

PROJECT FINAL REPORT

societal implications

Grant Agreement number: 215175

Project acronym: COMPAS

Project title: Compliance-driven Models, Languages, and Architectures for Services

Funding Scheme: Collaborative Research Project

Period covered: from 2008-02-01 to 2011-01-31

Project co-ordinator name, title and organisation:

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Awareness and wider societal implications Report

Project acronym: COMPAS

Project name: Compliance-driven Models, Languages, and Architectures for Services

Call and Contract: FP7-ICT-2007-1

Grant agreement no.: 215175

Project Duration: 01.02.2008 – 28.02.2011 (36 months)

Co-ordinator: TUV Technische Universitaet Wien (AT)

Partners: CWI Stichting Centrum voor Wiskunde en Informatica (NL)

UCBL Université Claude Bernard Lyon 1 (FR)

USTUTT Universitaet Stuttgart (DE)

TILBURG Tilburg University (NL)
UNIVERSITY

UNITN Università degli Studi di Trento (IT)

TARC-PL Telcordia Poland (PL)

THALES Thales Services SAS (FR)

PWC Pricewaterhousecoopers Accountants N.V. (NL)

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Project no. 215175

COMPAS

Compliance-driven Models, Languages, and Architectures for Services

Specific Targeted Research Project

Information Society Technologies

Start date of project: 2008-02-01 Duration: 36 months

D8.3 Project Final Report

Revision 1.0

Due date of deliverable: 2011-04-01

Actual submission date: 2011-04-01

Organisation name of lead partner for this deliverable:

TUV Technische Universitaet Wien, AT

Contributing partner(s):

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Dissemination Level		
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	

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1. REPORT ON SOCIETAL IMPLICATIONS

Replies to the following questions will assist the European Commission to obtain statistics and indicators on societal and socio-economic issues addressed by projects. The questions are arranged in a number of key themes. As well as producing certain statistics, the replies will also help identify those projects that have shown a real engagement with wider societal issues, and thereby identify interesting approaches to these issues and best practices. The replies for individual projects will not be made public.

A General Information *(completed automatically when Grant Agreement number is entered.*

Grant Agreement Number:

Title of Project:

Name and Title of Coordinator:

B Ethics

1. Did you have ethicists or others with specific experience of ethical issues involved in the project?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
		√	No

2. Please indicate whether your project involved any of the following issues (tick box) :	<input type="radio"/>	No
--	-----------------------	----

INFORMED CONSENT

- | | |
|---|--------------------------|
| • Did the project involve children? | <input type="checkbox"/> |
| • Did the project involve patients or persons not able to give consent? | <input type="checkbox"/> |
| • Did the project involve adult healthy volunteers? | <input type="checkbox"/> |
| • Did the project involve Human Genetic Material? | <input type="checkbox"/> |
| • Did the project involve Human biological samples? | <input type="checkbox"/> |
| • Did the project involve Human data collection? | <input type="checkbox"/> |

RESEARCH ON HUMAN EMBRYO/FOETUS

- | | |
|--|--------------------------|
| • Did the project involve Human Embryos? | <input type="checkbox"/> |
| • Did the project involve Human Foetal Tissue / Cells? | <input type="checkbox"/> |
| • Did the project involve Human Embryonic Stem Cells? | <input type="checkbox"/> |

PRIVACY

- | | |
|--|--------------------------|
| • Did the project involve processing of genetic information or personal data (eg. health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction) | <input type="checkbox"/> |
| • Did the project involve tracking the location or observation of people? | <input type="checkbox"/> |

RESEARCH ON ANIMALS

- | | |
|---|--------------------------|
| • Did the project involve research on animals? | <input type="checkbox"/> |
| • Were those animals transgenic small laboratory animals? | <input type="checkbox"/> |
| • Were those animals transgenic farm animals? | <input type="checkbox"/> |
| • Were those animals cloning farm animals? | <input type="checkbox"/> |

• Were those animals non-human primates?	
RESEARCH INVOLVING DEVELOPING COUNTRIES	
• Use of local resources (genetic, animal, plant etc)	
• Benefit to local community (capacity building ie access to healthcare, education etc)	
DUAL USE	
• Research having potential military / terrorist application	

C Workforce Statistics

3 Workforce statistics for the project: Please indicate in the table below the number of people who worked on the project (on a headcount basis).

