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The Education of Military Intelligence Analysis in Hungary

The author presents the education of military intelligence analysis in the last four decades, which he divided into three periods. These periods well illustrate the stages of development of intelligence analysis in Hungary. The result of this development process is the current education of military intelligence analysis, as the three periods are built on each other. Nowadays, the education of intelligence analysis takes place at the Institute of National Security of the National University of Public Service. This education-based program was approved in 2012 and later accredited. This program already presents the intelligence analysis in a complex way, and it is not just about analysing information and making reports, but about the complex problem-solving activities. The development of the current education began in 2009, but it is still going on because it needs to constantly adapt to the current development of theory and practice of intelligence analysis. The study presents the main elements of the education of intelligence analysis, as well as provides a future perspective on the direction in which the theory of intelligence analysis work needs to develop.

Keywords: national security, intelligence, intelligence analysis, education, theory of intelligence analysis

1. Introduction

The education of military intelligence has a long history in Hungary, but ten years ago, in 2012, a new area began, when the Institute of National Security was established at the same time as the National University of Public Service. With the new institute, there has also been a paradigm shift in the education of intelligence studies. Previously separated military and civilian intelligence training has been merged into one organisation, which provided new opportunities for further development on both sides. An opportunity was provided for the two sides (military and civilian) to learn from each other and later jointly develop intelligence studies, including the area

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of intelligence analysis. Unfortunately, this was not always the case in the past. Nevertheless, since 2012, significant process has been made in the studies (and education) of intelligence, including intelligence analysis, during which the Institute has largely relied on previous results and knowledge.

Until 2012, military intelligence education had good and not so good periods. During the cold war period, there was general military reconnaissance training (military diplomacy), which is considered the forerunner of classical military intelligence education. From 1960, the Second Headquarters of the General Staff of the Hungarian People's Army (Magyar Néphadsereg Vezérkara 2. Csoportfőnöksége – MNVK 2. Csfség.), as the organisation of military intelligence closely cooperated with the Zrínyi Miklós Military Academy (Zrínyi Miklós Katonai Akadémia – ZMKA) in the education of members of the military intelligence. From the 1974–1975 academic year onwards, cooperation reached a new level, when the training of reconnaissance officers in the framework of the “D” faculty was based on 2 + 1 years for the first time and later 1 + 2 years. The specialised school, which was established on the basis of the Second Headquarters, had its own teaching staff, who taught the specialised (intelligence) subjects, while the professors of the ZMKA were involved in the general subject.² This education lasted for up to 23 academic years, because according to the 1993 Higher Education Act,³ the transformation of military higher education began, i.e. the transformation of the ZMKA into University. At that time, the Zrínyi Miklós University of National Defence (Zrínyi Miklós Nemzetvédelmi Egyetem – ZMNE) was established. Education at the “D” faculty, i.e. the general military reconnaissance training program was no longer continued at the University.⁴ The first period of military intelligence education came to an end in 1997.

At the new University, the activities aimed at developing a specialisation in military intelligence began immediately. The main representatives of which were István Héjja and Jenő Izsa, who worked out the subjects on both sides of military intelligence, i.e. on the fields of intelligence and counterintelligence. The establishment of an independent Department of Military Intelligence was not possible, but the specialisation of military intelligence was established within the Department of Military Leadership at the Faculty of Military Sciences. The university-level general reconnaissance (military intelligence) education started at this Department, where intelligence experts were educated in five classes between 2002 and 2008. During this time continued efforts were made to establish an accredited education on BSc, MSc and PhD level. At the end of the 2000s, the above-mentioned colleagues succeeded in this endeavour, so in 2009 intelligence education could begin at the Military Intelligence Department of the Faculty of Military Sciences.⁵ The intelligence studies were generally offered only as correspondence education, as it served to train the personnel of the military intelligence services. In the meantime, there was a personnel change at the head of

² Gyula Nagy: A magyar katonai képzések története 1945–1990. *Nemzetbiztonsági Szemle*, 2, Special Issue 1 (2014). 58–67.

³ Act LXXX of 1993 on Higher Education.

⁴ István Héjja: A katonai nemzetbiztonsági képzések helyzete (1990–2012). *Nemzetbiztonsági Szemle*, 2, Special Issue 1 (2014). 10–24.

⁵ Héjja (2014): op. cit.

department, as Lajos Rácz took over the management of this education, where József Kis-Benedek played a key role. Lajos Rácz only held the office for a short time. A huge change took place again in 2012, when, among other things, the National University of Public Service was established on the foundations of the ZMNE. In parallel with the establishment of the National University of Public Service, the National Security Institute was founded, which is educating not only the members of the military intelligence services but also the civilian intelligences services.

