Dear Dr Briant,

I am writing regarding your four requests of the 20 May for the following information:

1) Correspondence & documents relating to training provided for 15 Psychological Operations Group by SCL in 2011;
2) Information about the contract for the training provided by SCL in 2011;
3) The DSTL evaluation of the methodology trained by SCL;
4) Any documents or communication relating to the DSTL evaluation

As I mentioned in my letter of 10 June, we are treating your correspondence as a request for information under the Freedom of Information Act 2000 (the Act) and have grouped them for administrative purposes. Following a search for the information within the Ministry of Defence, I can confirm that information in scope of your request is held.

The Department has now considered this case and a copy of the information which can be released is provided below. However, some information held by the Department falling within scope of your request is exempt from release under Sections 26(1)(b) (Defence), 38(1) (Health & Safety) and 40(2) (Personal Information) of the Act and is therefore withheld.

It may help to explain that Section 40 is an absolute exemption that has been applied to protect the personal details of individuals involved; no further consideration is required. Both Sections 26 and 38 are qualified exemptions which require a public interest test to establish the balance on releasing or withholding information:

Section 26(1)(b) exempts information that if disclosed would, or would be likely to, prejudice the capability, effectiveness or security of the Armed Forces. In this case, the arguments for release include the public interest in how Defence is run and the Army’s influence activities and outreach capabilities. Arguments to withhold information include the need to protect methodologies and tactics for future employment. It has been decided that on balance the information requested should be withheld as release would likely to be prejudicial to capability, effectiveness and security of the formation in question.

Separately, consideration has been given to the public interest of releasing or withholding information under Section 38. This exempts information from disclosure if it would, or would be likely to, endanger the physical or mental health, or the safety, of any individual. There remains a clear threat to Afghan nationals who engaged with coalition forces and it has been decided that on balance the information requested should be withheld as release would endanger life.
With regards to the DSTL evaluation, under Section 16 (Advice and Assistance) you may find it helpful to note that it was limited in some areas by the data available from the trial. No inference about the validity of the trial or the methodology should be attributed to this.

If you are not satisfied with this response or you wish to complain about any aspect of the handling of your request, then you should contact us in the first instance at the address above. If informal resolution is not possible and you are still dissatisfied then you may apply for an independent internal review by contacting the Information Rights Compliance team, Ground Floor, MOD Main Building, Whitehall, SW1A 2HB (e-mail CIO-FOI-IR@mod.uk). Please note that any request for an internal review must be made within 40 working days of the date on which the attempt to reach informal resolution has come to an end.

If you remain dissatisfied following an internal review, you may take your complaint to the Information Commissioner under the provisions of Section 50 of the Freedom of Information Act. Please note that the Information Commissioner will not normally investigate your case until the MOD internal review process has been completed. Further details of the role and powers of the Information Commissioner can be found on the Commissioner's website, http://www.ico.org.uk.

Yours sincerely,

Army Secretariat
COURSE JOINING INSTRUCTIONS — MEASUREMENT OF EFFECT 14-18 March 2011

1. You have been allocated a place on the Measurement of Effect (MOE) course to be held at the

ARRIVAL DETAILS AND COURSE TIMINGS

2. 

3. The course dates and timings are:

COURSE STRUCTURE

4. The course will address lessons highlighted in Post Operational Tour Reports focussing on the necessity for a strong grasp of and application of MOE.

5. The course will cover, but is not limited to:
   a) Planning considerations within the 7 Qs.
   b) Civilian examples of MOE as case study.
   c) Critique and development of an Op HERRICK campaign example.

6. Students will be issued with reading materials during the course.

ADMINISTRATION

7. Joining Report. No joining report is to be sent. Students are to inform [redacted] by the fastest means available if they wish to withdraw their nomination.
8. **Accommodation.** Your accommodation has been allocated from 1800 hours on Sunday 06 March 2011. The Guardroom staff at the main gate will direct you to your Mess on arrival and issue relevant Mess door codes. Depending on course loading, there is a possibility that some students will be required to occupy shared rooms. Detailed maps of accommodation areas are supplied with room keys and door codes. WiFi is available at a small cost, in the respective Messes.