Type of Position	Number of Women	Number of Men
Scientific Coordinator	1	6
Work package leader	0	8
Experienced researcher (i.e. PhD holders)	4	14
PhD Students	3	17
Other	0	3

4 How many additional researchers (in companies and universities) were recruited specifically for this project? **12**

Of which, indicate the number of men: **10**

Of which, indicate the number of women: **2**

D Gender Aspects

5 Did you carry out specific Gender Equality Actions under the project ? Yes No

6 Which of the following actions did you carry out and how effective were they?

	Not at all effective	Very effective
<input type="checkbox"/> Design and implement an equal opportunity policy	○ ○ ○ ○ ○	○ ○ ○ ○ ○
<input type="checkbox"/> Set targets to achieve a gender balance in the workforce	○ ○ ○ ○ ○	○ ○ ○ ○ ○
<input type="checkbox"/> Organise conferences and workshops on gender	○ ○ ○ ○ ○	○ ○ ○ ○ ○
<input type="checkbox"/> Actions to improve work-life balance	○ ○ ○ ○ ○	○ ○ ○ ○ ○
<input type="radio"/> Other: <input style="width: 200px;" type="text"/>		

7 Was there a gender dimension associated with the research content – i.e. wherever people were the focus of the research as, for example, consumers, users, patients or in trials, was the issue of gender considered and addressed?

Yes- please specify

No

E Synergies with Science Education

8 Did your project involve working with students and/or school pupils (e.g. open days, participation in science festivals and events, prizes/competitions or joint projects)?

Yes- please specify

No

9 Did the project generate any science education material (e.g. kits, websites, explanatory booklets, DVDs)?

Yes- please specify

No

F Interdisciplinarity

10 Which disciplines are involved in your project? [See drop –down menus]

Main discipline

Associated discipline [Menu] Associated discipline [Menu]

G Engaging with Civil society and policy makers

11a Did your project engage with societal actors beyond the research community? (if 'No', go to Question 14) Yes No

11b If yes, did you engage with citizens (citizens' panels / juries) or organised civil society (NGOs, patients' groups etc.)?

No

Yes- in determining what research should be performed

Yes - in implementing the research

Yes, in communicating /disseminating / using the results of the project

11c In doing so, did your project involve actors whose role is mainly to organise the dialogue with citizens and organised civil society (e.g. professional mediator; communication company, science museums)?	<input type="radio"/> <input type="radio"/>	Yes No
12 Did you engage with government / public bodies or policy makers (including international organisations)		
<input type="radio"/> No <input type="radio"/> Yes- in framing the research agenda <input type="radio"/> Yes - in implementing the research agenda <input type="radio"/> Yes, in communicating /disseminating / using the results of the project		
13a Will the project generate outputs (expertise or scientific advice) which could be used by policy makers?		
<input type="radio"/> Yes – as a primary objective (please indicate areas below- multiple answers possible) <input type="radio"/> Yes – as a secondary objective (please indicate areas below - multiple answer possible) <input type="radio"/> No		
13b If Yes, in which fields?		
Agriculture Audiovisual and Media Budget Competition Consumers Culture Customs Development Economic and Monetary Affairs Education, Training, Youth Employment and Social Affairs	Energy Enlargement Enterprise Environment External Relations External Trade Fisheries and Maritime Affairs Food Safety Foreign and Security Policy Fraud Humanitarian aid	Human rights Information Society Institutional affairs Internal Market Justice, freedom and security Public Health Regional Policy Research and Innovation Space Taxation Transport
13c If Yes, at which level?		
<input type="radio"/> Local / regional levels <input type="radio"/> National level <input type="radio"/> European level <input type="radio"/> International level		

H Use and dissemination		
14	How many Articles were published/accepted for publication in peer-reviewed journals?	5
15	How many new patent applications ('priority filings') have been made? <i>("Technologically unique": multiple applications for the same invention in different jurisdictions should be counted as just one application of grant).</i>	0
16	Indicate how many of the following Intellectual Property Rights were applied for (give number in each box).	Trademark 0
		Registered design 0
		Other 0
17	How many spin-off companies were created / are planned as a direct result of the project?	0
<i>Indicate the approximate number of additional jobs in these companies:</i>		
18	Please indicate whether your project has a potential impact on employment, in comparison with the situation before your project:	
	<input type="checkbox"/> Increase in employment, or <input type="checkbox"/> Safeguard employment, or <input type="checkbox"/> Decrease in employment, <input checked="" type="checkbox"/> Difficult to estimate / not possible to quantify	<input type="checkbox"/> In small & medium-sized enterprises <input type="checkbox"/> In large companies <input type="checkbox"/> None of the above / not relevant to the project
19	For your project partnership please estimate the employment effect resulting directly from your participation in Full Time Equivalent (FTE = one person working fulltime for a year) jobs:	<i>Indicate figure:</i>
	Difficult to estimate / not possible to quantify	√

