SATORI

SATORI Evaluation, Reflection and Remedy Report
(Synthesis of 6 monthly reports from month 24)

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EXECUTIVE SUMMARY

This deliverable is a synthesis of the 6 monthly evaluation reports which were developed from month 24. In total, four 6 monthly reports were prepared before this synthesis report. The first 6 monthly report covered the period of June to December 2015. The focus of the first report was on putting into practice the 8 principles and criteria for evaluation that were selected in Deliverable 12.2. The selected 8 principles and criteria for evaluation applied in the report covered stakeholder engagement and involvement; recruitment; interviews and case studies; recommendations; impact; administration and project 'internal' activities. The report further introduced a task focussed evaluation approach which was to be used for the remainder of the evaluation process of the project. In addition, the report also covered aspects related to stakeholder roles and engagement within SATORI (For more detailed information on the first 6 monthly report, please see Annex 1). The second 6 monthly report covered the period of January to June 2016. The report focussed on Tasks in WPs 4, 5, 6, 9, 10 and 11. The report involved the use of an evaluation template to evaluate different aspects of the SATORI project such as potential impact towards the overall aim of the project, risk assessment, contingency planning, conflicts, and conflict resolution procedures. To complement the evaluation template for the second 6 monthly report, the evaluation employed three evaluation tools that included observations at two SATORI workshops held in Delft and Copenhagen, questionnaire surveys with different stakeholders and interviews with leaders of the WPs that had tasks in progress or finishing within the evaluation period of January to June 2016 (Please see Annex 2 for a more detailed discussion on the second 6 monthly report). The third 6 monthly report covered the period of July to December 2016. Specifically, the focus of this evaluation report was on findings from 5 workshops that were conducted across Europe. The workshops included a stakeholder dialogue event in Milan and 4 mutual learning workshops in Warsaw, Belgrade, London and Utrecht. The workshops invited stakeholder participants from a diverse range of disciplines and backgrounds that included among others researchers, industry, government representatives, academia and civil society organisations. The participants were invited to discuss and share experiences in relation to ethics assessment in their respective fields and most importantly comment and give suggestions on the draft Ethical Assessment framework that was being developed by the project (See Annex 3 for detailed information on the third 6 monthly report). The last of the 6 monthly reports was conducted between the periods of January to June 2017. The focus of the

report was on the progress of WPs 7, 8, 9, 10 and 11. This was because the listed WPs were falling under the mentioned evaluation period (For detailed information on the final 6 monthly report, please see Annex 4). This synthesis report also highlights the methodology used through the evaluation period. It then gives a summative evaluation of each WP under evaluation which includes WP1 right up to WP11. The synthesis report then highlights some of the lessons that can be learnt from the SATORI project and then gives its conclusion.

1   INTRODUCTION

1.1   BACKGROUND AND SCOPE

The starting point WP12 which is the WP responsible for the evaluation of the SATORI project was the cultivation of an understanding of good practice in evaluation and reflection. In particular, the WP started off by assessing evaluation and reflection in Mobilisation and Mutual Learning Action (MML). This is because the SATORI project by its very nature is an MML project. As such, the evaluation began by conducting a literature survey and empirical study in order to identify principles of good practice in evaluation and reflection in MMLs. A total of 21 principles of good practice in evaluation and reflection in MMLs were identified. A more detailed discussion and analysis of these can be found in D12.1. The identified principles fed into the specification of a set of SATORI focussed evaluation principles and criteria that were presented in D12.2. The principles were adapted to SATORI's specific aims and activities in order to create a set of customised evaluation and reflection principles and criteria. In total, eight SATORI-specific principles and criteria were adopted. The eight can be found in D12.2 along with a justification for their choice. D12.2 led to the development of a specific strategy for the evaluation of the SATORI project. The evaluation strategy focussed on the methodology for evaluating the outcomes and impact of the project. Specifically, the evaluation strategy included looking at the implementation of project events and activities such as training sessions and workshops with a view to evaluating these in terms of engagement, mutual learning and feedback of the participants. The evaluation strategy also took into consideration work that has been undertaken in the different work packages to assess mutual learning and stakeholder engagement. More details of the strategy can be found in D12.3. The strategy developed in D12.3 was implemented from month 24. This involved evaluating the project every 6 months up to month 42. The evaluation findings resulted in the

production of 6 monthly reports which have now culminated into this synthesis report, namely D12.4.

