Afrocentric Intelligence Studies: Resolving the Challenges of Domains of Intelligence Pedagogy in African Non-Military Universities[1]

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Abstract:

The realities of global insecurity in recent years have led to the liberalisation of security intelligence management and the establishment of intelligence studies in non-military universities across the world. This trajectory has been progressively sustained and driven by various philosophical and pedagogical templates in the West. While the USA and other Western nations preferred the political analytical model, the UK and other European nations preferred historical and case study analytics to drive this nascent discipline. At the centre of these seemingly divergent approaches is the issue of appropriate domiciliation of intelligence studies academic programmes. Relying extensively on historicist content analysis, this study found justifications in the aforementioned approaches for the USA as a post-Second World War undisputed global power and Europe including the UK because of their imperial past and inclinations. However, for Africa, the study found that due to lack of global political dominance and global historical imperial history, these departments may not appropriately house intelligence studies on the continent. In the search for the most appropriate department to house intelligence studies, the author posits that due to the broadness of socio-anthropological enquiries in content and the lack of real political power in the continent, the department of Sociology and Social Anthropology seems the best department to accommodate and drive intelligence studies in Africa. This proposition is predicated on the complex institutionalisation of African society. This does not in any way prejudice, in the view of the author, the already existing intelligence studies programmes on the continent but is a cautious endeavour to respond to the nagging question of the most suitable academic department to host intelligence studies in the global south and more importantly in Africa where global power hegemony is obviously lacking. The study recommends the integration of indigenous knowledge systems into intelligence curricula and the establishment of partnerships between African universities and regional security bodies to ensure contextual relevance and practical effectiveness.

Keywords:

Afrocentric; Intelligence Studies; Pedagogy; Non-Military Universities; Decolonization.

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1. Introduction

In a world where security dynamics have become highly complex, intelligence studies has become a critical school of thought in universities all around the world. Out of its military background, intelligence studies has expanded its boundaries to other fields of study and pedagogical systems, cutting across various academic fields. This development has experienced unique approaches to philosophy and methodology established in various areas and influencing the intelligence education terrain. Whereas a political analytical model has been mostly adopted in the United States with a focus on strategic analysis and policy development, European nations like the United Kingdom have preferred historical and case study analytics, focusing on how and what intelligence has done in the past (Nte, 2025). This intelligence pedagogical diversification is not restricted to philosophical nuances but also to the institutional residences of these programmes.

The location of intelligence studies in a given academic department is not only a reflection of the disciplinary traditions but also the conceptualizations of the nature and scope of the area of inquiry in general. In the United States and South Africa, among others, the subject of intelligence tends to be placed in the same department of Politics and International Relations, which is geopolitical in nature and scope of these programmes. In contrast, the UK and other European nations have done so through History and International Studies departments, which focus on historical contextualization and interdisciplinary approaches to the teaching of intelligence (Higgs, 2016). But, in the middle of these conflicting practices, there is one burning question: which is the best academic department to accommodate the study of intelligence in Africa? This is not just an academic exercise but it has great implications on how intelligence education can be developed and applied in the African context.

The African context, with its rich sociocultural tapestry and its peculiar geopolitical issues, offers a special range of considerations in the development of intelligence pedagogy. The move to have intelligence studies in African universities housed in appropriate academic institutions deserves special scrutiny and consideration. The current paper aims to answer this burning question by discussing the complexity of the issue of intelligence pedagogy in the African context and suggesting an appropriate academic department where it can be accommodated. Based on the existing literature, empirical research, and opinion leaders, this paper seeks to add to the current debate on the subject of intelligence education within the global South and more specifically Africa.

The key point of this discussion is the fact that sociological inquiries are comprehensive and the structural realities of African society. The Department of Sociology and Social Anthropology becomes an interesting option to locate intelligence studies in Africa as it has an intrinsic interest in social phenomena, culture, and interdisciplinary views. Through the placement of intelligence education in this department, African universities have the opportunity to use the already existing knowledge in sociological studies to deepen the study of intelligence and place it in the context of the entire society of the continent. In addition, this proposal is not meant to belittle or demean the already established intelligence programs in Africa but simply to

provide a realistic and contextually specific view of streamlining the academic infrastructure to intelligence education. It is a humble effort to find a way through the maze of intelligence pedagogy in Africa and to forge dialogue and cooperation between the stakeholders in academic circles, government, and civil societies.

