

# The counter-case: How to interfere with terrorist learning

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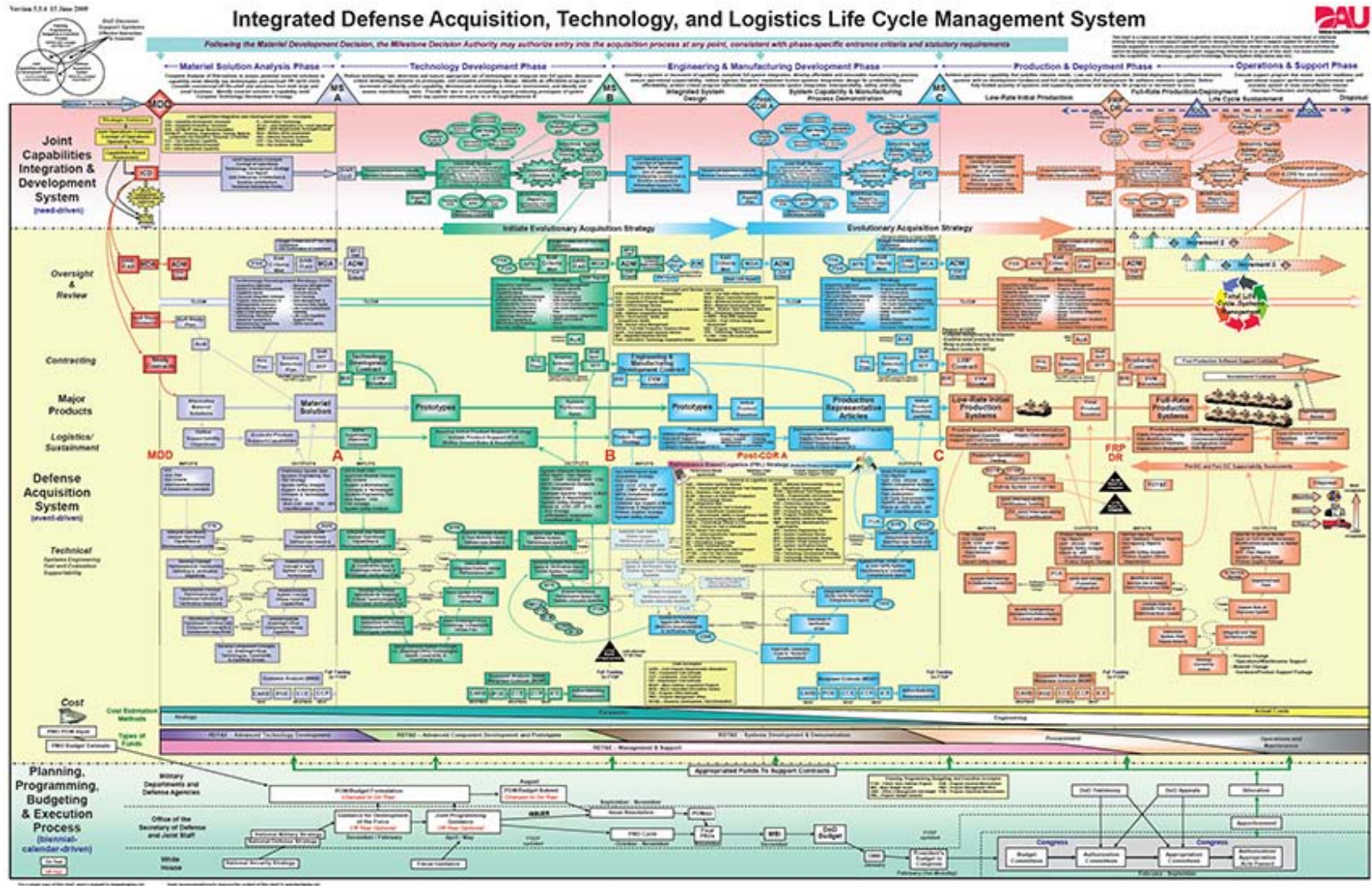
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# Desiderata

- Interrupt, deny, disrupt, retard learning by terrorist organizations.
- Easiest method: Convert them to OUR organizations!