2   OBJECTIVES OF THE EVALUATION

The objective of the evaluation was to provide an independent evaluation of SATORI's activities for the duration of the project. This also included providing feedback and suggested remedial actions to the SATORI consortium on potentially beneficial changes to project activities where necessary. As such, the specific objectives for WP12 included the following:

i.   Evaluate the methodology and implementation progress of the SATORI project.
ii. Evaluate the project's potential impacts on citizens and civil society throughout the project.
iii. Ensure a reflexive analysis of the implementation of the project itself; including optimising the links between the work packages and ensuring that partners have a good, common, global overview of the project's various activities.

3   EVALUATION METHODOLOGY

In order to meet the objectives highlighted in Section 3 above, the WP employed an evaluation methodology that included both summative and formative approaches. These are highlighted below and are covered in more detail in D12.3:

3.1   INTERVIEWS

The interviews were conducted throughout the project's evaluation period and consisted of a set of broad topics and questions. The focus of the interview questions were on understanding broad experiences and interpretations of partners and stakeholders on respective roles within work packages and ultimately the project as a whole. The interviews gave us an in-depth understanding of partners' and stakeholders' perceptions on their allocated roles and tasks including aspects related to risk assessment and contingency measures. They were also used to determine perceived progress towards the aims of the SATORI. In addition, interviews were used to explore expectations and experiences as well as judgements of both stakeholders and partners with regards to engagement and mutual learning. The interviews were conducted through Skype and face- to- face at workshops, meetings and conferences.

3.2 QUESTIONNAIRES

Questionnaires were also used to evaluate the project. The questionnaires included specific sets of questions focusing on different elements of the project. The questionnaires were targeted at both partners and stakeholders. For instance, the questionnaires targeted at partners were aimed at understanding their experiences and interpretations of their respective roles within their work packages and ultimately the project as a whole. The questionnaires helped the evaluation team to understand partners' perceptions on their allocated roles and tasks. They were also used to determine partners' perceived progress towards the aims of the SATORI project. In addition, through the use of questionnaires, the evaluation team had the opportunity to understand partners' expectations and experiences with regards to engagement and mutual learning. The questionnaires for stakeholders on the other hand were aimed at understanding their perception and expectations of their involvement and assigned roles in relation to SATORI. With regard to stakeholder involvement, the questionnaires enabled the evaluation team to understand the level of their participation and contribution in the project. The questionnaires also focussed on establishing whether mutual learning had occurred during the stakeholders' involvement in the SATORI project and the partners. Ultimately, the questionnaires facilitated a feedback mechanism from which the SATORI project gained valuable insights in areas that needed maintaining or improving. The questionnaires were distributed to partners and stakeholders via emails and In-situ at workshops and conferences.

3.3 OBSERVATIONS

As part of the evaluation, observations were also conducted at SATORI workshops, meetings and conferences. The purpose of these observations was to reflect on the success and progress of the project and its events as well as the success of the project's stakeholder engagement efforts. During the evaluation period, observations were conducted at 8 workshops and at 4 training sessions on roadmap for a common EU Ethics Assessment Framework.

3.4 ANALYSIS OF COLLECTED DATA

The collected data was analysed interpretively. Responses from interviews, questionnaires and observation transcriptions and notes were subjected to a thematic data analysis where words and phrases with similar meanings were grouped together into themes and presented narratively. In addition, an evaluation template which focussed on specific themes was used

as part of the analysis. The evaluation template had a scoring rubric which was calculated after the application of a set of specific criteria applicable to specific tasks (See Annex 2 for a detailed discussion on how the rubric was used). For a further discussion of the overall analysis approach, please see D12.3.

4   EVALUATION FINDINGS

During formative evaluation conducted every 6 month beginning from month 24, the evaluation team took the view that it was important to evaluate respective tasks as well as pertinent activities such as stakeholder workshops and training sessions falling under each evaluation period. As discussed above this was done for the periods June to December 2015, January to June 2016, July to December 2016 and January to June 2017 with respective reports produced and attached in Annexes 1 to 4. As a result, the synthesis report will now look at each WP in a summative way in order to understand the associated successes and challenges.