The Department of Military Intelligence and the Department of Civilian Intelligence were created under the direct supervision of the Institute, which was later supplemented by the Department of Counterterrorism. In the last ten years, several changes have taken place, among others, the Department of Military Intelligence has been subordinated to the Faculty of Military Sciences and Officer Training, while other departments of the Institute continue their activities at the Faculty of Law Enforcement. This division did not help the development of the study of intelligence, as military and civilian education were again separated. In parallel, intelligence education split into a military and a civilian department, with the military intelligence education remaining at the intelligence department, while establishing a new department for the civilian intelligence education, i.e. the department of the civilian intelligence. However, there is only a shift in emphasis between the two, as in the case of civilian education, intelligence subjects are in a much smaller proportion than counterintelligence and law enforcement subjects.

So, military intelligence education has taken place since the establishment of the Institute of National Security, on the basis of the system that was developed over the last ten years, in which no significant change has taken place so far. In 2012, the modified plans of the Bachelor's and Master's degree programs in intelligence studies were modified, based on the training developed by István Héjja and Jenő Izsa at the end of the 2000s. After 2012, improvements were made only in relation to the given subjects. Thus, it can be stated that it has become necessary to update and develop different education programs (BSc and MSc), especially for different disciplines of intelligence gathering (further INTs). So it has become necessary not only to renew some subjects, but to develop new ones, especially for some INTs, such as Imagery Intelligence (IMINT) or Social Media Intelligence (SOCMINT). Furthermore, the re-use of subjects such as the study of foreign armies is needed, especially for the military personnel. These old and new subjects are needed because intelligence education needs to be constantly renewed to keep up with the challenges of the age.

2. The field of the intelligence analysis

The education of intelligence analysis has always been part of military intelligence (previously general reconnaissance) education, but for a long time in the framework of information dissemination. So in this area, too, a kind of evolutionary process can be observed, during which three distinct periods can be outlined. All three periods are related to military intelligence, that is, to the intelligence analysis (previously information dissemination) operating within it and to some members of its staff.

The first period was during the “D” faculty, when a two-volume book was completed in the early 1980s, from which information dissemination activities were taught at the faculty. The title of the book written by Colonel János Kovács and Colonel Lajos Hajma is *Basics of the Dissemination Works I–II*,⁶ which was a school book (nowadays university textbook)⁷. Colonel Kovács later headed the MNVK 2 section as Major General, while he previously led the Information Service. The book, which is still a classified document, mainly dealt with the practical activities of information service. The documents were influenced by the theory of the former Soviet intelligence information activities. The original classification was top secret. In the field of education, until the abolition of the “D” faculty, i.e. until the mid-1990s, this was the basic literature of the intelligence information activities.

The second period began in 1996, when the Intelligence Analysis Directorate was established at the Military Intelligence Office of the Hungarian Republic (MK Katonai Felderítő Hivatal – MK KFH), where the theory of intelligence analysis work began. As early as the 1990s, the development of the transformation from information dissemination activities into intelligence analysis work began. The result of the theoretical research work was a book prepared by Colonel Lajos Rácz, published in 1999, entitled *Methodology of Analytical Work*.⁸ When he finished his book, Colonel Rácz worked at the Intelligence Analysis Directorate. It was later published at the Zrínyi Miklós University of National Defence as a university textbook. The education of intelligence analysis developed from this textbook, which determined the teaching of intelligence studies in the 2000s at the ZMNE, until 2009. The textbook was definitely a paradigm shift in the field because it laid the foundations for the Hungarian theory of intelligence analysis work. Rácz’s book was basically a theoretical and practical guide for those performing analyst work, in which there was a lot of useful advice. While, in addition to information theory, less emphasis was placed on the system and tasks of intelligence analysis. The advices were aimed at managing information gathering and reports, but in my opinion the most important and valuable part of this book is the idea of “added value”.⁹ Added value is a main result of intelligence analysis. From the book, students gained a basic understanding of the intelligence analysis work.

The third period began from 2009, when strategic intelligence (national security) education started to be modernised and put on a new footing to provide uniform education for members of military and civilian intelligence services. In the field of intelligence analysis, Csaba Vida started the modernisation and development, in which Lajos Rácz and József Kis-Benedek gave guidelines at the beginning. The development of the theory of intelligence analysis started with the subjects (field of research program) announced by Csaba Vida at the Doctoral School of Military Sciences, and then this experience was integrated into the education of intelligence studies, mainly the new subjects of intelligence analysis on both BSc and MSc levels.