9. **Dress.**
   
a. **Day.** Normal military working dress or equivalent for civilians.
   
b. **Evening.** Appropriate civilian attire for the respective Messes (e.g., a suit or sports jacket and tie for the Officer’s Mess). Dress for respective Messes is detailed in the Student Handbook.

10. **Personal Equipment.** Personal laptops, memory sticks, and mobile telephones are not to be used within the Theatre and can only be used within your accommodation.

11. **Costs.** There is no specific cost for the course; however, usual food, accommodation and messing fees are payable through your embassy and International Defence Training (Army).

### ASSEMBLY

12. Students should assemble in the Theatre by 0830 hours on the first day of instruction.

### SECURITY

13. Students are to be aware of information in Section 7 of the Students Information Booklet.

### VEHICLE PASSES

14. Students who wish to bring their car to the Theatre will be issued with a car pass on arrival. They should:
   
a. Park only in areas for which the pass is valid (the Guardroom staff will point these out), and enter/exit the camp by the main (north) gate.
   
b. Display the car pass at all times when parked within the Theatre and when entering.
CLASSIFICATION - CAVEAT

QUERIES

15. Should you have any queries before arrival at [REDACTED], please telephone the Admin Office at [REDACTED] on [REDACTED] or fax [REDACTED]

Enclosures:

1. Joining Report
2. Map
Please see below the email sent to our international students on the MOE course. I hope this is sufficient.

Many thanks.

Dear Applicant,

Please see attached Joining Instructions for the MOE course 14-18 Mar 11 at [insert location], England. There is also a map for your convenience.

As international students there has to be a charge for the course. This equates to £629.67 per person and includes food, accommodation and all course fees and resources.

However, in order to go through the right channels, I must now ask that you contact your Embassies, possibly through you equivalent of an International Defence Training office and formally request a place on the course. They will then contact the International Defence Training (Army) office here in the UK – who are expecting you and already have some of your details – and diplomatic clearances, insurance and paperwork will then be completed.

I hope that this does not discourage your attendance on the course and that you are still able to attend. Please do reply and let us know of your plans.

For any questions please feel free to telephone or email me.

Regards
This is the final nominal role that [name] is sending out joining instructions for today, as promised.

Regards

-----Original Message-----
From: [name]
Sent: 21 February 2011 09:28
To: [name]
Cc: [name]
Subject: FW: 20110223-MOE_course_nominall-U

PSA!

Please see attached the latest nominal roll for the MOE course.

There are 21 Officers and 2 seniors requiring accommodation, and 2 officers needing lunches only who will stay off-site.

Many thanks
<table>
<thead>
<tr>
<th>Service No</th>
<th>Rank / Grade</th>
<th>Surname and Initials</th>
<th>Arrival Date</th>
<th>Departure Date</th>
<th>Gender</th>
<th>Parent Unit</th>
<th>Service</th>
<th>First Meal Required</th>
<th>Entitled (E) Non-Entitled (N)</th>
<th>Cancellations / Additions</th>
<th>Allocated Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>RN</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>RN</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>RN</td>
<td>Officers Mess</td>
<td>Lunches</td>
<td>E</td>
<td>Accn change</td>
<td>Off site</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Dinner</td>
<td>N</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Dinner</td>
<td>N</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Dinner</td>
<td>N</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Lunches</td>
<td>E</td>
<td>Accn change</td>
<td>Off site</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Dinner</td>
<td>N</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>RN</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>A</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>CIV</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>CIV</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>CIV</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>CIV</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td>13/03/11</td>
<td>18/03/11</td>
<td>CIV</td>
<td>Officers Mess</td>
<td>Breakfast</td>
<td>E</td>
<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As at: 30/04/2018
Many thanks for the quotes. Please go on and pass the half-theatre rate up to IDT(A).

What else needs to be done at my end other than now asking the foreign students to make a formal application through their embassies to the IDT(A)? (Is it a massive problem if it is not completed in time and finished retrospectively?)