4.1   WP1: COMPARATIVE ANALYSIS OF ETHICS ASSESSMENT PRACTICES

The objective of WP1 was to produce an up-to-date and detailed comparative analysis of EU and international practices related to ethics assessment in scientific research and related innovation activities. The WP had the following tasks and respective deliverables as outlined in the table below:

Task(s)	Deliverable(s)	WP Output met?
Task 1.1 - Criteria and tools for analysis	D1.1: A report on a comparative analysis of EU and international practices related to ethics assessment	Yes
Task 1.2 - Inventory of approaches within fields		
Task 1.3 - Comparison between fields		
Task 1.4 - Inventory and comparison of approaches by different stakeholders		
Task 1.5 - International		

comparison		
Task 1.1 - Criteria and tools for analysis		

1.1.1 Evaluation Comment

The WP managed to complete its tasks and produce its deliverable. The report was submitted to the EC and posted on the SATORI website.

4.2 WP2: DIALOGUE AND PARTICIPATION

The objective of WP2 was to build a common approach concerning the societal challenge of ethics assessment among the different MMLAP partners. The WP had the following tasks and deliverables as outlined in the table below:

Task(s)	Deliverable(s)	WP Output met?
Task 2.1 - Landscape of existing MML projects and other relevant, ethics-related projects	D2.1: Report (handbook) of participatory processes	Yes
Task 2.2 - Survey of MML actors and other stakeholders	D2.2: Stakeholder analysis and contact list	
Task 2.3 - Assessment of capacity building and training needs	D2.3: Assessment of capacity building and training needs in ethics assessment	

1.1.2 Evaluation Comment

The WP met all its expected outputs. The WP completed the handbook of participatory processes. It also undertook the required stakeholder analysis and produced the contact list. In addition, the WP undertook a survey of stakeholder's re-capacity building and training needs in ethics assessment. As such, the outputs of the WP were met.

4.3 WP3: LEGAL ASPECTS AND IMPACTS OF GLOBALISATION

WP3 had 4 objectives which were mainly to do with ethical impact assessment specifically related to legal aspects and impacts of globalisation of research activities regarding ethics. The 4 are as follows:

- Consider external conditions that constrain research and its assessment that need to be taken into account in the development of frameworks and procedures for ethical assessment.
- Outline the current legal situation within the EU and developments within law that affect ethical impact assessment.
- Measure and explore the positive and negative impact of the globalisation of research activities on their ethics dimension.
- Regarding the risk of conducting research activities outside Europe in order to profit from more flexible legal frameworks, propose policy and legal options that could minimise such opportunistic behaviours, including international agreements and suitable legal provisions.

Task(s)	Deliverable(s)	WP Output met?
Task 3.1 - Legal and regulatory aspects	D3.1 A report on the legal frameworks that guide or constrain ethical procedures within research in the EU	
Task 3.2 - International differences in research cultures, ethical standards and legal frameworks	D3.2 A report on international differences in research cultures, ethical standards and legal frameworks	
Task 3.3 - Impact of globalisation on research activities and resulting problems for research ethics	D3.3 A report on how globalisation is changing research agendas, activities and assessment procedures	Yes

Task 3.4 - Policy and legal options for developing research ethics within the context of globalisation	D3.4 Options for minimising unethical and irresponsible behaviour in the conduct of research	

1.1.3   Evaluation Comment

WP3 has met all its outputs. The WP had two specific milestones which were to submit a report on legal frameworks in the EU, international differences, and globalisation as well as to conduct a workshop on policy options. These milestones were met.

4.4 WP4: ROADMAP FOR A COMMON EU ETHICS ASSESSMENT FRAMEWORK

The objectives of WP4 were to develop, in so far as possible, a common EU ethics framework and set out a practical roadmap for the development of a fully developed common framework. The WP's tasks and deliverables are outlined in the table below:

Task(s)	Deliverable(s)	WP Output met?
Task 4.1 - Common ethical values and principles Task 4.2 - Accounting for cultural diversity and differences between nations and organizations	D4.1) A reasoned proposal for a set of shared ethical values, principles and approaches for ethics assessment in the European context	Yes
Task 4.3 - Outline of a common ethics assessment framework and workshop	D4.2) Outline of a common ethics assessment	
Task 4.4 - Roadmap towards adoption of a fully developed framework	D4.3) Roadmap towards adoption of a fully developed ethics assessment framework	
Task 4.5 - Training sessions on the new framework	D4.4) Description and feedback on training sessions	

1.1.4 Evaluation Comment

All required outputs of WP4 were met. The WP had three specific milestones including:

- A reasoned proposal for a set of shared ethical values and principles for ethics assessment in the European context
- Production of an outline of a common ethics assessment framework
- Production of a roadmap towards adoption of a fully developed ethics assessment framework

All the above milestones were met. With respect to implementation and completion of tasks, task 4.5 which was charged with the training sessions (changed to mutual learning sessions) delayed them due in part due to the fact that there was a realization on the part of the organisers that having them earlier would have been too early because the framework was not fully formed at that point. In addition, the original plan did not give the organisers enough time to develop training materials after completion of the main results of WP4. This suggests an oversight on the original proposal which the organisers tried to correct by delaying the sessions.