⁶ *Tájékoztató munka alapjai I–II.*

⁷ This book can be found in the Central Military Archives of the Institute and Museum of Military History. The registration number is STKL-00542 and STKL-00582.

⁸ Lajos Rácz: *Az elemző-értékelő munka módszertana*. Budapest, MK KFH, 1999.

⁹ Rácz (1999): op. cit. 59.

The result of this research work was the development of revised education plans for 2012.¹⁰ The education of intelligence analysis has already continued at the Institute of National Security of the National University of Public Service.

From 2009, the central issue of the renewing of intelligence analysis education is to review and start the basic theoretical research of intelligence analysis, i.e. to systematise and place analysis work in the system of the strategic intelligence (national security). However, the research highlighted the need for basic research not only in the field of intelligence analysis, but also in the field of the strategic intelligence theories. One of the main findings was the fact that the basic research of strategic intelligence had to be carried out in parallel, one of the elements of which was the project at the Hungarian Academy of Sciences in the framework of the Bolyai János Research Scholarship.¹¹ The basic research was aimed at defining the theory of strategic intelligence, the process of the intelligence cycle governing the strategic intelligence system, and the place and role of the strategic intelligence system in society (the security system of the state). Basic research had to be continued after the scholarship because many questions remained unsolved. These included defining the concept of the strategic intelligence theory. "Intelligence theories also include theories related to strategic intelligence, counterintelligence and intelligence analysis. Intelligence studies examine at an academic level the national security system, which means not only the activities but also its organisations (of intelligence services) as well as the knowledge that results from activities of the strategic intelligence. The aim of the strategic intelligence studies is to improve the operation and efficiency of the national security system, and examine and solve the problems that arise in the system in a theoretical way. The main function of the strategic intelligence is to protect the state's values and to promote its interests."¹² Within the strategic intelligence theories, it became necessary to renew scientific theories related to various INTs, which is ongoing, among others things, doctoral research has been launched at the Doctoral School of Military Sciences.

The theory of intelligence analysis is also located in this system, as the theory also provides the theoretical foundations, scientific-level processing and research of intelligence analysis that is part of the national security system, mainly strategic intelligence system. As part of the development of intelligence analysis theories, the result of research that began in 2009 were immediately integrated into the education of intelligence studies in subjects related to intelligence analysis. The results of the research have been published in various scientific publications, mostly in academic journal articles, which qualify as a mandatory and recommended literature in the education of intelligence analysis. Unfortunately, a separate textbook has not been made so far. The theory of intelligence analysis was also published in connection with the textbooks, notes, teaching aids related to the theory of strategic intelligence at the National University of Public Service, which mostly contain the theory represented by Csaba Vida, but also the research of Tamás Kenedli. The research of the intelligence

¹⁰ See <https://m2.mtmt.hu/gui2/?mode=browse¶ms=publication;2336180>; <https://m2.mtmt.hu/gui2/?mode=browse¶ms=publication;2336174>

¹¹ Bolyai János Kutatási Ösztöndíj.

¹² Csaba Vida: A nemzetbiztonsági elméletek alapjai. *Szakmai Szemle*, 20, no. 1 (2022). 17.

analysis work was carried out at the scientific level, for which purpose a PhD thesis was being written, during which several doctoral students launched their own research. So, including doctoral students, more and more studies are being published in various scientific journals.

A kind of analytical work has also appeared on the law enforcement side, which is limited to supporting criminal investigation work. These researches can be related to Szabolcs Mátyás, but he does not include the structural and non-structural methods that are used in the intelligence system to analyse the information. He does not use the knowledge of intelligence analysis for his theory. Intelligence analysis means much more in strategic intelligence (national security) theories than analysing information.

The research, which began in 2009, first identified the role of intelligence analysis in the strategic intelligence (national security) system, in which the intelligence cycle is a central player. The main task of strategic intelligence activity is informing decision-makers, which takes place within a cycle. Furthermore, the elements of the intelligence analysis have been expanded. The theory of intelligence analysis was no longer limited to the analysis and evaluation of information and the making of reports, but also to a much wider range of tasks, including the management of information gathering activities, including intelligence cycle, the operation of the information system, the database management and the support of intelligence operations. The six task systems of intelligence analysis cover the entire activity system, based on which it is a complex problem-solving process.