2. Literature Review

2.1 The Evolution of Intelligence Studies in Western Academia

The field of intelligence studies has traditionally been centred on military and national security contexts, but recent global security realities have necessitated its introduction in civilian academic settings worldwide (Gill, 2018). The American model is largely based on a political analytical perspective with an emphasis on the analysis of political events, the implications of policy and the strategic application of intelligence to statecraft. This model is strongly rooted in the cultures of political science and international relations, which is the pragmatic and policy-centered American academia. The intelligence studies in the U.S. are generally located in the departments of politics and international relations where the focus is on the analytical skills needed to aid in making decisions regarding national security and national policies (Lowenthal, 2020). Conversely, the European approach especially in the UK and other regions in Europe is more inclined towards the historical and case study analytic model. The approach lays a heavy stress on the historical context of intelligence activities, the development of intelligence agencies, and the effects of the past on modern intelligence practices (Andrew, 2021). The European model is more introspective and usually found within history departments or interdisciplinary programs that integrate history and international studies.

2.2 Intelligence Studies in the African Context

In Africa, the setting for intelligence studies presents unique challenges and opportunities. With the continent's diverse sociocultural landscape and historical experiences, determining the most suitable departmental home for intelligence studies becomes crucial (Nte, 2025). While some African universities have opted to place intelligence studies within departments of Politics and International Relations, others have explored alternative settings such as Sociology and Social Anthropology. This choice reflects the recognition of the sociological dimensions of intelligence, particularly in the context of African societies characterized by complex social structures and dynamics (Ogbuagu, 2021). Statetism, statecraft and security intelligence management are key ingredients of national security, peace and stability in post-modern societies of the west where nation building process has crystallised. The same cannot be said of African countries that are still grappling with challenges of nation building (Isah & Nte, 2024).

2.3 African Educational Realities and Challenges

The educational systems in Africa have a special set of challenges and opportunities, which influence the implementation of specialized disciplines like intelligence studies. There are high levels of inequality in access, quality and resources within the education

sector in the continent. Although certain nations have quite well-developed higher education systems, others have a hard time with the lack of funding, lack of adequate infrastructure, and unqualified faculty (Teferra & Altbach, 2021). The lack of academic resources is one of the most acute problems. Most universities in Africa are run on a tight budget, a factor that impedes their capacity to attract and retain talented teachers and researchers. This shortage of resources is especially acute in specialized areas in which a large amount of funds is required to be invested in research and training facilities, such as intelligence studies (Zeleza, 2022). The colonial past still impacts educational policy and practice in Africa, in many cases giving rise to systems that fail to adequately meet the needs of the continent. Nevertheless, more and more attention and initiative is being paid to decolonizing education and making it more relevant to the needs of African communities.

2.4 The Nature and Scope of Intelligence Studies

As an academic field of study, intelligence studies involves a complex study of intelligence processes, activities and institutions both at home and abroad. It is the study of information collection, analysis, distribution, and decision-making in different contexts, including national security and business intelligence. The discipline is informed by varied fields of knowledge, such as political science, history, sociology, psychology, and law in order to comprehend the phenomena of intelligence complexities (Warner, 2021). One of the defining characteristics of intelligence studies is its interdisciplinary nature. As Michael Warner, a prominent scholar in the field, notes, intelligence "is not a discipline but an activity" (Warner, 2021). This activity involves the collection, analysis, and interpretation of information to support decision-making processes. Within intelligence studies, several theoretical frameworks inform the analysis of intelligence phenomena. One such framework is the intelligence cycle, which conceptualizes the process of intelligence gathering and analysis as a cyclical sequence of activities, including planning, collection, processing, analysis, dissemination, and feedback (Lowenthal, 2020).

2.5 Intelligence Studies as Imperialism

Intelligence studies, as a burgeoning academic discipline, has been increasingly integrated into the curricula of universities worldwide. However, the adoption and propagation of intelligence studies often bear the hallmarks of neo-imperialism, reflecting the geopolitical interests and ideological biases of dominant global powers (Nte, 2025). This phenomenon is evident in the ways that Western models of intelligence are exported to and imposed upon universities in the Global South, particularly in Africa. The implementation of intelligence studies in African universities frequently mirrors Western paradigms that prioritize political and military frameworks. During the colonial era, intelligence was a tool of domination, used by colonial powers to control and suppress indigenous populations (Mafeje, 2020). This legacy continues to influence how intelligence is perceived and implemented in post-colonial African states. The transplantation of Western intelligence models can thus be seen as a continuation of

colonial practices, perpetuating dependency and undermining the development of autonomous African intelligence methodologies.

