

# *Reconstructing Intelligence Literacy of Police College Students — Based on the Perspective of National Security*

Qi Zhang

*Beijing Police College, Beijing, China*

**Keywords:** National security intelligence, Literacy, Knowledge, Capability, Cultural value.

**Abstract:** Intelligence work in the national security course plays a "pioneer", "leading", "forerunner", "precursor", "adviser" and other vital roles. At present, the function of public security intelligence work shall not only serve public security, but also change to serve national security. From the perspective of national security, reconstructing intelligence literacy of students in police colleges is an important path to promote the transformation of public security intelligence to national security intelligence considering talent cultivation. We clarify the components of national security intelligence literacy and construct a systematic model of national security intelligence literacy by combining its six main components. According to the present arrangement of the information classes in police colleges, we reconstruct the intelligence literacy of students in police colleges and universities from three perspectives: knowledge system, capability literacy and cultural value literacy of national security intelligence, so as to provide the curriculum for optimizing the cultivation of intelligence talents in police colleges and universities in the new era.

## 1. Introduction

From the perspective of the holistic approach to national security, the national security work is a systematic, comprehensive and holistic work, emphasizing the multifaceted and collaborative participation of national security leading departments, professional security departments, general operational departments of various industries in society and the public. The collaborative participation mechanism of national security cannot be separated from the sharing and leading of intelligence. In the new era, we shall set up a new orientation, new concept and new thinking of intelligence in the field of national security and development strategy, and give full play to the roles of "pioneer", "leading", "forerunner", "precursor" and "adviser". National Security Law of the People's Republic of China [1] Chapter IV, Section II, Article LII: State security organs, police, and relevant military organs' work shall be in accordance with the division of responsibilities, and they legally collect intelligence information related to national security. Police, as a professional department of national security work, its police officers shall have national security intelligence awareness and intelligence literacy, and enhance the capability to collect, perceive, evaluate and analyze national security intelligence. The National Intelligence Law of the People's Republic of China [2], from the perspective of police education, reconstructs the intelligence literacy of public security college students, establishes national security intelligence awareness, and transforms new thoughts about national security intelligence, which is a necessary literacy for public security teams to maintain national security.

## 2. Connotation of National Security Intelligence Literacy

National security intelligence literacy is the derivative and practical application of intelligence literacy in the field of national security and the combination of national security literacy and intelligence literacy. Zhang Yalei et al [3], based on intelligence literacy [4] and security information literacy [5], proposed security intelligence literacy (Safety & Security Intelligence Literacy) can be viewed as the literacy of security intelligence users in all specific industries or fields to collect, analyze and utilize intelligence against security issues. Therefore, we can conclude that national security intelligence literacy refers to the literacy of security intelligence users in the field of national security to collect, analyze, and utilize intelligence on national security issues. The National Security Law of the People's Republic of China defines national security as "a state in which state power, sovereignty, unity and territorial integrity, people's welfare, sustainable economic and social development, and other vital national interests are relatively free from danger and threats at home and abroad, as well as the capability to guarantee a state of continuous security." Therefore, Li Wenliang [6] proposed the criteria for defining national security issues and the logic of derivation, and he pointed out that from the dimension of security subjects, national security issues have such characteristics as national interests being the threatened subjects and national security organs being identification criteria, and also pointed out that national security issues are the derivative results of security issues in various fields of the country.

## 3. Difference between National Security Intelligence and Public Security Intelligence

To reconstruct the intelligence literacy of police college students from the perspective of national security intelligence, we must first understand the difference between national security intelligence and police intelligence. The fundamental difference between these two lies in the different function, which in turn leads to the differences in various aspects such as intelligence subjects and strategic orientation. Firstly, the functional orientation is different. The function of national security intelligence is to ensure the national security environment and eliminate the uncertainty of situation perception; to understand the national security situation and assess the factors (threats and opportunities) affecting national security interests; to monitor national security trends and discover threats and opportunities affecting national security interests; to assess strategic options and estimate the possible reactions of adversaries, etc. While the function of public security intelligence is positioned to combat and prevent domestic and foreign hostile forces, hostile elements and criminal offenders as well as other people engaging in various hostile and criminal activities that endanger national security and interests, to serve the police itself such as police force allocation, police efficiency, management system, etc. Secondly, the users are different. The users of national security intelligence are the leading organs of national security and professional security departments including police office, while those of public security intelligence are mainly police organs. Finally, the strategic orientation is different. As national security intelligence is concerned with national overall, strategic and core issues, it belongs to strategic intelligence, while public security intelligence can be both strategic intelligence and tactical intelligence serving to combat illegal crimes. In addition, according to the perspective that national security issues are the derivative results of security issues in various fields of society, in the field of public security, if the risks and challenges involved in intelligence have not evolved into national security affairs, then it still belongs to the scope of public security intelligence. However, if the risks and challenges have posed challenges to national security and need to be responded to and deployed through major national decisions, then they fall under the scope of national security intelligence. This is an important basis for distinguishing national security intelligence and public security intelligence.