Thanks

---Original Message-----
From: [redacted]
Sent: 22 February 2011 11:51
To: [redacted]
Subject: 20110222-Measurement of Effect Influence Ops course-U

Hi,

I have prepared two costings for you. One is to utilise the whole of the Theatre and the other is to use only half (as it can be partitioned off).

If there are any questions, please do not hesitate to contact me.

Kind regards
Finally I have the full go ahead to issue joining instructions etc.
I will inform the international students that they have a cost of £629.67 which is to cover food, accn and a facilities charge. They will also be informed of the correct IDT(A)/Embassy route they need to go through.

Just to make sure, this costing was worked out on 40 students, of whom only 4 were international.

Many thanks
Please could you contact [redacted] at IDT(A) as soon as possible regarding this course. Her number is [redacted].

She has the costing but has some queries about the funding.

Regards

-----Original Message-----
From: [redacted]
Sent: 22 February 2011 13:47
To: [redacted]
Subject: RE: 20110222-Measurement of Effect Influence Ops course-U

Many thanks for the quotes. Please go on and pass the half-theatre rate up to IDT(A).

What else needs to be done at my end other than now asking the foreign students to make a formal application through their embassies to the IDT(A)? (Is it a massive problem if it is not completed in time and finished retrospectively?)

Thanks

-----Original Message-----
From: [redacted]
Sent: 22 February 2011 13:51
To: [redacted]
Subject: 20110222-Measurement of Effect Influence Ops course-U

Hi,

I have prepared two costings for you. One is to utilise the whole of the Theatre and the other is to use only half (as it can be partitioned off).

If there are any questions, please do not hesitate to contact me.

Kind regards
23rd March 2011

Invoice

Inv. No. INERA/£1/03/003

DESCRIPTION
For the provision of MOE Training Course £40,000.00

Sub-total £40,000.00

VAT @ 20% £8,000.00

Total £48,000.00

PAYMENT DETAILS

VERIFIED FOR PAYMENT:
SIGNATURE:

DATE: 28-3-11
A1804 00
GAX ADDRESS CODE:

VAT CODE: C1

RAC: NGA 003

UIN:

BLB NO:

STRATEGIC COMMUNICATION LABORATORIES
8 Grafton Street, London W1S 4FL.
Tel: +44 (0) 207 930 3500 Fax: +44 (0) 870 428 0844
Website: www.scl.co.uk Email: sales@sci.co.uk

Registered in Eng and No. C8514008 at One America Square, Canary Wharf, London, EC3N 2SG
Please find enclosed your copy of the MoD (2230) for the 1160 training from SC1 (14K). As I said, not sure if it got 'sent' as the site just said it was saved. Guess you could find it on the database using the M2230 Reference?

Regards
NO FORMAL CONTRACT - MISCELLANEOUS BILLS AUTHORISATION FORM

(Refer to Guidance Notes Annex B - JSP 895)

MF2230 Reference (DEPs USE ONLY) 10/11/60637

a) DESCRIPTION OF REQUIREMENT

Description (Max 500 Characters) To deliver unique and bespoke PsyOps Measures Of Effectiveness (MOE) training to 15 (UK) PsyOps Group in order to professionalise the application of MOE on operations

b) COMMON PROCUREMENT VOCABULARY (CPV) CODE

CPV Code Search

CPV Code: 80522000-9

CPV Description: Training seminars.

Validate

C) PURCHASING METHOD SELECTED

Refer to JSP 895, the MOD Simplified Purchasing and Payment Process for guidance on the selection of Purchasing methods. All options must be considered in the order listed below.