In case of intelligence analysis, the previous practical procedures and good advice have been replaced by the systematisation and application of structured and non-structured analytical methods and procedures. Structured methods range from formal logical thinking to complex methods, including analytical matrix. The procedures, among other things, provide an opportunity for such analytical work, which guarantee forecast and foresight for decision-makers. The development and systematisation of the intelligence analysis methods support the education of intelligence analysis. It is significantly increased and increasing the capabilities of intelligence analysts, thereby increasing the efficiency of the intelligence service, so the national security system.

The other elements of intelligence analysis support the effectiveness and success of intelligence activities. The analysts will only have the appropriate and necessary information if the information gathering activities of the data collection organisations are carried out effectively. It is not only in the interest of the data collection organisations to gather the necessary information, but rather of the intelligence analysts, as they can use it to produce reports for decision-makers. Effective management of the data collector organisations require knowledge of the capabilities of the various INTs, so an intelligence analysis approach to the INTs had to be part of the education. The success of intelligence analysis depends on the quality of the intelligence reports, therefore the basic element of its preparation is the accurate formal and content elements of the reports. It can be stated that an intelligence report must meet the requirements of a scientific work with one exception, i.e. without indicating the source. Without successful dissemination of reports, there is no effective intelligence analysis. U.S. President Truman also explained that “[World War II] taught

us the lesson – that we had to collect intelligence in a manner that would make the information available where it was needed and when it was wanted in an intelligent and understandable form. If it is not intelligent and understandable, it is useless”.¹³ Raw information was no longer enough. Thus, intelligence reports should be sent to those decision-makers, who need them for their decisions. So analysts also need to know the roles and responsibilities of users (decision-makers), because only then can an intelligence analysis process be successful. It can be seen that the education of the above elements of intelligence analysis contributes to the much more effective intelligence analysis of the intelligence services.

The teaching of the current theory of intelligence analysis work started on a trial basis at the Zrínyi Miklós University of National Defence in 2011. So in 2012, after processing experiences, it entered the new intelligence studies education at the National University of Public Service. At the University, this theory has been taught for ten years. Of course, it is under continuous development, so students get an ever deeper and wider system of knowledge about some of its elements. Based on the experience of teaching in the last ten years, it can be said that the knowledge gained by students has improved the intelligence analysis in the intelligence system, thus improving the support of the decisions of state political and military leaders.

The results of the intelligence analysis research carried out since 2009 have not yet been published together in a textbook, lecture note or monography, but the results can be reached in several studies published in various military scientific journals. Below are the studies written by Csaba Vida on the theory of intelligence analysis:

- Art or science? Thoughts on the intelligence analysis (*Felderítő Szemle*,¹⁴ 2012/3–4)
- Application of modern intelligence analysis in the national security system (*Hadtudomány*, 2013/1–2)
- Basics of intelligence analysis (*Felderítő Szemle*, 2013/3)
- Simple intelligence analysis methods I. Use of patterns in the analysis (*Felderítő Szemle*, 2014/2)
- Simple intelligence analysis methods II. Anomaly Analysis (*Felderítő Szemle*, 2015/1)
- Support of the intelligence operations by the Intelligence Analysis The sixth task of the Intelligence Analysis (*Felderítő Szemle*, 2015/4)
- Intelligence analysis (*National Security Review*, 2016/1)
- An intelligence analyst approach to the intelligence disciplines. How to use the analysts intelligence information (*Felderítő Szemle*, 2016/3)
- Product of the intelligence analysts – making of the intelligence reports (*Felderítő Szemle*, 2017/3–4)
- Intelligence analysis in the 21st century. New challenges require new methods. (*Válogatás a magyar katonai felderítés és hírszerzés történetéből*, 2018)
- Importance of the forecast in the intelligence (*Felderítő Szemle*, 2021/4)

¹³ Kristan J. Wheaton – Michael T. Beerbower: Towards a New Definition of Intelligence. *Stanford Law and Policy Review*, 17, no. 2 (2006). 322–323.

¹⁴ *Felderítő Szemle* [Reconnaissance Review], it is a military scientific magazine of the Military National Security Service.

3. Further development of intelligence analysis

Of course, the development of the theory and teaching of intelligence analysis has not been completed in the last ten years, as there are many areas that still need to be developed. One example of this is the study conducted at the end of 2021, which examines the possibility of forecasting for intelligence analysis. In addition, the development and research of structured and unstructured information analytical procedures will continue. As a result, more and more procedures are available to analysts to improve the quality of the products of analyst work. Furthermore, the emergence of new INTs, such as the acquisition of information from media intelligence (SOCMINT), and the use of new technologies, such as artificial intelligence, require further research. Thus, much work remains to be done over the next ten years to develop the theory of intelligence analysis and its education.

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