4.5 WP5: RISK-BENEFIT ANALYSIS OF ETHICS ASSESSMENT ACTIVITIES

The objects of WP5 were to:

- Develop a methodology for examining the cost-effectiveness of the ethics assessment activities proposed in WP3 and analyse the risk-benefit.
- Propose, where appropriate, mechanisms to streamline the cost-effectiveness and risk-benefit assessments without compromising the ethics assessment quality and the adherence to current legal frameworks.

In all, the WP had 3 tasks and 3 deliverables respectively:

Task(s)	Deliverable(s)	WP Output met?
Task 5.1 - Cost-effectiveness and risk-benefit of ethics assessment	D5.1: A report on the cost-effectiveness and risk benefit of ethics assessment	
Task 5.2 - Methodology for	D5.2: A methodology for	

assessing cost-effectiveness and risk-benefit	assessing the cost-effectiveness and risk benefit of ethics assessment	Yes
Task 5.3 - Workshop on the cost-effectiveness and risk benefit of ethics assessment	D5.3: A report of the stakeholder workshop	

1.1.5 Evaluation Comment

The WP had a total of 3 milestones which included:

- Completion of the report on the evidence base
- Completion of the methodology for assessing the cost-effectiveness of ethics assessment
- Completion of the workshop on cost-effectiveness of ethics assessment

WP5 experienced delays in its progression partly due to one of the main personnel in the WP falling ill which meant that the WP had to be re-arranged in terms of its progression. However, there were other issues within the WP which included the fact that the main deliverables D5.1 and D5.2 were rejected by the Project Officer for not meeting the appropriate standards. Although the deliverables have been resubmitted, at the time of this report, there has been no confirmation on whether they have been approved or not.

Other issues related to the WP were raised by stakeholders who took part in a workshop under Task 5.3 of the WP on cost-effectiveness and risk benefit of ethics assessment. The stakeholders felt that there was need for a clear problem formulation written in clear language particularly when describing levels of ethics assessment. In addition and specific to Task 5.3 of this WP, although the workshop achieved its intended target audience, it could have improved on the diversity of sectors as there were more participants from universities (academia and research) than any other sectors.

4.6   WP6: MEASURING THE IMPACT OF ETHICS ASSESSMENT

WP6 objectives were twofold:

- Develop a methodology for measuring and depicting the different types of impact that ethics assessment is likely to have.
- Develop and initiate a pilot impact study on FP ethics review

As outlined in the table below, the WP had four specific tasks and two deliverables:

Task(s)	Deliverable(s)	WP Output met?
Task 6.1 - Identifying the different types of impacts of ethics assessment	D6.1) Report on measuring the impact of ethics assessment	Partially met (See further details in evaluation comment below)
Task 6.2 - Methodology for measuring the impacts of ethics assessment		
Task 6.3 - Stakeholder views on ethical impact assessment	D6.2) Results from the pilot impact study on FP ethics review	
Task 6.4 - Pilot impact study on FP ethics review		

1.1.6 Evaluation Comment

The WP had two specific milestones namely the completion of a report on measuring the impact of ethics assessment and the completion of the pilot impact study. Both of these reports had to be delivered to the EC and posted on the SATORI website. At the time of this report, none of the two reports had been delivered to the EC or posted on the project website. WP6 faced some challenges particularly with respect to meeting the set timelines and deadlines. In addition, another major concern was related to the methodology that was to be developed in order to identify and assess impact of ethics assessment. Further, the WP had not adequately put in place contingency measures related to the identified risk of not having enough content to describe the methodology and the lack of adequate resources to enable the WP partners to complete the tasks. That said, there are breakthroughs with D6.1 which at the time of writing this report was undergoing quality assurance and D6.2 was progressing with a potential completion time of September or before.

4.7 WP7: STANDARDISING OPERATING PROCEDURES AND CERTIFICATION FOR ETHICS ASSESSMENT

The objective of WP7 was to assess the feasibility of standardising operating procedures and related certification (e.g., certification relying on ISO standards) for ethics assessment.

