the mid-1950s, ‘it was to be expected that fifteen years of world war and postwar tension, with problems of national security continually at the center of public and governmental interest, would shape the research activities of social scientists generally.’”² The term “national security” spread in our country at the same time as the regime change (1990). In my opinion,

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² Brendan Taylor: The Evolution of National Security Studies. *National Security College Occasional Paper*, no. 3 (2012).

the concept of national security today means the maintenance of the independence and constitutional order of a state. National security refers to a complex concept that includes political, social, economic, military, human rights, environmental, information technology and public safety aspects.

2. Intelligence education within international organisations

2.1. European Union

The EU is home to two of these institutions: the *European Intelligence Academy* (EIA) and the Intelligence College in Europe.

The European Intelligence Academy (EIA) was founded in 2013 as an international network of academics, practitioners and intelligence students dedicated to international collaboration in intelligence research and studies. The EIA views the postwar transatlantic partnership between Europe, the United States and Canada, as a foundation on which to build broader cooperative relationships among adherents of democracy in our time. One of the primary aims of the EIA network is to highlight the work of emerging post-graduate and undergraduate scholars in the intelligence studies field, while encouraging cooperation in research and scholarship between students of intelligence across continents.³

The Intelligence College in Europe (ICE) is an intergovernmental body independent of EU institutions, established on the 5th of March 2019 in Paris. The College brings together all the intelligence communities (civilian, military, internal, external and technical services) of European countries, national and European decision-makers and the academic world to stimulate strategic thinking and thus develop a common intelligence culture.⁴

2.2. North Atlantic Treaty Organization (NATO)

NATO has a training school in Germany called *NATO School Oberammergau* (NSO). The NSO conducts education and training in support of current and developing NATO operations, strategy, policy, doctrine and procedures, including intelligence and security. The School has an *Intelligence Department* (ID) which offers courses in the field of all-source analysis, and specialised topics that will prepare the intelligence professionals to provide support to decision-makers across units of the alliance.

The courses are designed to support intelligence and security professionals, managers, train engineers and other staff officers responsible for characterising a threat or operating environment to deliver a decisive advantage. ID courses are primarily for officers, NCOs and civilians assigned to NATO units at the operational

³ European Intelligence Academy (euintelligenceacademy.eu).

⁴ See www.intelligence-college-europe.org

and strategic level, but may also be appropriate for personnel in allied and partner nation assignments who are preparing for operations or exercises alongside NATO organisations. Most of the courses assume students already have proficiency in basic intelligence concepts and functions. The school catalogue currently contains 17 intelligence and security courses.

2.3. International Association for Intelligence Education

The *International Association for Intelligence Education* (IAFIE) was formed in June 2004, as a result of a gathering of more than 60 intelligence studies trainers and educators at the Sixth Annual International Colloquium on Intelligence at Mercyhurst College in Erie, Pennsylvania. This group, from various intelligence disciplines including national security, law enforcement and competitive intelligence, recognised the need for a professional association that would span their diverse disciplines and provides a catalyst and resources for their development and that of Intelligence Studies.

Purpose

- broaden research, knowledge and professional development in intelligence education
- providing a forum for the exchange of ideas and information for those interested in and concerned with intelligence education
- advance the intelligence profession by establishing standards, creating resources and sharing knowledge as part of intelligence studies
- foster relationships and cooperation among intelligence professionals from academia, business and government
- developing, disseminating and promoting the theory, curricula, methodologies, techniques and best practices in pure and applied intelligence
- serving as a liaison between other professional organisations and centres of excellence

3. National security and intelligence education in different countries

I would like to highlight a few higher education institutions in the United States that offer learning opportunities in the areas of intelligence and national security without claim for completeness.

3.1. The United States of America

The United States of America has governmental and civilian higher education institutions in this field such as:

- National Intelligence University (NIU)
- Angelo State University Intelligence and Analysis Programs
- Georgetown University's Master of Professional Studies in Applied Intelligence and National Security and Intelligence Academy (NSIA)
- Harvard Kennedy School (NKS)
- Johns Hopkins University Master of Arts in Strategic Program, Cybersecurity, and Intelligence
- Mercyhurst University Department of Intelligence Studies
- Pennsylvania State University Geospatial Intelligence Programs
- The Citadel, the Military College of South Carolina Master of Arts in Intelligence and Security Studies
- The University of Arizona, Intelligence and Information Operations Program

3.1.1. National Intelligence University

The Department of Defense was established in 1961 by the Defense Intelligence Agency (DIA). DIA was responsible to the Joint Chiefs of Staff (JCS) for the integration of the Department of Defense intelligence and counterintelligence training programs and career development of intelligence personnel. The Office of the Secretary of Defense (OSD) saw the logic and economy of consolidating strategic intelligence schools, and in 1962 issued a memorandum directing the creation of a Defense Intelligence School.