I have referred to JSP 895 for guidance. Yes No

Step 1: Is the item/service available through Services Source? Yes No

Is the item/service managed by a DE&S team? If yes please contact them for advice prior to purchase. Yes No
<table>
<thead>
<tr>
<th>Step 2</th>
<th>Is the item/service available via an eCatalogue or existing Enabling Contract?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If 'Yes' is selected above, but another purchasing source is chosen, it is essential that approval is given via the Commercial Process Exemption Procedure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is it possible to amend an existing Enabling Contract/Framework?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Step 3:</td>
<td>Can the item/service be purchased with the Government Procurement Card (GPC) and provide Best Value for Money for the Department? If 'No' is selected, please justify below.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Exceeds limit for GPC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is the requirement less than £5000.00 (exVAT)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Can the purchase be made using the paper-based LVP Process?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Step 4:</td>
<td>If a requirement is over £5000 or you anticipate that there will be a recurring requirement then you must seek the advice of commercial staff who will advise you about the best course of action.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Can a new Enabling or Bespoke Contract be set up? (seek advice from your LVP Mentor). If 'No' is selected please detail the LVP Mentor contacted in the box below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First delivery of trg. requires review before considering enabling contract action.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 5: Are there any options available except purchase through the Miscellaneous Bills process? [Yes, No]

d) EXPECTED COSTS

<table>
<thead>
<tr>
<th>Supplier Name</th>
<th>Strategic Communications Laboratories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Cost (Excl VAT) £</td>
<td>40000</td>
</tr>
<tr>
<td>VAT £</td>
<td>40000</td>
</tr>
<tr>
<td>Quantity</td>
<td>0</td>
</tr>
<tr>
<td>Delivery Charge £</td>
<td>0</td>
</tr>
<tr>
<td>Total Cost</td>
<td>0</td>
</tr>
</tbody>
</table>

e) FINAL AUTHORISATION

(FOR PAYMENT METHOD OF ABOVE PURCHASE)

Are the actual costs the same as the expected costs entered in Section d? If no please enter the actual costs in the fields below. [Yes, No]

| Unit Cost (Excl VAT) £ | 0 |
| VAT £ | 40000 |
| Quantity | 0 |
| Delivery Charge £ | 0 |
| Total Cost | 0 |

I, the Originator, confirm that all possible alternative purchasing methods have been investigated and that Miscellaneous Bills is only the purchasing option available to the Department. [Yes, No]

Name: [Redacted]
Department: [Redacted]
Post: [Redacted]
Budget UIN: [Redacted]
Rank/Grade: [Redacted]
Telephone No: [Redacted]
Signature

Unit/Branch Address:

Date 3-Nov-2010 (Please select date from calendar icon)

http://25.6.43.42/DePSApps/MiscForm/MiscBillHome.asp

04/11/2010
I have already committed the Department to this purchase. If you have ticked yes please provide an explanation below. (Max 500 characters).

Yes | No

Please note, this Form and all its supporting (original) paperwork must be sent to the Finance branch where it will be retained.

Financial: Budget Manager Approval

This section must be completed in all cases where a locally approved financial approval form is not attached (Please consult your Budget Manager).

Yes | No

I confirm that financial authorisation has been provided and the commitment of funds has been noted.

Yes | No

I attach the Budget Manager's local Financial Approval Form.

The approved funds will be charged to the following:

RAC Code: | UIN: | VAT Code:
MOE for Psy Ops

An evaluation of a methodology within an operational setting

Authors: [redacted]

Principal Author Contact Details: [redacted]
Customer: 15 (UK) Psychological Operations Group (15POG)

Executive Summary

- This report summarises the results of an analysis of an operational trial for a MOE for Psy Ops methodology. The trial took place during Op HERRICK 15 using a [redacted] scenario.
- The [redacted] model provides a clear conceptual framework, which appears to provide users with a frame of reference for the principles of MOE.
- A positive first trial of a new methodology. However, some steps lacked sufficient evidence to fully validate the methodology.
- Absence of a central MOE objective made assessment difficult.
- There were clear gaps in some steps which highlighted the need for further training.
- Data collection techniques need to be consistent.
- Results indicate the importance of following a process.
- Engaging in MOE is crucial for future decision making.
- Conclusions and recommendations made based on data available; an absence of finding does not mean data did not exist.