# For example, the US Dept of Defense weapon system acquisition life cycle...



# Or, how we listen ...

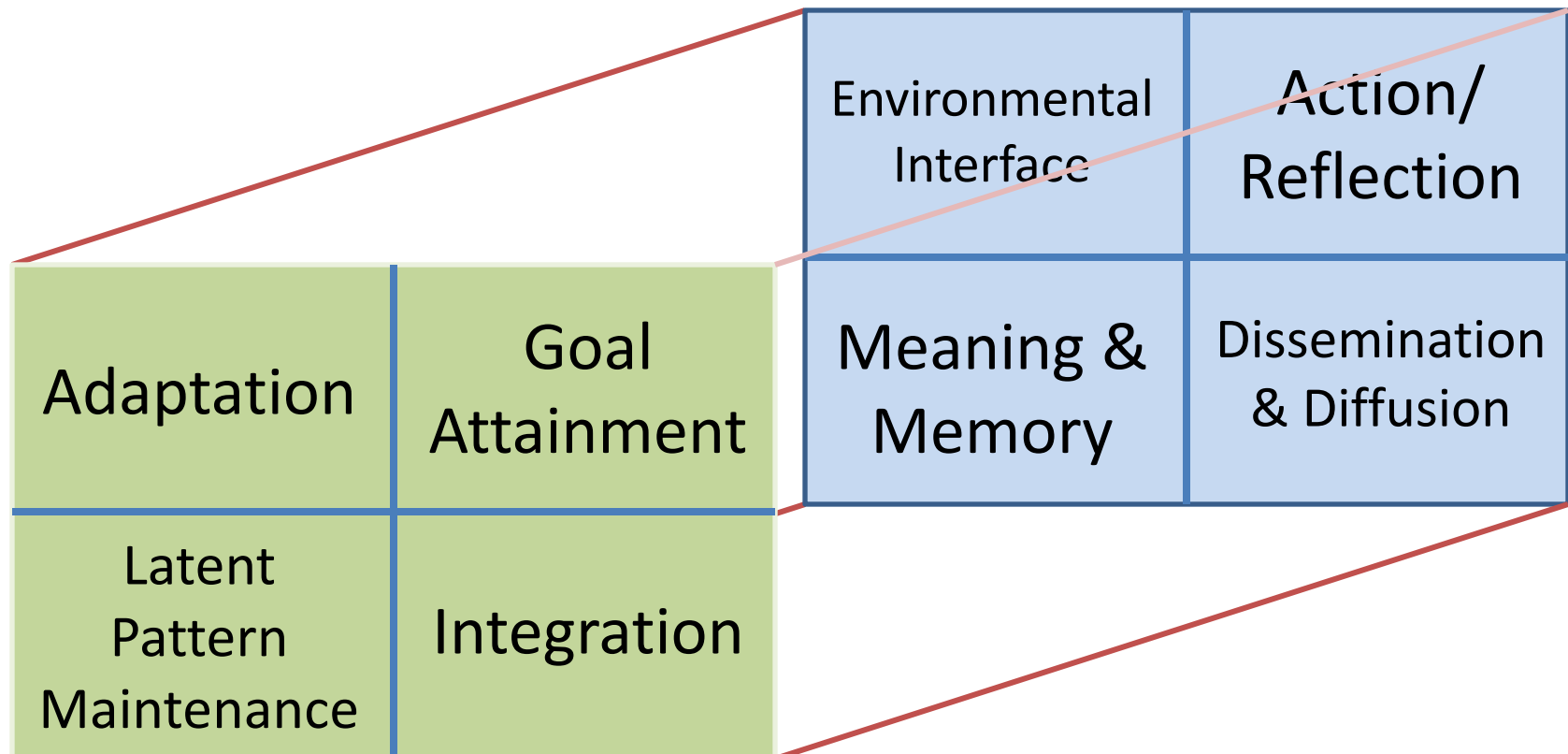
[Lost in translation](#)