2.6 The Role of Sociology and Social Anthropology

The Department of Sociology and Social Anthropology offers the tools and methodologies to explore the sociocultural aspects of African societies in-depth. This department has the potential to provide knowledge on social behaviours, conflict resolution, and the role of traditional systems in present-day governance, which are crucial in intelligence work in Africa (Ndlovu, 2021). African societies are characterized by diverse social systems, communal living, and intricate cultural practices. Understanding these social fabrics is essential for effective intelligence gathering and analysis (Tettey, 2021). The multidisciplinary approach is also associated with the importance of integrating intelligence studies into the Sociology and Social Anthropology departments. The work of intelligence cannot be performed without the knowledge of political, economic, social, and cultural aspects, which is why the multidisciplinary framework is needed (Zeleza, 2022). Such an approach is inherent to these departments, which offer a complete educational experience preparing students for the multifaceted character of intelligence work.

2.7 Sacred Institutions in African Societies

Africa, commonly discussed as a land of rich cultural tapestry and a variety of different societal organizations, is home to a great number of sacred institutions, which are extremely important to the lives of African people. These are institutions that are deeply embedded in the history and traditions of the continent and they are religious organizations, chieftaincies and family systems, which play an important part in the social and cultural life of African communities (Nte, 2025). African religious institutions are some of the most powerful institutions, which affect not only the spiritual life of people but also their social and political relations. The two major religions, Christianity and Islam exist along with a multiplicity of indigenous belief systems that are diverse throughout the continent (Falola & Heaton, 2021). In most African cultures, chieftaincies and traditional leaderships are also sacred. Chiefs and traditional leaders are not just political leaders but the guardians of custom, traditions and values. They are important in resolving conflicts, land distribution and in maintaining cultural practices (Ray & Reddy, 2020). The family unit is the cornerstone of African society, characterized by an extended family system that fosters strong kinship ties and collective responsibility (Nsamenang, 2021).

3. Methodology

This study employs a qualitative research design, specifically utilizing historicist content analysis as its primary methodological framework. The choice of this approach is informed by the need to understand intelligence studies pedagogy within its historical and socio-political contexts, particularly as it relates to the African continent. The historicist approach allows for an examination of how intelligence studies has evolved differently across various geopolitical contexts, with particular attention to the

philosophical and pedagogical traditions that have shaped the discipline in the United States, Europe, and Africa (Nte, 2025). This method is appropriate for understanding the institutional and intellectual genealogies that inform current debates about the disciplinary home of intelligence studies.

The corpus for this study comprises peer-reviewed journal articles and book chapters on intelligence studies pedagogy published between 2020 and 2025, institutional documents and curricula from African universities offering intelligence studies programmes, policy documents and reports from African regional bodies such as the African Union and ECOWAS relating to security and intelligence training, and foundational texts in intelligence studies theory from Western scholarship. Texts were selected based on three criteria: relevance to intelligence studies pedagogy or curriculum design, geographical representation covering Western and African contexts, and scholarly or institutional authority of the source. Priority was given to sources that explicitly address the relationship between academic discipline and intelligence training.

The analysis proceeded through three stages. First, a thematic coding framework was developed to identify recurring arguments and assumptions regarding disciplinary location. Second, comparative analysis was conducted to contrast Western and African approaches, with particular attention to the historical and political factors that shaped disciplinary choices. Third, the analysis synthesized these findings to develop a coherent argument for the most appropriate disciplinary home for intelligence studies in African universities. This systematic approach ensures that the findings are grounded in a rigorous examination of the available evidence and scholarly discourse.

4. Results and Discussion of Findings

4.1 Comparative Analysis of Departments for Housing Intelligence Studies

Criteria	Politics and International Relations	History and International Studies	Sociology and Social Anthropology
Focus	Political analytical models	Historical and case study analytics	Sociological and anthropological perspectives
Relevance to African Context	Moderate: Focuses on political structures and theories	Moderate: Emphasizes historical context and case studies	High: Addresses societal complexities and cultural dynamics
Existing Academic Infrastructure	Well-established but limited to political sciences	Well-established in historical and archival research	Extensive: Covers a wide range of social research
Interdisciplinary Potential	Moderate: Integrates politics,	Moderate: Integrates history,	High: Integrates sociology, anthropology, politics,

	economics, and law	politics, and cultural studies	psychology, and economics
Availability of Expertise	Limited in intelligence-specific areas	Limited in contemporary intelligence issues	High: Strong presence of social researchers and academics
Comprehensive Framework	Focuses on political dynamics	Focuses on historical precedents	Broad: Focuses on social behaviour, cultural norms, and community dynamics

Figure 1: Comparative Analysis of Potential Departments for Housing Intelligence Studies in African Universities. Source: Author's compilation (2025).