The Defense Intelligence School's mission was to enhance the preparation of selected military officers and key DoD civilian personnel for important command, staff and policymaking positions in the national and international security structure, prepare DoD military and civilian personnel for duty in the military attaché system, and assist the broader career development of the Department of Defense military and civilian personnel assigned to intelligence functions. The first class graduated on 14 June 1963.

By 1973, the Director of DIA supported these recommendations and approved the degree program concept, and on the 10th of September 1973, the pilot program for the proposed Master of Science of Strategic Intelligence (MSSI) degree began. In October 1980, Public Law 96-450 officially authorised the School to grant the MSSI diploma. The bill was adopted by both houses of Congress and signed by President Jimmy Carter.

Regional accreditation was obtained in 1983, the date on which the School was renamed Defense Intelligence College. It was relocated to the new Defense Intelligence Analysis Center on Bolling Air Force Base in 1984.

With the end of the Cold War in the late 1980s and the general desire of the country in the early 1990s to realise a peace time, budgetary cutbacks and reductions in

force were made, not only in the Department of Defense but in the whole Intelligence Community. A major impact of these cutbacks in the 1990s was the transformation of the College into an institution that was devoted solely to intelligence, education and research, with all training courses, including attaché training, shifted elsewhere in the DIA. In 1993, the College was renamed the Joint Military Intelligence College.

On December 2006, DoD Instruction 3305.1 changed its name to National Defense Intelligence College. The DoD Instruction was revised again in February 2011 to reflect the current designation – National Intelligence University – and the Director of National Intelligence formally and publicly announced that change as well as the expanded mission and vision of the NIU during August 2011. In 2007, the Board of Visitors of the National Intelligence University established the Center for Science and Technology Intelligence.

In 2021, NIU officially transitioned from the DIA to the Office of the Director of National Intelligence. NIU remains a degree-granting institution, accredited by the Middle States Commission on Higher Education, retains its in-residence Joint Professional Military Education Phase I program, and continues to operate at its main campus in Bethesda, Maryland, and other regional campuses. The University has three Degree Programs:

- *The Bachelor of Science in Intelligence (BSI)* degree focuses on core intelligence concepts, issues and methods. This four-year program enables students to become true professionals on issues of national-level intelligence. The BSI is at the Main Campus as a full-time program that spans 11 months, starting in August and ending in July.
- *The Master of Science of Strategic Intelligence (MSSI)* degree is designed to prepare students for the complexity of intelligence work in the 21st century. The 43-credit curriculum focuses on three main themes: globalisation, future-focused intelligence and intelligence for national security.
- The Master of Science and Technology Intelligence (MSTI) prepares students to recognise the impact of technological change on national security and intelligence. MSTI students study one of five concentrations established to focus their education in their area of thesis research. The topics are weapons of mass destruction, cyber intelligence, data science in intelligence, information and influence intelligence, and emerging technologies and geostrategic resources.⁵

3.2. National security training of some European countries

3.2.1. Romania

Romania has a National Intelligence Academy as a governmental organisation in the field of national security. The “*Mihai Viteazul*” *National Intelligence Academy* (MVNIA) is a key component of the Romanian Intelligence Service. Therefore, they approach the intelligence activity in terms of educating and training future and present

⁵ See <https://ni-u.edu/wp/about-niu/niu-history/>

intelligence officers, as well as in terms of research and thorough knowledge in the field of intelligence and security. The students benefit from both academic training and personal development.

While education in fields supporting intelligence activities – technical, logistical or administrative – can be ensured by other training units, the role of selecting and training future intelligence analysts and case officers goes exclusively to the Academy.

The high school graduate could attend one of the two bachelor's degree programmes – *Security and Intelligence Studies* and *Psychology – Intelligence* – if they want to become an intelligence analyst or a case officer. Those who have a bachelor's degree have the opportunity of attending the master's degree programmes – *Intelligence Analysis* or *Intelligence and National Security* – organised by the “Mihai Viteazul” National Intelligence Academy.