Redacted from: <http://www.youtube.com/watch?v=-ciW8ZSoQc&NR>

Journeyman Pictures, Guardian newspaper, UK

# How to use/impose filters: Parsons' framework, augmented by Schwandt et al.

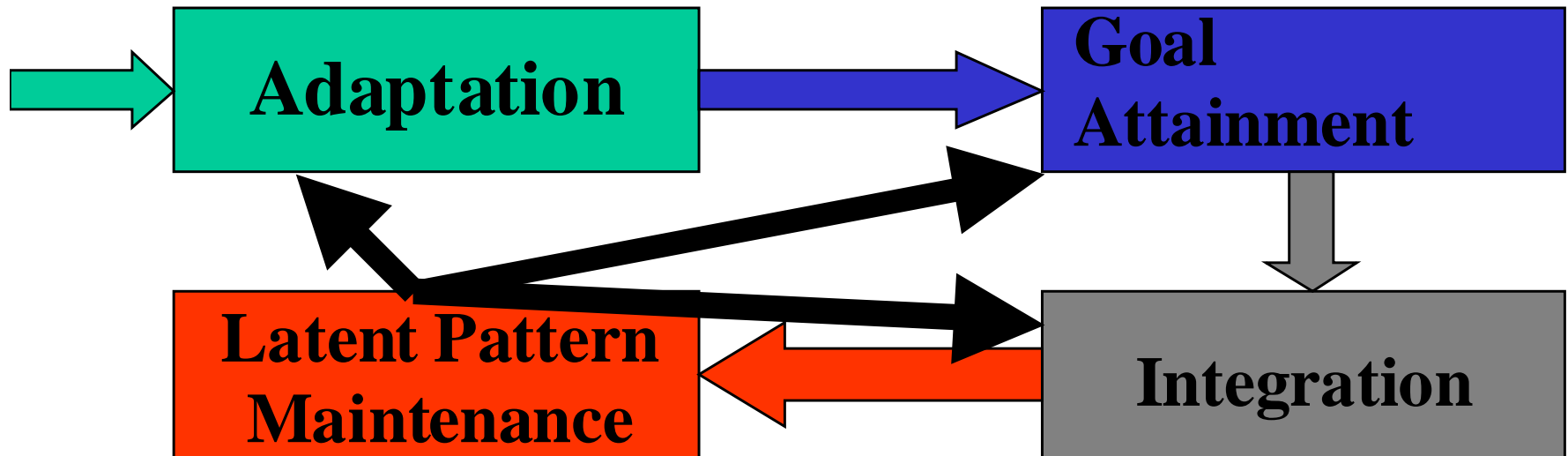
## *Learning*



## *Performance*

Exploration vs. exploitation  
"Peripheral participation model"