UK Defence Science and Technology Laboratory

[ ] Contents

P1 Exec Summary
P2 Introduction
P3 Timeline
P3 Methodology
P4 Terminology
P5 MOE for PsyOps model
P6 Evidence based review
P12 Conclusions
P14 Recommendations
P15 References

© Crown copyright 2012 Dstl
Introduction

There is recognition and agreement across UK Government (e.g. TIO, PJHQ Joint Effects and MIWG) that engaging in Measurement of Effect (MOE) is crucial in order to justify UK efforts (e.g. financial and human costs) in military operations. Conducting effective MOE means that correct relationships between plans and outcomes can be identified and findings can be used to inform important decision making, such as the allocation of ISTAR assets.

MOE (or other terms used to denote the same thing) is recognised as an important venture by 15POG and a formalised model for conducting MOE was developed in 2011 in collaboration between 15POG and a Strategic Communications Laboratories.

To move forward from the conceptual stage, it was essential to understand how the theoretical model could be employed in practice. Therefore an in-theatre operational trial of the methodology was planned for Op HERRICK 15 based on a scenario. This compared pre and post schedule

The MOE for Psy Ops methodology assumes an. This report provides a review of the methodology based on the operational trial; where each is reviewed against the data provided. It is assumed that the intended audience of this report has prior knowledge of the way in which 15POG operates and some understanding of the development of the MOE for Psy Ops methodology to date. Therefore this report does not provide a full history of the development of the MOE for Psy Ops project; please see the references on page 13 for more information.
[ ] Timeline

1. March '11
   - SCL delivered MOE course and model v1 to 15POG.
   - Train The Trainer week developed v2 of the model.

2. March to September '11
   - 15POG developed model further to 'militarise' the approach
   - MOE trial development plan produced for PSE H15.

3. September '11
   - PSE H15 deployed.
   - Operational trial of the methodology initiated.

6. July to November '12
   - Data cleansed.
   - Analysis conducted.
   - Report written.
   - Findings discussed.

4. November to December '11
   - Dstl SME deployed to support mid-tour review of the operational trial.

5. March to July '12
   - PSE H15 returned to UK.
   - Operational trial data collated.
   - Data received by Dstl in July.

* Strategic Communication Laboratories

[ ] Methodology

- A data cleanse activity identified 22/109 documents as sufficient and relevant for inclusion in the review.
- A second analyst was sourced to co-conduct the review with an appropriate skill set and knowledge of the topic, this provided inter-rater reliability.
- Data from each relevant document was mapped against its corresponding step of the methodology.
- Each step was then assessed overall for 'evidence', 'gaps identified' and 'lessons and considerations'.
- Conclusions and recommendations were developed from the results found.
- A thorough internal review process of the report took place.
[ ] MOE terminology and definitions
Evidence based review

For each steps of the methodology, the review assessed the available data against 3 aspects; evidence, gaps identified, and lessons and considerations.

Evidence

There was an absence of data provided for analysis that clearly outlined the strategy and direction for based MOE campaign.

Gaps Identified

It is important that the MOE campaign is clearly linked to and reinterpreted from a higher level campaign objective.

Lessons and Considerations

- Sources of information external to the PSE can be accessed and used
- Where sufficient data were available, this was used to produce a realistic, behaviour-based MOE objective. TAA tools and techniques such as were not present in the data set provided. This absence does not mean that these TAA processes were not carried out and captured elsewhere.

In Oct 2011 were asked to take part in a survey relating to their opinions of were randomly surveyed via telephone throughout the TFH Area of Operation (AO) and this habits and preferences. Each survey contained 20 questions relating to habits and preferences. Some of the findings established were included in the data provided were; the majority came from Lashkar Gah (LKG), 90% were male, 95% daily and most RFIs were also submitted during this stage, which looked for information on a potential new audience around the location of historic messaging, TA in terms of time of day, number tribes, local dialects and what mediums other than are used to reach the TA.

Gaps Identified

A decent amount of it was unclear as to how was then used to produce a realistic, behaviour-based MOE objective. TAA tools and techniques such as were not present in the data set provided. This absence does not mean that these TAA processes were not carried out and captured elsewhere.
REstricted

- Consideration should be given to audience(s), such as the ultimate, intermediate, unintended and apparent [redacted] to establish an MOE objective.

