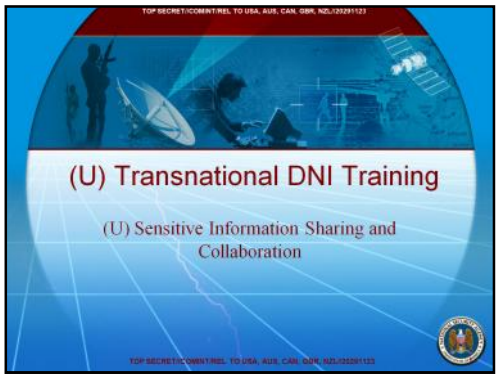


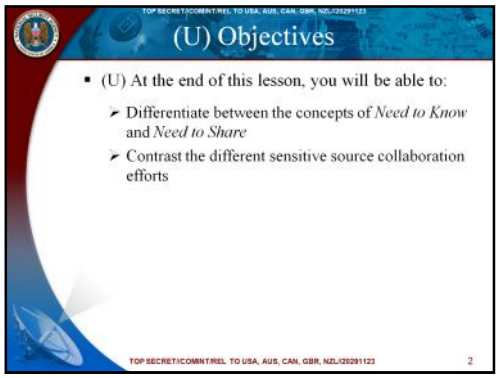
(U) Instructional Content/Activities

– (U) This lesson will provide you with an overview of sensitive information sharing and collaboration.

(U) Instructor Notes

(U) Student Interaction

– (U) Students should be listening and/or taking notes.



(U) Instructional Content/Activities

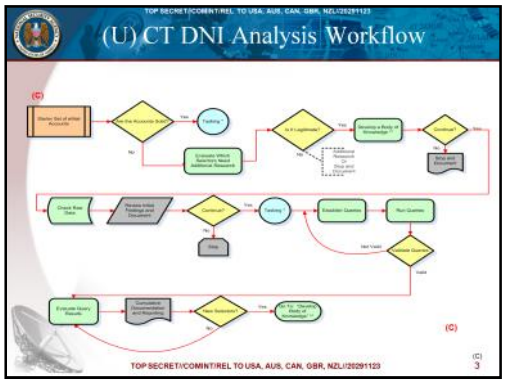
– (U) Given one or more scenarios typical of a CT DNI Analyst's work and access to all necessary tools, databases and reference materials, the student will be able to initiate, as well as, respond to a SMAC request .

– (U) The instructor should highlight the learning objectives for this lesson and bring in the flowchart on the next slide as applicable.

(U) Instructor Notes

(U) Student Interaction

– (U) Students should be listening and/or taking notes.



(U) Instructional Content/Activities

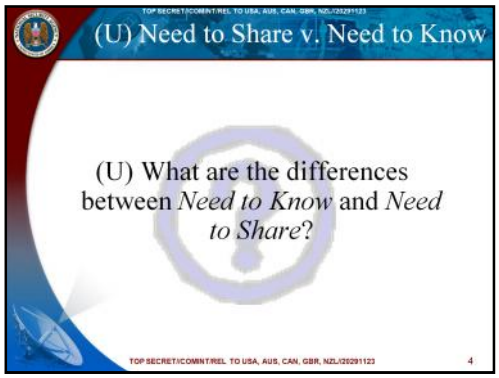
– (U) Provide a high level overview of how this lesson maps back to the flowchart to provide context for students.

– (U) There is a need for source sensitive information at various points throughout the CT DNI Analysis Workflow Process; therefore, SMAC can be leveraged at various points – i.e.,

(U) Instructor Notes

(U) Student Interaction

– (U) Students should be listening and/or taking notes.



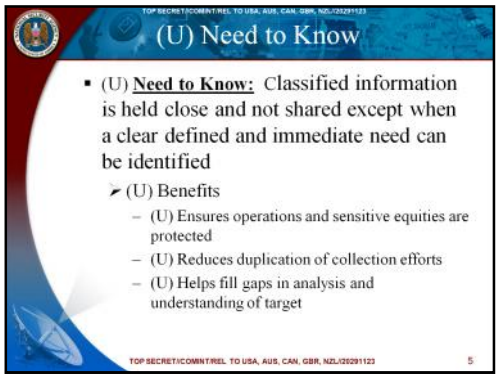
(U) Instructional Content/Activities

– (U) Ask the class what the differences are between Need to Know and Need to Share.

(U) Instructor Notes

(U) Student Interaction

– (U) Students should brainstorm and share with the class their understanding need to know and need to share.