# Energy flow in among the functional prerequisites



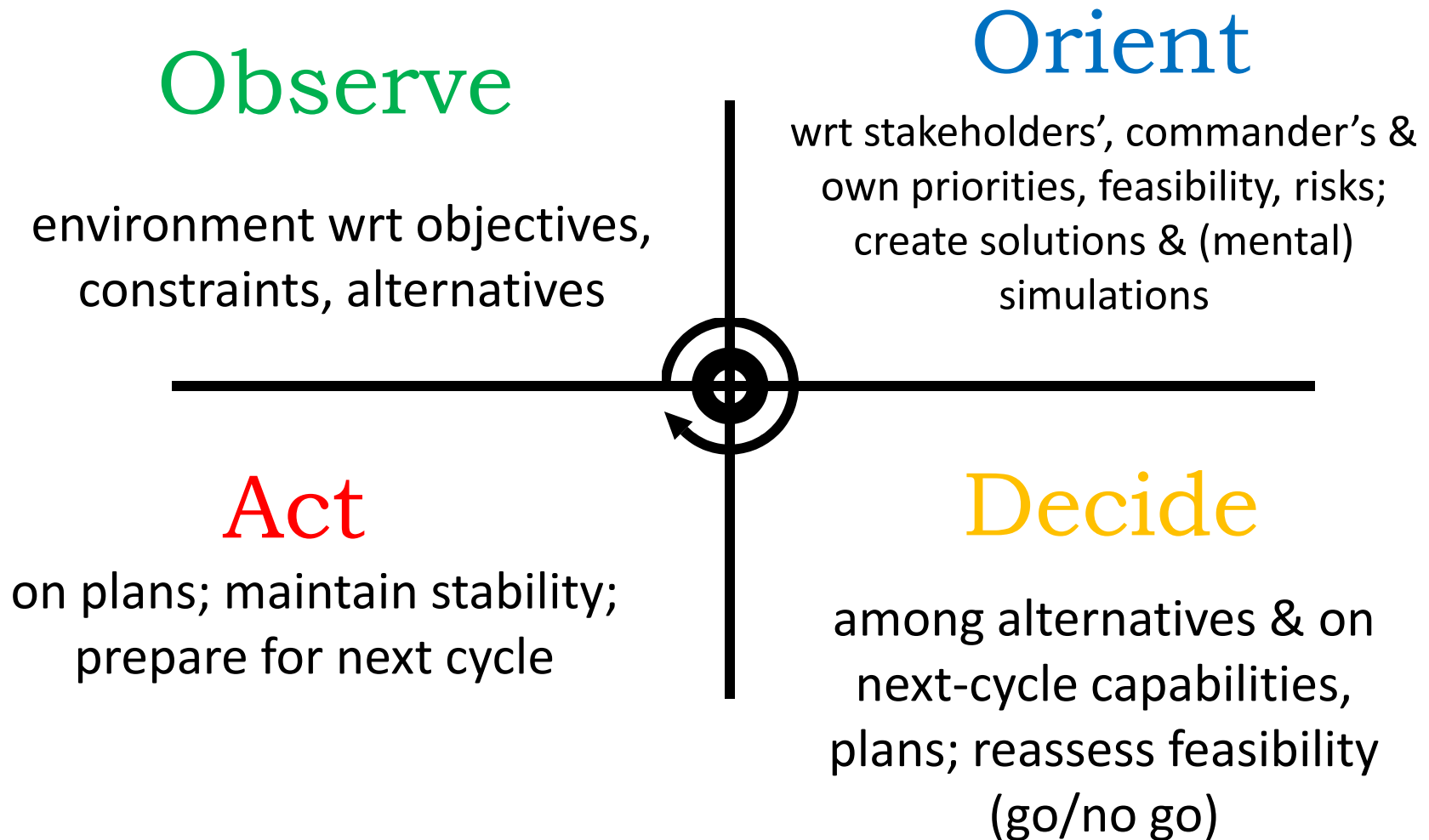
Source: Parsons, T., Bales, R. F., & Shils, E. A. (1953). Phase movement in relation to motivation, symbol formation, and role structure. In T. Parsons, R. Bales, & E. A. Shils, *Working papers in the theory of action* (Chap. 5, pp. 163-269). Glencoe, IL: Free Press.

# What is filtered in today?

- The Narrative(s).
  - Ayman al Zawahiri, said to be second in command to Osama bin Laden: “If I fall as a martyr in the defense of Islam, my son Muhammad will avenge me, but if I am finished politically and I spend my time arguing with governments about some partial solutions, what will motivate my son to take up my weapons after I have sold these weapons in the bargains’ market?”  
Source: Cronin, Audrey Kurth. (2009). *How terrorism ends: Understanding the decline and demise of terrorist campaigns*. Princeton Univ. Press. p. 278, n. 57.
- Guidebooks (e.g., how to go undetected).
- Training materials (e.g., weapons development).
- Information about targets.

# OODA loop

US Marine Corps doctrine: Whoever does this faster wins





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