I Media and Communication to the general public			
20	<p>As part of the project, were any of the beneficiaries professionals in communication or media relations?</p> <p><input type="radio"/> Yes <input checked="" type="checkbox"/> No</p>		
21	<p>As part of the project, have any beneficiaries received professional media / communication training / advice to improve communication with the general public?</p> <p><input type="radio"/> Yes <input checked="" type="checkbox"/> No</p>		
22	<p>Which of the following have been used to communicate information about your project to the general public, or have resulted from your project?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Press Release <input type="checkbox"/> Media briefing <input type="checkbox"/> TV coverage / report <input type="checkbox"/> Radio coverage / report <input checked="" type="checkbox"/> Brochures /posters / flyers <input type="checkbox"/> DVD /Film /Multimedia </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Coverage in specialist press <input type="checkbox"/> Coverage in general (non-specialist) press <input type="checkbox"/> Coverage in national press <input type="checkbox"/> Coverage in international press <input checked="" type="checkbox"/> Website for the general public / internet <input type="checkbox"/> Event targeting general public (festival, conference, exhibition, science café) </td> </tr> </table>	<input type="checkbox"/> Press Release <input type="checkbox"/> Media briefing <input type="checkbox"/> TV coverage / report <input type="checkbox"/> Radio coverage / report <input checked="" type="checkbox"/> Brochures /posters / flyers <input type="checkbox"/> DVD /Film /Multimedia	<input type="checkbox"/> Coverage in specialist press <input type="checkbox"/> Coverage in general (non-specialist) press <input type="checkbox"/> Coverage in national press <input type="checkbox"/> Coverage in international press <input checked="" type="checkbox"/> Website for the general public / internet <input type="checkbox"/> Event targeting general public (festival, conference, exhibition, science café)
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23	<p>In which languages are the information products for the general public produced?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Language of the coordinator <input type="checkbox"/> Other language(s) </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> English </td> </tr> </table>	<input type="checkbox"/> Language of the coordinator <input type="checkbox"/> Other language(s)	<input checked="" type="checkbox"/> English
<input type="checkbox"/> Language of the coordinator <input type="checkbox"/> Other language(s)	<input checked="" type="checkbox"/> English		

Question 10: Drop down menu will include the Classification of Scientific Disciplines according to the Frascati Manual 2002 (Proposed Standard Practice for Surveys on Research and Experimental Development, OECD 2002):

FIELDS OF SCIENCE AND TECHNOLOGY

1. NATURAL SCIENCES

- 1.1 Mathematics and computer sciences [mathematics and other allied fields: computer sciences and other allied subjects (software development only; hardware development should be classified in the engineering fields)]**
- 1.2 Physical sciences (astronomy and space sciences, physics and other allied subjects)
- 1.3 Chemical sciences (chemistry, other allied subjects)
- 1.4 Earth and related environmental sciences (geology, geophysics, mineralogy, physical geography and other geosciences, meteorology and other atmospheric sciences including climatic research, oceanography, vulcanology, palaeoecology, other allied sciences)
- 1.5 Biological sciences (biology, botany, bacteriology, microbiology, zoology, entomology, genetics, biochemistry, biophysics, other allied sciences, excluding clinical and veterinary sciences)

2. ENGINEERING AND TECHNOLOGY

- 2.1 Civil engineering (architecture engineering, building science and engineering, construction engineering, municipal and structural engineering and other allied subjects)

- 2.2 Electrical engineering, electronics [electrical engineering, electronics, communication engineering and systems, computer engineering (hardware only) and other allied subjects]
- 2.3 Other engineering sciences (such as chemical, aeronautical and space, mechanical, metallurgical and materials engineering, and their specialised subdivisions; forest products; applied sciences such as geodesy, industrial chemistry, etc.; the science and technology of food production; specialised technologies of interdisciplinary fields, e.g. systems analysis, metallurgy, mining, textile technology and other applied subjects)

3. MEDICAL SCIENCES

- 3.1 Basic medicine (anatomy, cytology, physiology, genetics, pharmacy, pharmacology, toxicology, immunology and immunohaematology, clinical chemistry, clinical microbiology, pathology)
- 3.2 Clinical medicine (anaesthesiology, paediatrics, obstetrics and gynaecology, internal medicine, surgery, dentistry, neurology, psychiatry, radiology, therapeutics, otorhinolaryngology, ophthalmology)
- 3.3 Health sciences (public health services, social medicine, hygiene, nursing, epidemiology)

4. AGRICULTURAL SCIENCES

- 4.1 Agriculture, forestry, fisheries and allied sciences (agronomy, animal husbandry, fisheries, forestry, horticulture, other allied subjects)
- 4.2 Veterinary medicine

5. SOCIAL SCIENCES

- 5.1 Psychology
- 5.2 Economics
- 5.3 Educational sciences (education and training and other allied subjects)
- 5.4 Other social sciences [anthropology (social and cultural) and ethnology, demography, geography (human, economic and social), town and country planning, management, law, linguistics, political sciences, sociology, organisation and methods, miscellaneous social sciences and interdisciplinary, methodological and historical SIT activities relating to subjects in this group. Physical anthropology, physical geography and psychophysiology should normally be classified with the natural sciences].

6. HUMANITIES

- 6.1 History (history, prehistory and history, together with auxiliary historical disciplines such as archaeology, numismatics, palaeography, genealogy, etc.)
- 6.2 Languages and literature (ancient and modern)
- 6.3 Other humanities [philosophy (including the history of science and technology) arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic "research" of any kind, religion, theology, other fields and subjects pertaining to the humanities, methodological, historical and other SIT activities relating to the subjects in this group].