The WP had the following four tasks and had to produce two deliverables which are indicated in the table below.

Task(s)	Deliverable(s)	WP Output met?
Task 7.1 - General study of standardising operating procedures	D7.1 A report on standardizing operating procedures in assessment procedures	Yes
Task 7.2 - General study of certification in assessment procedures		
Task 7.3 - Development of a framework for standardising operating procedures for ethics assessment	D7.2 A report on certification in assessment procedures	
Task 7.4 - Development of a framework for certification for ethics assessment		

1.1.7 Evaluation Comment

The WP had two milestones: Completion of the report on the prospects for standardizing operating procedures and the completion of the report on the prospects for certification. Both the reports have been completed. Their methodology was robust particularly as they used interviews, case studies and analysed around 10,000 different standards to inform the study of standardising operating procedures. WP7 engaged a number of stakeholders in their preparation of reports on certification in assessment procedures and standardisation of operating procedures. However, in some cases, the stakeholders were of the view that they

needed more time to prepare for the workshops they were invited to. They also expressed concern about the quality of the materials sent to help them prepare for their input. Specifically they suggested that the materials could have been better because some of them appeared incomplete due to having track changes. That said, the WP has released the CEN Workshop Agreement part 1.

4.8   WP8 HERITAGE (SUSTAINABILITY)

WP8 had two objectives;

- to develop a strategy the function of which is to ensure the sustainability of the work carried out in the SATORI project and give future participants wishing to pursue this work the means to efficiently implement the MML recommendations
- to Identify subsequent financial possibilities from other national and EU sources.

The WP had the following tasks and deliverables as outlined in the table below.

Task(s)	Deliverable(s)	WP Output met?
Task 8.1 - Strategy for sustainability of the SATORI network	D8.1 Strategy for sustainability of the SATORI network	At the time of this report – not yet
Task 8.2 - Identifying competent leaders willing to take SATORI into the future		
Task 8.3 - Attracting other sources of financing	D8.2 Report of the sustainability workshop	

1.1.8   Evaluation Comment

The milestones for WP8 were the completion of the SATORI sustainability strategy and completion of the SATORI sustainability workshop. At the time of this report the associated deliverables were still pending. One main issue for the pending deliverables may be to do with the fact that the WP started its work very late. Rather than start in month 32 the WP started work much later than the proposed month. Although one reason given for the delay by

the responsible partners is that they are awaiting comments on specific subject areas of the deliverables from consortium partners, the delayed start may have had an impact on the production of an adequate work plan which ought to have clearly outlined where, when and how other partners were supposed to have input. Without a clear and timely work plan, the result is that other partners are left uncertain as to what to do and when to contribute.

The WP has however sent out 500+ e-mails to solicit support for the heritage strategy. It has populated the project's shared space with some relevant documentation. However, at the time of this evaluation report, the website content for the WP has not been up to date.

4.9   WP9: POLICY WATCH AND POLICY RECOMMENDATIONS

The objectives of WP9 were to consider EU strategic priorities, including the means to monitor throughout the project other EU-related initiatives and policy developments at local, national and European levels where there appears to be a utility in introducing or promoting the SATORI ethics impact assessment framework and to develop a set of specific policy recommendations based on the findings in the previous packages.

Task(s)	Deliverable(s)	WP Output met?
Task 9.1 - Identification and inclusion of relevant EU strategic priorities and policy	D9.1 A report on initiatives and policy developments at local, national and European levels	Yes
Task 9.2 - Posting news of EU-related initiatives and policy developments	D9.2 The consortium's newsletter	
Task 9.3 - The SATORI consortium's integrated assessment framework and recommendations	D9.3 A report containing the consortium's recommendations and integrated ethical assessment framework	

1.1.9   Evaluation Comment

The milestones for this WP were the completion of the consortium's report on EU initiatives and policy developments, publication of the consortium's newsletter and a blog. In addition,

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another milestone was the completion of the report on the consortium's integrated ethical impact assessment framework and recommendations. All the milestones have been and/or are on course to be met despite a challenging start. The challenging start was due to the initial responsible partner of the WP changing organisations. As such, this left the WP with a period of uncertainty which resulted in a later start than was anticipated. Regardless of the challenges, the WP has gone on to meet its objectives within the allocated time.