- [redacted]

Evidence

There was an absence of data provided for analysis that clearly outlined [redacted] based MOE campaign and it was not possible to infer [redacted] from the data.

Post-analysis discussions with 15POG identified [redacted] objective was for an increase in [redacted] in the TFH AO. However, it was appreciated that this was difficult to monitor because [redacted] is aimed at several TAs and, as such, it is difficult to assess whether more [redacted] from specific TA groups are new / satisfied [redacted].

Gaps Identified

An email trail provided within the data available for analysis outlined a potential 'requirement to use the [redacted]'; therefore a TA focused MOE could have been developed from this such as 'establish a new audience [redacted]' This highlights that information is often present, but there can be difficulty linking requirements to behavioural change campaigns and MOE.

Lessons and Considerations

- [redacted]

Evidence

There was an absence of data provided for analysis that made explicit the [redacted] for [redacted] based MOE campaign.

Gaps Identified

If the behavioural outcome desired was for an increase in the [redacted] evidence on the [redacted] is required; number of [redacted] is not a valid representation [redacted].

Lessons and Considerations

- [redacted]

- [redacted]
As a result of the [redacted] conducted in October 2011, a new and revised [redacted] was introduced. A second survey of 106 [redacted] within TFH was conducted during February 2012, which included an additional question on opinions of [redacted] changes.

There was evidence of planned activities and corresponding indicators (honesty trace), which partially meets the requirements of [redacted] of the MOE process. The planned activities were as follows:

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
RESTRICTED

Evidence

An additional question was added to the post-intervention survey, but the additional question was not well understood; this was identified by the PSE by the fact that the participants commented on their thoughts on [redacted] as a whole and not necessarily on recent changes. This will have had an impact on the post-intervention results found on [redacted] because it will have been difficult to assess whether responses corresponded to the activities carried out (i.e. reactions to the [redacted] change) or to feelings about [redacted] more generally. In other words, it is not known for certain which activities the participants were responding to because, from the TA's perspective, they were answering the same survey as before but with one additional question, which was misunderstood. Overall, the findings highlight the importance of adhering to a sound experimental design to be able to more accurately assess findings.

However, there was clear evidence of data collected on the responses of the TA (i.e. MOP) to the planned activities (i.e. MOA) such as:

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

Gaps Identified

Participant numbers on some graphs presented in the data set were unclear (e.g. numbers versus percentages), as were the scales used on the axis of several graphs (e.g. the data presented under 'Other Media Sources' in Reference 10, which is the main source of data available). A lack of labelling makes it difficult to analyse the data presented as key pieces of information are difficult to identify and this leads to being unable to understand the response of the TA. It is important to have raw data available during a review and not solely the interpretation of such data.

Without access to the questionnaires used, it was somewhat difficult to ascertain whether open or closed questions had been asked by the way in which the results were visually presented. Training material could address this issue in the long term, whereas in-theatre, or reachback, Operational Analysis (OA) support can often aid with experimental design and analysis of raw data in the short term.

The separate additional statistics referred to in the data provided would be of use for analysis, however these were not available at the time of evaluation.

Lessons and Considerations

- [redacted]
There was an absence of information provided to put the data into context at the time of this review.

Information on, for example whether [redacted] may have closed down and/or [redacted] had been introduced would have been helpful to determine the context. As well as information on [redacted], changes in local or national politics may also be considered as external factor explanations for changes in [redacted].

Lessons and Considerations

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
Gaps Identified

Caution should be taken in interpreting the results due to issues such as: inconsistent presentation of data (e.g. pie charts and bar charts as seen in the data attempting to compare male versus female preferences), inconsistent sampling techniques and different question sets. Colours are not always used consistently (e.g. red denotes ‘no’ on one graph and then red denotes ‘yes’ on a comparative graph); consistent colours should be used in graphs to avoid misinterpretation.