## **4. Basic Components of National Security Intelligence Literacy**

Based on the components of intelligence literacy [4] and those of security intelligence literacy [3], the components of national security intelligence literacy can be divided into six basic areas:

### **4.1. Basic National Security Theory and Intelligence Theory**

Firstly, theoretical knowledge of national security. With the holistic approach to national security as the guidance, the standardized and specialized undergraduate education of National Security is offered in police colleges and universities, and its standardization is reflected in the standardization among police colleges and universities. National Security, as the professional basic course of academic education in police colleges and universities, has been equipped with unified teaching objectives, teaching requirements and curriculum content system. Its specialization is reflected in the fact that it is different from the curriculum of national security education which is set as a general course in general universities; secondly, theoretical knowledge of intelligence. It is divided into general theoretical knowledge of intelligence, including the connotation and basic theory of information, knowledge, intelligence, literature, electronic data and other related concepts, as well as information security knowledge and other basic theoretical knowledge of intelligence, intelligence work patterns and work processes with the characteristics of public security intelligence. It needs to focus more on the extensiveness of national security intelligence collection, the strategy of intelligence analysis and the decision in the use of intelligence. It can be said that basic national security theory and intelligence theory are the cornerstones of national security literacy.

### **4.2. National Security Intelligence Awareness**

Intelligence awareness is the key to intelligence literacy, and the same is true in the field of national security intelligence. National security intelligence awareness can be understood from two aspects: general intelligence awareness and intelligence awareness of national security characteristics. The general intelligence awareness mainly includes long-term sustained attention to intelligence, keen insight, awareness of intelligence secrecy and rapid response capabilities, such as the attention and tracking of social hot topics and sensitive events. Intelligence awareness with national security characteristics includes not only general intelligence awareness, but also a high degree of sensitivity to intelligence involving national security an warning capability in advance for the development and evolution of social security events, which requires police organs to be able to distinguish the difference and boundary between national security and public security, and to have a certain capability to identify and predict events, activities, behaviors and public opinion hotspots that endanger national security, and to quickly adopt corresponding and prompt response strategies. Therefore, the awareness of national security intelligence is a manifestation of national security literacy at the consciousness level.

### **4.3. The Capability of National Security Intelligence Collection**

The process of intelligence collection mainly involves intelligence sources, methods of intelligence collection, and procedures of intelligence collection and so on. In terms of the content of intelligence sources, intelligence sources can be divided into documentary intelligence sources and non-documentary intelligence sources in intelligence science, and Peng Zhihui [7] divided public security intelligence into five categories, such as human intelligence sources and physical intelligence sources, etc. This classification reflects the extensiveness and specificity of public security intelligence sources, but there is a certain crossover between various categories, so it is more suitable to divide national security intelligence into documentary intelligence sources and non-documentary intelligence sources according

to the dichotomy in intelligence science and make more detailed classification on the basis of dichotomy. The purpose of sorting out intelligence sources is to make sure that the police organs is clear about the breadth of intelligence sources through classification, so as to ensure the comprehensiveness and integrity of intelligence collection. National security intelligence serves national macro-strategic decision-making, which requires the capability to deal with intelligence from multiple sources such as people, physical objects, Internet, and geographic space, and to be able to coordinate intelligence from different sources; to understand the impact of technological development on intelligence collection, and to have the concept of big data collection and the technical capability of open source intelligence collection. In terms of the procedures of national security intelligence collection, it shall be clear that the service target is national security interests, and be clear about the procedures of intelligence collection and can carry out intelligence collection. Therefore, national security intelligence collection capability is the primary aspect that constitutes national security intelligence literacy at the capability level.