The figure above presents a comparative analysis of three potential departments for housing intelligence studies in African universities. The analysis reveals that the Department of Sociology and Social Anthropology offers the most comprehensive framework for intelligence studies in the African context. Its high relevance to the African context, extensive academic infrastructure, and strong interdisciplinary potential make it particularly well-suited for addressing the complex sociocultural dynamics that characterize African societies (Nte, 2025). While Politics and International Relations and History and International Studies have their strengths, they are more limited in their ability to address the multifaceted nature of intelligence in Africa. The sociological and anthropological perspectives provide a holistic approach that is essential for understanding the underlying factors that influence security and intelligence issues in African societies (Comaroff & Comaroff, 2020).

4.2 Euro-Americo Models: Between History and Politics

Aspect	American Model	European Model
Philosophical Approach	Political analytical	Historical and case study analytics
Academic Housing	Departments of Politics and International Relations	History departments or interdisciplinary programs combining history and international studies
Curriculum Focus	Analysis of political events, policy implications, and strategic use of intelligence	Understanding historical context, evolution of intelligence agencies, and impact of historical events on contemporary intelligence practices
Pedagogical Emphasis	Pragmatic and policy-oriented	Reflective and theoretical, emphasizing long-term implications and historical contexts
Strengths	Relevant to immediate policy and security needs	Provides a deeper understanding of intelligence as a historical continuum

Weaknesses	May lack broader historical context	May lack immediate policy relevance

Figure 2: Comparison of American and European Models of Intelligence Studies. Source: Author's compilation (2025).

The figure above clearly indicates the major distinctions between the American and European models of intelligence studies. The American paradigm mainly locates the study of intelligence in the departments of Politics and International Relations, which is a political analytical approach to the field. This model is concerned with analysis of political events, policy implications, and how intelligence is strategically applied in statecraft (Lowenthal, 2020). Conversely, the European model tends to locate intelligence studies in history departments or in interdisciplinary programs that involve history and international studies (Andrew, 2021). In this case, one is interested in the historical context of intelligence operations, development of intelligence agencies and the role of historical events in modern intelligence activities. The two philosophies of education differ in the philosophical differences of the two models. The political analytical approach that is American is determined by practical needs of a nation that is highly involved in world politics (Warner, 2021). The European model that includes its historical and case study analytics offers a more general and theoretical concept of intelligence (Jeffery, 2022).

4.3 Intelligence Studies with Differentiated Settings

Region	Academic Housing	Philosophical Approach	Pedagogical Emphasis
United States	Departments of Political Science or International Relations	Political analytical	Pragmatic and policy-oriented
United Kingdom/Europe	Departments of History or International Studies	Historical and case study analytics	Reflective and theoretical
Africa	Departments of Sociology and Social Anthropology (proposed)	Sociological and anthropological	Holistic and contextually relevant

Figure 3: Intelligence Studies in Different Global Settings. Source: Author's compilation (2025).

The figure above illustrates the differentiated settings for intelligence studies across various regions. In the United States, intelligence studies tend to be housed in departments of Political Science or International Relations, reflecting the American emphasis on the political and strategic aspects of intelligence (Lowenthal, 2020). In the United Kingdom and other European countries, intelligence studies are frequently housed within departments of History or International Studies, emphasizing the

importance of context and precedent in understanding intelligence activities (Andrew, 2021). In Africa, the setting for intelligence studies presents unique challenges and opportunities. With the continent's diverse sociocultural landscape and historical experiences, determining the most suitable departmental home for intelligence studies becomes crucial. The proposed model for Africa places intelligence studies within departments of Sociology and Social Anthropology, reflecting the recognition of the sociological dimensions of intelligence in the context of African societies (Ogbuagu, 2021). This differentiated setting has implications for pedagogy and curriculum development, with African universities prioritizing interdisciplinary perspectives and empirical research methods.

4.4 Sacred Institutions and Their Relevance to Intelligence Studies

Sacred Institution	Description	Relevance to Intelligence Studies
Religious Institutions	Spiritual centres providing moral guidance and social cohesion	Understanding community dynamics, trust networks, and information flow
Chieftaincies and Traditional Leadership	Historical continuity and cultural heritage; conflict resolution	Local governance structures, traditional intelligence networks, and community trust
Family Systems	Extended family system fostering kinship ties and collective responsibility	Social organization, value transmission, and community intelligence gathering

Figure 4: Sacred Institutions in African Societies and Their Relevance to Intelligence Studies. Source: Author's compilation (2025).