The university is open to a larger public as well, through a wide range of programmes. These include research master's, doctoral and postgraduate programmes, designed for the members of the Romanian intelligence and national security community as well as for all those interested in deepening their understanding of national security. Last but not least, the Academy provides constant training programmes for the Romanian Intelligence Service (*Serviciul Român de Informații – SRI*) staff, in different areas and lines of activity.⁶

3.2.2. Russian Federation

In the Russian Federation every national security intelligence agency has its educational institute.

3.2.2.1. Academy of Federal Security Service (FSB)

The FSB Academy includes the Institute of Cryptography, Communication and Informatics, as well as seven independent faculties.⁷ The history of the Academy of the Federal Security Service of the Russian Federation traces back to permanent courses for the training of employees in the bodies of the All-Russian Extraordinary Commission (Cheka), established in April 1921. In 1992, the development of the higher education institution entered a new phase. In accordance with the decree of the President of the Russian Federation on 24 August 1992, the Academy of the Ministry of Security of the Russian Federation was established based on the Felix Edmundovich Dzerzhinsky High School and the Academy of Border Troops. To improve the educational process, the Academy introduced the teaching of several new disciplines, and increased the number of special and optional courses. The academy's management and faculty paid special attention to bringing the content and quality of the training into line with the needs of the practice, primarily to deepen the legal training of students: modern legislation and other regulatory acts were more actively introduced into the

⁶ See www.animv.ro/en/despre-noi/

⁷ See www.newsru.com/russia/21jun2008/fsb.html

educational process, in particular the laws of the Russian Federation on “Security”, “Federal State Security Agencies” and “Operational and Investigative Activities”.

The professional training of personnel developed towards rapprochement with the entire Russian educational process, while preserving its own peculiarities and uniqueness, bringing its organisation and content into line with the modern tasks and conditions of the activities of security agencies. Since 1996, the Academy has started training in a number of new specialties and higher education specialties. The Academy successfully develops its relations with the Education Ministry of the Russian Federation, and a number of large military and civilian universities. Representatives of the Academy are members of the Association of Law Schools (section of law enforcement agencies), under the Federal Assembly of the Russian Federation, the Public Council for Military Education, and educational and methodological associations of universities in all specialties, which are taught at the Academy of the Russian FSB.

In 1996, based on the Institute of Cryptography, Communication and Information-kit of the Russian FSB Academy, the Federal Education and Methodological Association of the Information Security UGSN (hereinafter referred to as the UMO IB) was established, which comprises more than 200 leading educational organisations in Russia.

In 1998, the Academy was the first of the higher education institutions of Russian special services and law enforcement agencies to successfully pass state certification and accreditation. The Russian FSB Academy is now a major multidisciplinary educational and scientific centre. Today, 13 academics and corresponding members, about 100 professors and lecturers with scientific degrees, as well as 500 associate professors and academic candidates are working in its departments. This huge scientific and pedagogical staff trains personnel not only for the Russian FSB, but also for the Foreign Intelligence Service of the Russian Federation, the Ministry of Defence of the Russian Federation and some other departments, as well as providing training, retraining and advanced training for specialists of security agencies. Academy scientists are actively involved in the preparation of comprehensive target programs, scientific expertise, as well as legislation and other acts at the federal level. On 26 April 2021, the Russian FSB Academy celebrated its 100th anniversary.⁸

3.2.2.2. Academy of Foreign Intelligence Service

Previously known as the *Yuri Andropov Red Banner Institute* and the *Red Banner Institute*) is one of the primary espionage academies of Russia, and previously the Soviet Union, serving the Committee for State Security (KGB) and its successor organisation the Foreign Intelligence Service. In the 1980s, future President Vladimir Putin was attending that academy.

An earlier iteration of the school was founded in 1938 and was first called the Special Purpose School under the People’s Commissariat for Internal Affairs (NKVD). It was renamed the Higher Intelligence School from 1948–1968. It was alternatively

⁸ Академия Федеральной службы безопасности Российской Федерации.

known as School 1010 or the 101st School, and referred to as K1 or Gridnevka by students. Following the dissolution of the Soviet Union, student enrolment dropped from approximately 300 to around 50. The school is located near Moscow, with the main facility north of Chelebityevo and a secondary facility at Yurlovo.⁹

3.2.3. Germany

In 2019 the country's foreign and domestic intelligence agencies opened the *joint Centre for Intelligence Service Training* in response to German lawmakers' demands to cut costs by merging their long-separate training facilities. With space for 700 students, more than 110 of whom can live on-site, the school offers lessons in covert observation, law, interrogation and information technology.