#### **4.4. The Capability to Analyze Intelligence, Especially Strategic Intelligence Analysis**

National security intelligence is often strategic intelligence, with diverse intelligence sources and complex types of intelligence, and the primary problem facing intelligence analysis is the fusion of multi-source heterogeneous data, followed by the analysis of massive data and the refinement of knowledge, so it is often necessary to carry out intelligence analysis using a combination of methods. National security intelligence analysis capability can be enhanced in two ways: strengthening quantitative analysis capability and the capability of structured analysis. The massive amount of heterogeneous data in modern society requires the powerful computing power of computers to complete the extraction of knowledge, and social science research methods have begun to change from quantitative sociology to computational sociology [8] with national security intelligence in a sociological research category. Computational sociology, based on mature technologies such as computers and artificial intelligence, has become an indispensable method in intelligence analysis. What's more, intelligence is the process in which cognitive subject digest information, and the resulting cognitive bias is the natural state, so intelligence failures are common, and structured analysis techniques to avoid cognitive bias arise from this point [9], and national security intelligence serves national security decisions and operations, and is concerned with overall issues such as national core interests, vital interests, people's well-being and social stability. In today's increasingly complex national environment, structured analysis methods have become increasingly important in preventing intelligence failures. Therefore, the strategic intelligence analysis capability, which emphasizes the mastery of quantitative analysis methods and structured analysis methods, is the second important aspect of national security intelligence literacy at the capability level.

#### **4.5. Intelligence Writing Capability with Emphasis on Think Tank Function**

Intelligence is the result of knowledge multiplication and expression of information, and intelligence writing, as an important part in intelligence work, is the terminal of the production chain of intelligence products, which needs to be scientific and standardized because it determines the quality of intelligence products. Drawing on the U.S. intelligence experience, national security intelligence products serve national strategic policies more in the form of think-tank reports. For example, the RAND Corporation [10] provides annual think tank reports for the state and government based on national and even global intelligence in various fields to serve national strategic decision-making, the US China Economic and Security Review Commission (USCC) [11], the Intelligence and National Security Alliance [12], the U.S. Intelligence Advanced Research Projects Agency (IARPA) [13], and several other intelligence think tanks serving the national security. The "think tank," in short, is an organization composed of a group of wise people that aims to provide ideas and intellectual products. Scholar Hu Angang has pointed out that a think tank is an output-oriented organization that combines ideas, thoughts, innovations, knowledge and

ideas [14]. The construction of think tanks in our country, which has been mainly borrowed from foreign experiences, emerged around 2013 and has made great development in various fields. From the perspective of national security, reconstructing the intelligence literacy of students in police colleges and universities and advancing their intelligence writing capability is an indispensable part, and the strategic and overall nature of national security intelligence products determines that they have the characteristics of think tank reports. Therefore, the third important aspect of reconstructing national security intelligence literacy for students in police colleges and universities is to train students' intelligence writing skills for think-tank reports by drawing on and studying think-tank special issues and reports in the security field at home and abroad.

#### **4.6. Capability to Form a National Security Intelligence Culture**

National security intelligence culture includes both national security culture and intelligence culture. The dissemination of security culture and the atmosphere cultivated by it build the secure ethical and moral environment, while intelligence culture is to promote the development and progress of intelligence concept. National security intelligence culture complies with both national security culture such as overall national security outlook, national security policy, laws and regulations, etc. and intelligence culture such as intelligence awareness, policy, laws and regulations, sharing mechanism, management system, secrecy awareness, etc. Therefore, reconstructing students' national security intelligence cultural literacy from two dimensions of inculcating national security culture and intelligence culture in police colleges and universities, guiding national security intelligence concept, inculcating national security as well as intelligence laws and regulations and working methods are what constitute students' national security intelligence literacy at the cultural level.

#### **5. Reconstructing the Model of Intelligence Literacy System for Students in Police Colleges and Universities -- Based on the Perspective of National Security Intelligence**

The above discussion clarifies the six components of intelligence literacy of students in police colleges and universities based on the perspective of national security. According to the three major college student cultivating objectives that are knowledge, capability and value, we can build the above six components into a model of national security intelligence literacy system consisting of knowledge level, capability level and cultural value level (as shown in Figure 1). The national security intelligence knowledge level includes theoretical knowledge of national security, theoretical knowledge of security science, theoretical knowledge of public security intelligence; the capability level mainly involves the capability of intelligence work, i.e. intelligence collection capability intelligence analysis capability, and intelligence writing capability; the cultural value level includes the holistic approach to national security, national security culture, intelligence culture and national security and intelligence-related laws and policies.