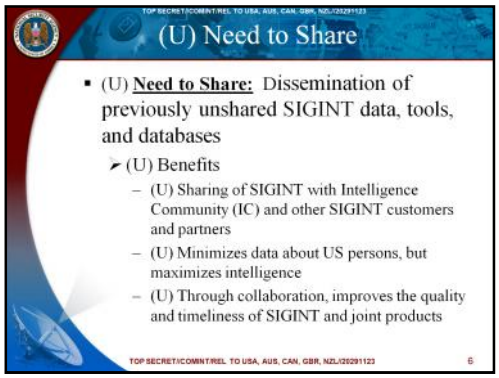
(U) Instructional Content/Activities

- (U) Explain Need to Know
- (U) More restrictive standard for information sharing than Need to Share
- (S//SI) An example of an operation that uses strict Need to Know is the AQSL (al-Qa'ida Senior Leadership) shop
- (U) **LEAD-IN:** Now let's talk about the Need to Share

(U) Instructor Notes

(U) Student Interaction

- (U) Students should be listening and/or taking notes.



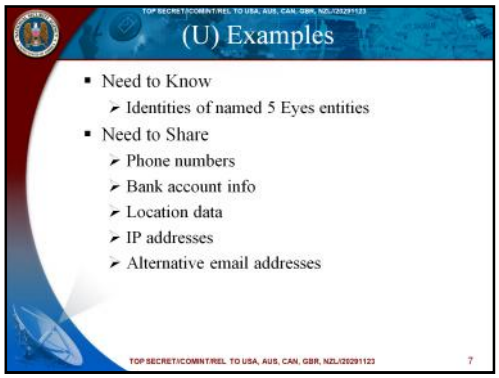
(U) Instructional Content/Activities

- (U) Explain the Need to Share and contrast it with Need to Know
- (U) Point out that this is the way things are looked at more often now – post 9/11.
- (S//SI) Examples of SIGINT data that is now available through sharing: voice, data, video, metadata, etc.

(U) Instructor Notes

(U) Student Interaction

- (U) Students should be listening and/or taking notes.



(U) Instructional Content/Activities

– (U) Explain the Need to Share and contrast it with Need to Know
– (U) Point out that this is the way things are looked at more often now – post 9/11.
– (S//SI) Examples of SIGINT data that is now available through sharing: voice, data, video, metadata, etc.

(U) Instructor Notes

(U) Student Interaction

– (U) Students should be listening and/or taking notes.



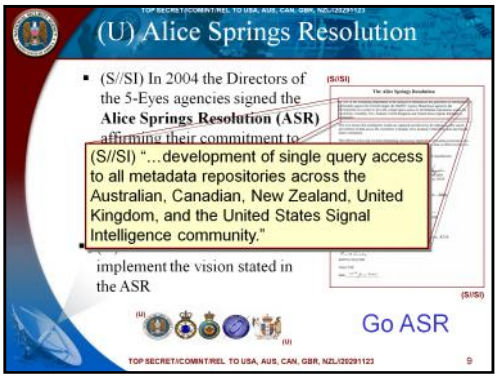
(U) Instructional Content/Activities

- (U) Talk about the how the need for information sharing (need to share) became an urgent one after the events of September 11, 2001.
  - (U) 9/11 Commission recommended that the Intelligence Community transform from a Need to Know to a Need to Share mentality.
    - (U//FOUO) Information was not shared broadly enough not only between the 5-Eyes but within the US SIGINT Systems (USSS).
- (U) Polices that establish the agency's position on SIGINT collaboration with the 5-Eyes.
  - (U) USSID CR1611(P) – SIGINT Dissemination for Analytic Collaboration
    - (U//FOUO) Established the direction for the US SIGINT System to disseminate SIGINT in response to customer and partner requests to authorized US and foreign recipients outside the USSS in accordance with established procedures.
  - (U//FOUO) USSID CR1610 – SIGINT Production and Raw SIGINT Access
    - (U) Supercedes SID Management Directive 406 pertaining to the same subject.
    - (U) Governs the access that 2nd parties have to raw SIGINT.

(U) Student Interaction

- (U) Students should be listening and/or taking notes.

(U) Instructor Notes



(U) Instructional Content/Activities

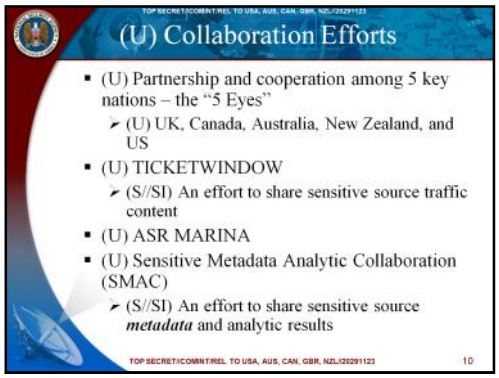
- (U) **Click 1:** In fact the directors committed themselves to developing single query access to get metadata from across the 5-Eyes community.
- (U) Talk about the Alice Springs Resolution which LTG Hayden signed in 2004.
- (U) **Click 2:** So they signed the Alice Springs Resolution seen here.
- (S//SI) **Click 3:** Summed up, they agreed to the development of single query access to all metadata repositories across the 5-Eyes.
- (U) **QUESTION**: Can anyone tell me who the 5-Eyes are?
  - (U) **ANSWERS:** UK, Canada, Australia, New Zealand, United States
- (U) **Click 4:** The result was the establishment of SMAC and a foundation for realizing broader collaboration among the 5-Eyes for SIGINT.
- (U) **QUESTION:** We've been talking a lot about metadata. So what is metadata?
  - (U) **DEFINITION:** Metadata
    - It is data about data; derived, extracted or inferred information that represents the original data in some way.
- (U) **Click 5:** If you want to learn more about ASR, type in "go ASR" into your browser.