Students will learn practical skills such as how to fend off cyberattacks, foil terrorists and shake off hostile agents on their tail. Students include recruits fresh out of high school, as well as those who already have completed first degrees and want to pursue a two-year Masters in Intelligence and Security. Known by its German acronym, ZNAF, the facility includes laboratories, workshops and video studies – all strictly off-limits to media.¹⁰

3.2.4. The United Kingdom

In the U.K. the Joint Intelligence Training Group (JITG) is the location of the headquarters of both the Defence College of Intelligence and the British Army Intelligence Corps. It is located at Chicksands, Bedfordshire, approximately 35 miles (56 km) north of London. The site was formerly known as the Defence Intelligence and Security Centre (DISC) since its move from Ashford in 1997. The site was renamed JITG on the 1st of January 2015. The Defence College of Intelligence (DCI) is responsible for delivering training in intelligence and security to members of the British Armed Forces. The Headquarters of the Intelligence Corps is located on-site, with all core training for Intelligence Corps soldiers and officers being delivered through the DCI.¹¹

On-site foreign training is provided, in particular the Joint School of Photographic Interpretation attracts students from around the world. The flagship course for overseas students, the International Intelligence Directors Course, continues to attract high-level interest from all continents and provides a significant opportunity for intelligent diplomacy at the highest levels.

The DISC is a joint service capability delivery organisation specialising in Security, Language, Intelligence and Photography. The outputs of DISC cover a range of operational and training activities that can be summarised as:

⁹ Martin Ebon: *KGB. Death and Rebirth.*, Westport, Praeger Publisher, 1994. 185–187.

¹⁰ Frank Miles: Germany Opens School for Intelligence Agencies in Berlin, Once Dubbed 'Capital of Spies'. *Fox News*, 12 November 2019.

¹¹ Defence College of Intelligence (U.K. Ministry of Defence).

- operational capability through the development of the Defence HUMINT Unit (DHU)
- operational capability in the form of the Defence De-briefing Team (DDT) and other support as required
- delivery of training to MOD service and civilian personnel in specified security, language intelligence and photographic tasks ready for the front line
- training for Other Government Departments (OGDs), NATO, European partners and other foreign governments
- the provision of advice on the formulation of concepts, policy and doctrine across the spectrum of Intelligence and Security
- the provision of support for lodger units, including Psychological Operations, and the Directorate of the Intelligence Corps

In the training sphere, DISC delivers training to both military and civilian students in the Security, Language, Intelligence and Photographic specialisations. Language and Photography trainings take place at Beaconsfield and Royal Air Force Cosford respectively. Courses vary in length from 1.5 days to 70 weeks, and in a range from basic and Phase 2 trade training to fully trained linguists. Students vary in rank from private soldier to 2 Star Officer.

3.3. Asia

In Asia, the proliferation of such institutions dedicated to the study of security issues has been equally impressive, with many genuine centres of research excellence now operating in China (e.g. the University of International Relations), India (e.g. the Institute for Defence Studies and Analyses), Japan (e.g. the National Institute for Defence Studies), Singapore (e.g. the Academy of Security, Intelligence and Risk Studies) and South Korea (e.g. the Ilmin International Relations Institute, Korea University).¹²

3.3.1. China

In China, the Ministry of State Security (MSS) has its own, educational institutions, but has cooperation with civilian universities like the University of International Relations.

The Beijing-based University of International Relations (UIR) is designated at very high risk for its affiliation with the MSS, China's civilian intelligence agency. UIR was established in 1949 under the direction of then Prime Minister Zhou Enlai. In 1964 it was designated as a "national key university", and this appears to be the evidence for it is a Ministry of Education university. However, the university does not appear on the Ministry of Education's list of subordinate universities. Individuals formerly and presently affiliated with the university have also held affiliations with the MSS or the MSS-linked think tank the China Institutes of Contemporary International

¹² Brendan (2012): op. cit.