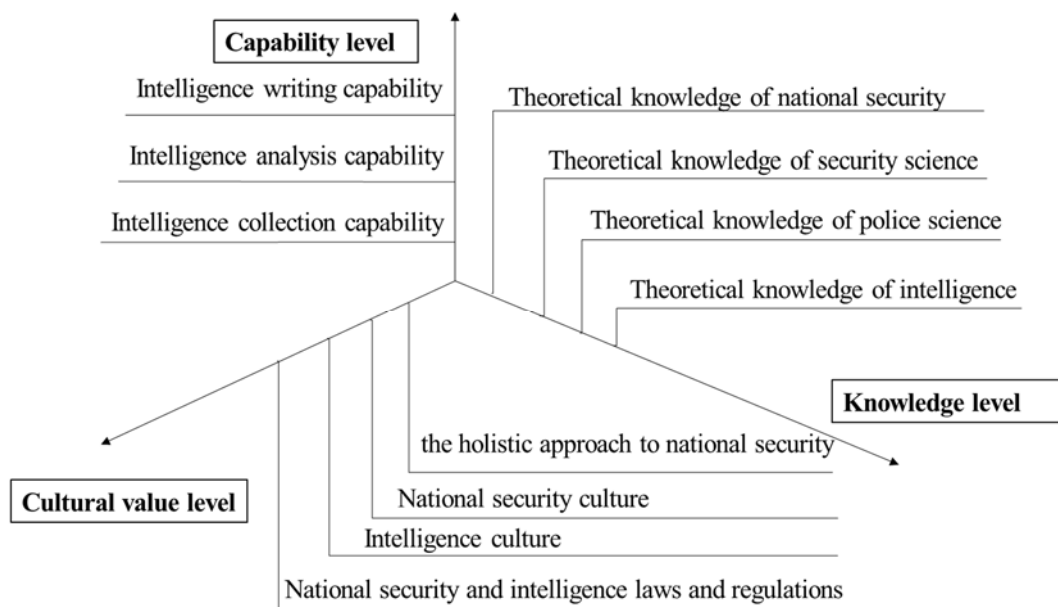


Figure 1: National Security Intelligence Literacy System Model

### 5.1. Reconstructing the Knowledge System of National Security Intelligence Literacy

The knowledge system about national security intelligence mainly contains four aspects: firstly, theoretical knowledge about national security, which is still immature and in its infancy, but in recent years there have been related professional books published one after another, such as *Research on Basic Issues of National Security* written by Mao Xinjuan and others, which contains the latest concepts of national security, the main security issues currently faced by China (such as terrorism and other social security events, ethnic and religious issues, etc.) and other topics, and has strong public security characteristics, so it can be used as a reference book for basic courses in police; secondly, theoretical knowledge of security science, which can be integrated with theoretical knowledge of national security as a social science approach to national security intelligence research and work; third, theoretical knowledge of intelligence needs to be reformed on the basis of the curriculum of public security intelligence. The orientation of intelligence function, the cultivation of intelligence capability and the shaping of intelligence culture shall be designed for the purpose of serving national security; finally, the curriculum needs to be set up scientifically to reflect the logical and systematic order of knowledge.

### 5.2. Reconstructing the Capability Literacy of National Security Intelligence

National security intelligence capability literacy places more emphasis on intelligence work capability, including intelligence collection capability, intelligence analysis capability and intelligence writing capability, i.e. three of the six basic elements mentioned above. The cultivation of intelligence capability is mainly reflected in the practical training teaching in intelligence courses, and the teaching design of this part is currently reflected in major police colleges and universities, but the teaching content is still set with the main goal of serving public security. From the perspective of the functions of police organs in maintaining national security and the logic derived from national security issues, the cultivation of intelligence capability shall be guided by the holistic approach to national security, with the main function of serving national security, and it can draw on the functions and curriculum of intelligence work in European and American countries [15] and the curriculum of national law enforcement intelligence analysts, focusing on the restructuring the capability literacy of national security intelligence



in the aspect of collection, analysis, composition and use of intelligence in connection with national security, major interests and major threats, such as the collection and use of open source intelligence, strategic intelligence analysis capabilities related to national security, the use of big data analysis methods and tools, the use of structured analysis methods, and the capability to write intelligence products for think tank reports.

### 5.3. Reconstructing the Cultural Value Literacy of National Security Intelligence

The cultural value literacy in national security intelligence literacy mainly includes the holistic approach to national security, national security culture, intelligence culture and laws and regulations related to national security and intelligence. The holistic approach to national security, as the guiding ideology of national security, shall occupy a fundamental position in the cultural value literacy of national security intelligence; national security culture and intelligence culture literacy are mainly reflected in national security intelligence awareness, working methods, working mechanism, working mode, etc., forming the discourse system and cultural atmosphere of national security intelligence work. Currently, the intelligence literacy of police colleges and universities is still at the level of general intelligence awareness and the cultivation of the national security intelligence awareness has been neglected to some extent. The reason for this is that the functional orientation of intelligence and the concept of intelligence work has not been completely transformed, the knowledge barriers between intelligence work and national security work are still unbroken, so laws and regulations related to national security and intelligence are not sound at present, and only the *National Security Law of the People's Republic of China*, the *National Intelligence Law of the People's Republic of China* "National Intelligence Law" and other laws and regulations courses can be introduced into class to inculcate students' national security and intelligence legal awareness. Therefore, national security intelligence cultural value literacy shall be based on the holistic approach to national security, and focus more on national security intelligence awareness, laws and regulations related to national security intelligence, etc. to reconstruct the intelligence cultural literacy of students in police colleges and universities.