(U) Student Interaction

- (U) Students should provide input on what metadata is as well as offer suggestions on who the 5-Eyes are.

(U) Instructor Notes

–(S//SI) **FROM ASR Web site:** The Alice Springs Resolution (ASR) is a Road Map to sharing data between NSA, Australia, Canada, New Zealand and the United Kingdom. In July 2004, DIRNSA, LTG Hayden, and Signals Intelligence Director, MG Quirk met with the directors of our agency counterparts and their SIGINT directors to build a Five Eyes agency partnership. One result of the meeting was formally documented in the "Alice Springs Resolution;" the document was signed by the Five Eyes agency directors. The signatures demonstrated their commitment to enable unfettered access to metadata repositories among our five agencies.



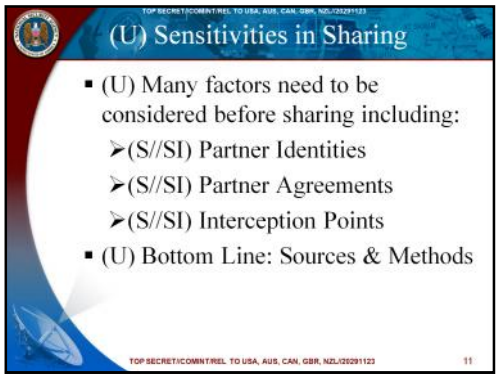
(U) Instructional Content/Activities

- (U) There are three sensitive source collaboration efforts.
- (U) The 5-Eyes partnerships provide the basis for sharing information.
- (S//SI) TICKETWINDOW establishes a means to share sensitive source traffic content between partners.
- (S//SI) SMAC is specifically geared towards sharing sensitive metadata.

(U) Instructor Notes

(U) Student Interaction

- (U) Students should be listening and/or taking notes.



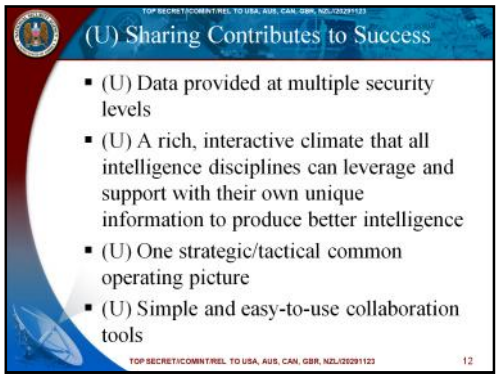
(U) Instructional Content/Activities

- (U//FOUO) Through collaboration is encouraged for many reasons and access to data across the SIGINT community is growing by the day, there are still some things that are considered before sharing including
  - (S//SI) Partner identities
  - (S//SI) Partner Agreements
  - (S//SI) Interception Points
- (S//SI) Partner Identities and Agreements- While 2nd party partners may know of the existence of a small number of our third party partners (ex. SISECT), we generally do not share information on the details of those relationships. Nor do we share the existence of sensitive 3rd party partners with 2nd party, nor with other 3rd party partners.
- (S//SI) Interception Points - Even though metadata or content from communications originating from sensitive access points may be shared under certain circumstances with our partners, the particulars on where and how the communications were intercepted are usually not shared.

(U) Student Interaction

- (U) Student should be listening and/or taking notes

(U) Instructor Notes

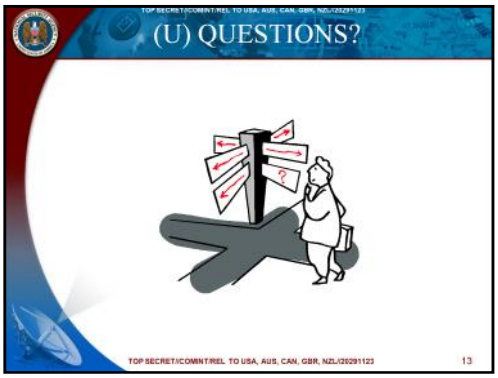


(U) Instructional Content/Activities

- (U) Success basically means that as analysts, you have more information at your disposal to get those who would harm us.
  - (U) Data provided at multiple security levels
  - (U) Rich, interactive climate that all intelligence disciplines can leverage and support their own unique information to produce better intelligence
  - (U) One strategic/tactical common operating picture
  - (U) Simple and easy to use collaboration tools

(U) Instructor Notes

(U) Student Interaction



(U) Instructional Content/Activities

– (U) Instructor should make sure that all students understand the objectives discussed in this lesson, and should ask if there are any questions before moving onto the next lesson.

(U) Instructor Notes

(U) Student Interaction

– (U) Students should be listening and or taking notes.