Lessons and Considerations
Conclusions

1. Conceptual versus practical application. At a conceptual level, the MOE model has proved beneficial to operational users by acting as an aide memoire. It serves to highlight the distinct components to MOE and thereby motivates the investment (by users) in establishing metrics and tangible objectives to Psy Ops activities. In terms of the application of the model to a tactical activity, there was insufficient data to populate the distinct steps and therefore provide an evidential, quantifiable, basis to the model. Whilst the trial was unsuccessful in verifying and validating the use of the model at an applied, practical level, this does not indicate that the model is ineffective at that level. Further trials would be required, examining a range of scenarios and user-base, to reach such a conclusion.

2. There was clear evidence in the trial of baseline TAA research.

3. Plenty of MOA indicators were evident in the trial, although there was a disproportionate amount of indicators to activities (i.e. less evidence of what was planned than what was done). Similarly, a minimal indication of planning to collect MOP responses was present, although there were a lot of MOP indicators collected (i.e. again less evidence of how reactions would be monitored than what responses were found).

4. was conducted, however data was sometimes compromised due to flawed process, including; different types of graphs to present the same information, different scales, inconsistent use of colour to visually present results leading to misdirection, confusing statistics, incompatible samples (different AOs).

5. Following a process. Whilst there was evidence of the process followed was somewhat disjointed and some vital aspects of the methodology were missed. If it is impossible to assess what has happened and for a valid measurement to be taken. In the trial example, were also not clear. There was no information on relevant therefore it was difficult to place the results of the survey data in context.

6. 

7. Data management. File naming structures need to be clear, consistent and relate documents to the corresponding step of the process in order to; provide a clear audit trail, readily source baseline information and ease analysis. It was difficult to identify data relating to each of the steps of the methodology from the unstructured format in which it was provided. Appropriate file naming and information management procedures also prevents against loss of data.

8. Clear order. The trial did not have access to a numbered format to follow and therefore it was recognised that it may have been difficult to follow the steps of the methodology.
9. Positive first trial. It is encouraging to see that MOE is being attempted; people recognise the importance of monitoring their efforts, although there are clearly some barriers withstanding that need addressing. There was evidence of some attempt to follow some steps of the methodology: 

10. Essential activity. While it is understood that there might be conflicting chains of command, operational priorities and workloads that impact upon the process, this should not negate the necessity to conduct MOE and it should not be viewed as an unimportant or cumbersome task. Additionally, the current perception of difficulty is not congruent with reality of the task.

11. Balance of Investment. Whilst there may be significant value in following the principles of the model for all Psy Ops activities, it may prove too resource intensive to collect and populate the model with data in all instances.
[ ] Recommendations

The following key recommendations are offered in support of 15POG continuing to employ an MOE for Psy Ops methodology and are based upon the conclusions made within this report.

1.

2. Training. Training on how to conduct MOE should be core business to Psy Ops staff, particularly on when MOE is even possible acknowledging that it may not be possible for all campaigns and will likely depend on various factors.

3. Overarching strategy. The desired outcome should be explicitly aligned with the overarching campaign objectives.

4.

5. Experimentation model. A trial involving using the methodology with one AO or TA could be set up in order to assess the utility of the methodology against a control AO or TA. This form of testing a methodology should be considered as an option when designing any future trials.

6. Utilise readily available data. It is highly likely that relevant and sufficient data is already being captured by various units and this data should be reviewed and monitored (if appropriate) before considering tasking supplementary assets to collect data. Increase awareness that there may already be sufficient information relevant to MOE analysis available from other sources.

7. Technology. Use available technology to support the efficiency of the MOE process for IO and Psy Ops activities. Any technology used or developed should include a capability to record the decision making process behind the application of each step and set of indicators chosen.

8. Triangulation. Findings should be cross referenced with any accessible external data that may be relevant such as.

9. Continuation of data collection. Data collection and monitoring of indicators should be ongoing and span military tours (e.g. monitoring is to exceed 6 months and indicators should not change significantly, if at all).
REFERENCES AND FURTHER READING

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 

UK Defence Science and Technology Laboratory