The figure above presents the sacred institutions in African societies and their relevance to intelligence studies. African religious institutions are some of the most powerful institutions, which affect not only the spiritual life of people but also their social and political relations (Falola & Heaton, 2021). These institutions serve as centres of community life, moral guidance, social support, and a sense of identity. Chieftaincies and traditional leadership structures are integral to many African societies, symbolizing historical continuity and cultural heritage (Ray & Reddy, 2020). Chiefs and traditional leaders wield political and spiritual authority, facilitating conflict resolution and the preservation of customs and traditions. The family unit is the cornerstone of African society, characterized by an extended family system that fosters strong kinship ties and collective responsibility (Nsamenang, 2021). Understanding these sacred institutions is essential for effective intelligence gathering and analysis in African societies. They provide insights into social behaviours, conflict resolution, and the role of traditional systems in present-day governance (Ndlovu, 2021). By drawing on insights from sociology, anthropology, and related disciplines, students are equipped with the analytical tools to critically examine the intersection of intelligence and society in Africa.

4.5 Comparison of Intelligence Studies Frameworks and Their Impact on African Universities

Aspect	Western Model (USA/Europe)	Impact on African Universities	Proposed Afrocentric Model
Philosophical Approach	Political analytical (USA); historical and case study analytics (Europe)	Imposition of Western-centric perspectives; misalignment with local needs	Sociological and anthropological approach
Academic Housing	Departments of Politics and International Relations; History	Reflects Western academic structures; limited relevance to African contexts	Departments of Sociology and Social Anthropology
Historical Context	Intelligence as a tool of national security and geopolitical strategy	Continuation of colonial practices; perpetuation of dependency	Emphasis on indigenous knowledge systems and local intelligence traditions
Pedagogical Focus	Emphasis on national security, political analysis, and historical cases	May not address specific intelligence needs of African states	Holistic and contextually relevant curriculum
Ethical Concerns	Potential misuse for maintaining external interests and status quo	Risk of intelligence being used to suppress dissent	Aligns with socio-cultural values and ethical considerations
Interdisciplinary Needs	Less emphasis on social dynamics and cultural contexts	Overlooked complexity of African societies	Integration of social, cultural and anthropological dimensions
Colonial Legacy	Extension of colonial-era intelligence practices	Echoes coercive tactics of colonial period	Focus on decolonization and academic autonomy

Figure 5: Comparison of Western and Afrocentric Intelligence Studies Frameworks. Source: Author's compilation (2025).

The table above gives a comparative idea of the Western model of intelligence studies and its influence in African universities against a proposed Afrocentric model. The

Western models, namely those of the USA and Europe, are interested in political analytical and historical/case study analytics respectively (Lowenthal, 2020; Andrew, 2021). Such models tend to apply Western-centric views and these might not translate to the unique needs and realities of African countries. Conversely, the Afrocentric model promotes a sociological and anthropological model, which considers social structure and cultural backgrounds of African communities (Nte, 2025). The teaching of intelligence studies in Western universities is usually located in departments of Politics and International Relations or History. This framework is of Western academic origins and might not fit African settings, where an approach that is more integrated is required (Isah & Nte, 2024). The Afrocentric model proposes that intelligence studies be placed in departments of Sociology and Social Anthropology that are better placed to respond to the holistic approach of sociological questions that pertain to African societies. The history of Western powers' use of intelligence especially in colonial times was directed towards control and oppression. The effects of this heritage are still evident in the way intelligence is practiced in African states and tend to create dependency and destroy local intelligence practices (Mafeje, 2020). The Afrocentric model gives more emphasis to the significance of indigenous knowledge systems and aims to create intelligence methodologies which are independent and contextually applicable.