Relations. UIR gives the MSS a way to work with foreign universities and academics to shape and learn about perceptions of the PRC's views on security. It also provides a platform for the MSS to identify talents, recruit officers and collect intelligence.

The university's Hangzhou campus, also known as the Zhejiang Second People's Police School, may carry out more practical training of MSS officers and was described on a local government website as "specialising in training special talent". Some graduates of the Hangzhou campus have moved straight into MSS positions. The Hangzhou campus works closely with Zhejiang University on teaching and research.

UIR trains intelligence officers and may support intelligence operations through targeting and open-source research.

UIR exchanges students with Aalborg University in Denmark, Marietta College in the United States, Université Toulouse 1 Capitole in France, and Hiroshima University, Hiroshima City University and Ibaraki University in Japan. On its website, UIR also lists the University of Massachusetts Boston, as well as universities in Israel, Portugal, Argentina and South Africa as partners.¹³

The Beijing Institute of International Relations only teaches foreign languages and specialised professional skills, but not intelligence skills. Specialised training is provided by the Institute of Cadre Management in Suzhou. Courses include various aspects of espionage, including shooting, driving, martial arts, photography, communications, surveillance and countersurveillance. Trainees remain at the Institute for periods ranging from three months to one year, depending on their subsequent assignment.¹⁴

3.3.2. Singapore

In Singapore, the Academy of Security, Intelligence and Risk Studies (ASIRS) is an academy that specialises in providing a spectrum of security-related training. With a vision to be a premier training institution in Southeast Asia, the Academy provides a myriad of training catering to the differing needs of security professionals in the public and private domains.

The thrust is to provide individuals with enhanced skills and knowledge to augment professional and career advancement which will inevitably auger the professional standards in the security industry.

ASIRS provides platforms for security professionals to constantly upgrade their standing competency through an effective learning environment, instructional techniques and experienced trainers. Through its Alumni set-up knowledge and sound practices are constantly shared and views exchanged. Networks are also established and strengthened via the Alumni channel.¹⁵

¹³ University of International Relations – 国际关系学院 (uir.cn).

¹⁴ Suzhou Institute of Cadre Management – Ministry of State Security Organisation – Chinese Intelligence Agencies.

¹⁵ Academy of Security Intelligence and Risk Studies.

3.4. Australia

The Australian National University (ANU) offers a Bachelor of International Security Studies program. A single three-year undergraduate degree is offered by ANU College of Asia and the Pacific. The Bachelor of International Security Studies provides the practical skills and knowledge in this field and graduates from this degree can expect to find themselves working in a range of fields including business analysis, defence policy, foreign affairs, intelligence agencies, journalism and media. Graduates of security studies could work with organisations like the Attorney General's Department, United Nations, Telstra, Boeing, the Australian Federal Police and the Department of Foreign Affairs and Trade.

Learning outcomes

- identify and explain the key concepts, ideas and principal actors in international security
- evaluate the major theoretical frameworks for understanding the complexities of contemporary international security challenges
- demonstrate a thorough knowledge of the historical and contemporary dimensions of international, internal and transnational security, especially in the Asia-Pacific region
- analyse the key challenges facing Australian security and defence policy in the 'Asian Century'
- reflect critically on the principal factors that determine the security policies of Australia and the major Asia-Pacific powers
- employ communication and presentation skills (oral, written and electronic)
- demonstrate teamwork and interpersonal skills
- exhibit the ability to write for both academic and professional audiences

The ANU Strategic and Defence Studies Centre (SDSC) is Australia's oldest, largest and highest ranking academic institute for strategic studies research, education and commentary. Their focus is on understanding the complexity of Asia's strategic environment, Australia's place in it, and the utility and application of the armed forces in international affairs.

Founded in 1966, the Strategic and Defence Studies Centre is proud to be counted among the earliest generation of post-World War II research institutions dedicated to the analysis of the use of the armed forces in its political context.

4. Summary

From this brief description, we can see that higher education in national security appeared during the Cold War, especially in American universities and colleges. In the states of the Soviet bloc, such training operated in a closed-form in the organisation and management of the secret services.

With the end of the bipolar world (1990), national security trainings have also appeared in the civil education system of the former socialist countries.

We can also conclude that knowledge about national security is important not only for the staff of intelligence and counterintelligence organisations, but also in civil administration, diplomacy, and even large corporations, especially multinational companies.

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