## 6. Conclusion

Based on the analysis of the components of national security intelligence literacy and the construction of the system model, this paper aims at transforming the function of public security intelligence work and serving the overall situation of national security work, reconstructing the theoretical knowledge system, capability literacy and cultural value literacy of national security intelligence for students in police colleges and universities, and optimizing the system and logical structure of intelligence courses in police colleges and universities. The deficiencies lie in that there are no extensive and deep research in the curriculum of the public intelligence subject in police colleges and universities and a superficial research with the curriculum in only two police colleges and universities as its example are conducted in this paper. The next step is to study the specific problems of intelligence curriculum in police colleges and universities from the perspective of empirical evidence, and to conduct a more in-depth discussion from the perspective of national security intelligence.

## Acknowledgements

Beijing Police College 2021 Faculty-level General Teaching and Research Project Research on the Cultivation of Students' Public Security Intelligence Quality from the Perspective of Overall National Security (2021JYB07).

## References

- [1] *National Security Law of the People's Republic of China.* [2021-10-10]. [http://www.npc.gov.cn/wxzl/gongbao/1993-02/22/content\\_1481246.htm](http://www.npc.gov.cn/wxzl/gongbao/1993-02/22/content_1481246.htm).
- [2] *National Intelligence Law of the People's Republic of China.* *People's Daily*, 2017-07-14 (012).
- [3] Zhang Yalei, Wu Chao, Wang Bing. *Security intelligence literacy: the essential literacy of security personnel in the context of the holistic approach to national security.* *Journal of Intelligence*, 2019, 38 (03): 33-38+113.
- [4] Qin Dianqi, Zhang Yuwei. *Information literacy: core elements of information security theory.* *Information Studies: Theory & Application*, 2015, 38 (4): 30-33.
- [5] Wang Bing, Wu Chao. *Safety information literacy: an important concept in the intersection of information and safety science.* *Information studies: Theory & Application*, 2018, 41 (07): 35-41.
- [6] Li Wenliang. *National Security: Research Object, Subject Orientation and Future Development.* *Journal of Intelligence*, 2021, 40 (08): 1-9+16.
- [7] Peng Zhihui. *Research on types of public security intelligence sources.* *Journal of Shandong Police College*, 2010, 22 (03): 69-72.
- [8] Hu Anning, Chen Tao, Li Dongyu. *From quantitative sociology to computational sociology: traditional approaches and emerging topics.* *Journal of Xi'an Jiaotong University (Social Sciences)*, 2022, 42 (01): 17-24.
- [9] Ma Xiaojuan, Chen Ye, Dong Qing'an. *Structured analysis techniques: logic to overcome cognitive bias in information analysis.* *Journal of Intelligence*, 2018, 37(07): 25-30.
- [10] Zou Chuyu, Han Na. *An analysis of Rand Corporation's Chinese discourse theme from the perspective of national security (1990-2020)--a visual analysis based on VOSviewer.* *Think Tank: Theory and Practice: 1-10* [2022-04-27].
- [11] Chen Feng. *Analysis of the U. S. China economic and security assessment commission from the perspective of intelligence and think tank.* *Journal of Intelligence*, 2019, 38 (10): 53-59.
- [12] Ren Guojun. *U. S. intelligence think tank analysis: a case study of the "alliance for intelligence and national security".* *Journal of Intelligence*, 2019, 38 (08): 15-21.
- [13] Zhang Jianian, Zhuo Xiangzhi, Xie Yangqun, Li Yang. *Safeguarding national security by innovative information technology: research mechanism and implications of IARPA.* *Journal of Intelligence*, 2016, 35 (01): 1-7.
- [14] Hu Angang. *Building a new think tank with Chinese characteristics: practice and summary.* *The Journal of Shanghai Administration Institute*, 2014, 15 (02): 4-11.
- [15] Xie Xiaozhuan, Shi Bin. *Research on "decision support and threat response"-oriented training criteria for security intelligence talents - a case study of master program of security intelligence in 31 universities in the United States.* *Information studies: Theory & Application*, 2021, 44 (04): 79-88.