4.6 African Security Intelligence Studies

The complicated nature of African society, with its various ethnicities, cultures, and social interactions, demands a more complex approach to intelligence that is not limited to the traditional political and historical paradigm of the West (O'Brien, 2022). These complexities can be well understood through the sociological and anthropological approach. These fields offer useful information on the underlying factors that determine security and intelligence issues in African societies since they are concerned with social behaviour, cultural norms and community dynamics (Comaroff & Comaroff, 2020). In addition, the lack of scholars in the field of intelligence studies in the continent makes it necessary to capitalize on the expertise available in the universities in Africa. Sociology and Social Anthropology departments are usually well established and have scholars who have been in the field of social research making them the best to develop and deliver intelligence studies programs (Mafeje, 2020). Another aspect is the interdisciplinary nature of intelligence that is compatible with the idea of integrating intelligence studies into Sociology and Social Anthropology departments. Intelligence studies are disciplines that by virtue need to have knowledge of other fields such as politics, history, psychology and economics (Hutchinson, 2021). The holism of sociological and anthropological research facilitates integration of these multiple viewpoints and leads to a better and more holistic intelligence education.

4.7 Intelligence Studies as Imperialism

The dominance of Western frameworks in intelligence studies also raises ethical concerns about the potential misuse of intelligence education. Training programs that are heavily influenced by Western doctrines may inadvertently equip African states with tools that serve external rather than internal interests (Nte, 2025). This can lead to scenarios where

intelligence is used to maintain the status quo or suppress dissent, echoing the coercive tactics of the colonial period (Comaroff & Comaroff, 2020). Therefore, it is crucial to critically assess and adapt intelligence curricula to ensure they are aligned with the needs and values of African societies. While the integration of intelligence studies into African universities offers potential benefits for national security and academic development, it also poses significant risks of intellectual and cultural imperialism. To mitigate these risks, it is essential to develop intelligence studies programs that are rooted in the socio-cultural contexts of African nations, fostering indigenous knowledge and promoting genuine academic autonomy (Nte, 2025). This approach not only enhances the relevance and effectiveness of intelligence education but also contributes to the decolonization of African higher education.

5. Conclusion

This study explored an alternative narrative with regards to the optimal academic housing for intelligence studies within African universities, taking into account the continent's unique sociological and anthropological contexts. The need for a well-suited department arises from the growing global emphasis on intelligence studies and the necessity for such programs to address local and regional security challenges effectively. The analytical trajectory favoured the department of Sociology and Social Anthropology as it provides a comprehensive framework that aligns well with the intricate historical, social and cultural dynamics of African societies (Nte, 2025). This alignment is crucial for fostering a robust and contextually relevant intelligence curriculum that can produce graduates equipped with the necessary analytical and practical skills needed for continental intelligence studies in line with global benchmarks. Moreover, the interdisciplinary nature of sociology and social anthropology provides a holistic perspective that is essential for understanding and addressing the multifaceted issues related to intelligence and security issues in Africa that differ markedly from Western realities and templates (Ogbuagu, 2021). This approach is not only academic but also practical, as it prepares students to tackle real-world challenges through a well-rounded understanding of societal dynamics. While this recommendation does not disregard the value of existing intelligence programs housed in departments of politics, international relations, or history, it proposes a model that may offer a more integrated and contextually pertinent framework for African universities (Isah & Nte, 2024). The successful implementation of this model will require collaborative efforts among academic institutions, government agencies, and international partners to ensure that the programs are well-resourced and aligned with contemporary security needs. Positioning intelligence studies within the Department of Sociology and Social Anthropology in African universities promises to enhance the discipline's relevance and effectiveness in addressing the continent's unique security challenges.

6. Recommendations

Based on the analysis presented in this paper, the following recommendations are offered. African universities should develop intelligence studies curricula that integrate sociological and anthropological perspectives, emphasizing local contexts, cultural

dynamics, and community-based approaches to security. Institutions should invest in training existing faculty in Sociology and Social Anthropology departments to deliver intelligence studies courses, leveraging their expertise in social research methodologies. Universities should establish partnerships with intelligence agencies, security practitioners, and regional bodies such as the African Union to ensure that academic programs remain relevant to practical security needs. Intelligence studies programs should actively incorporate indigenous knowledge systems, African philosophical traditions, and local intelligence practices into their curricula (Nte, 2025). Future research should focus on developing African-grounded intelligence theories, evaluating the effectiveness of the proposed model, and exploring innovative pedagogical strategies. Additionally, African universities should prioritize the recruitment and retention of faculty with expertise in both intelligence studies and African social systems to ensure the sustainability and growth of these programs.

Conflict of Interest

The authors hereby declare that they have no financial interest in this manuscript.

Notes on Contributor

Professor Nte holds degrees and diplomas in Social Work, Sociology, Security Studies, Journalism, Business and Police Science. He is widely published with over a hundred articles in refereed national and international journals besides book chapters. He has four books to his credit and spoken in over three hundred conferences, workshops and seminars. His expertise include social work, intelligence and security management and public safety management.

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