4.10 WP10: COMMUNICATION

The objective of WP 10 was to produce a common communication strategy, comprising a set of activities that actively involve all partners in order to effectively disseminate any significant MML results in appropriate ways 'tailored' to reach the various targeted audiences.

Task(s)	Deliverable(s)	WP Output met?
Task 10.1 - Elaborate the consortium's communications strategy	D10.1 The SATORI communications strategy	Yes
Task 10.2 - Establish and maintain the project's website		
	D10.2 The SATORI website & blog	
Task 10.3 - Press releases and feature stories		
	D10.3 Communications materials and the project's interim report on communications activities	
Task 10.4 - Journal articles		
Task 10.5 - Presentations at third-party workshops and conferences		
	D10.4 The project's final report on communications activities	
Task 10.6 - Social media		
Task 10.7 - The project's final		

conference		

1.1.10 Evaluation Comment

The milestones for WP10 included the completion of the SATORI communications strategy which had to be re-written after the EC interim review. In addition, the other milestone was the establishment of the SATORI website, completion of the project's interim report on communications and completion of the project's final report on communications. The WP has been proactive in both internal and external communication about the project. For instance, the WP has disseminated information about the project on social media platforms such as Twitter and LinkedIn. The WP has also encouraged the consortium partners to actively assist in implementing the communication strategy.

4.11 WP11: PROJECT MANAGEMENT

The WP had three objectives namely; to undertake the efficient technical co-ordination of the project, to set up and undertake the operational administration of the project and to provide the project's financial administration. The WPs tasks and deliverables are highlighted in the table below:

Task(s)	Deliverable(s)	WP Output met?
Task 11.1 - Project co-ordination	D11.1 The interim management review report	Yes
Task 11.2 - Project operational support		
Task 11.3 - Project financial administration		

1.1.11 Evaluation Comment

WP 11 had two specific milestones which included the facilitation of a Kick-off meeting and the holding of an Interim review meeting. Both of these milestones were met. The coordination of the project has been conducted very well. This was reflected in the positive feedback received during EC mid-term review. The project has been managed very well with the coordinator always at hand to ensure that WPs were running smoothly and as best as they could. This is despite some WPs experiencing problems such as meeting deadlines. Although the coordinator was at hand, the problems within the WPs also had to be the responsibility of

the WP leaders who were responsible for the work and who had expertise in the area of the WP. Another challenge was to do with a change in partner organisations particularly due to the main people in the partner organisations leaving the organisations without adequate replacements. This has had an impact on the start of some WPs such as WP9. Contingency measures had to be put in place which saw the re-assigning of the WP to another consortium partner. This was a positive move as the WP has progressed well and on time. The coordination of the project also involved changing some roles for some partners in order to fit their requirements. The coordinators were also very hands on in explaining to partners how the funding worked and to make sure that the partners budgeted adequately.

As the evaluation also wanted to understand whether there were any conflicts experienced within the project, it became apparent that rather than conflicts, there were disagreements. These were related to performance and to getting the work adequately done in some cases. As the coordinators, it was left to the WP11 team to ensure that work was done as best as could possibly be done and that the tasks were managed well and within time as much as was possible.

Finally, from the point of view of coordination, the project appears to be on course to achieving its objectives. Furthermore, there is a large network of stakeholders that the project has built over the course of its existence. This is a positive thing in terms of making sure that the overall aim and objectives of the project are well known and received in different quarters.

5   LESSONS LEARNT

The previous section has given a holistic synopsis of each WP's progress thus far. This is to give a more summative position of each WP regarding how it has progressed and where it is at the time of this report. A more formative evaluation was conducted in previous reports which focussed more on the tasks of SATORI WPs. This formative evaluation of the tasks fell in the period covering the start and completion of the 6 monthly reports, namely, months 24 to month 42. The reports are in Annexes 1 to 4.

Following the evaluation of the project, a number of aspects come to the fore which include:

  i.   **The role of stakeholders**

The project revealed the importance of stakeholders in a project such as this. Stakeholders have been important throughout the project particularly in their contribution and provision of critical comments on different aspects of the projects related to ethics assessment, terminology, methodology, language and the processes of stakeholder engagement. The role of stakeholders was also important in order to ensure that mutual learning between external stakeholders and partners became a reality. The role of stakeholders in the project was not always straightforward as at times stakeholders felt that the project needed more involvement from external stakeholders so that there could be a more objective contribution from external stakeholders rather than the projects partners on their own. For more details on the role of stakeholders, please see Annex 1.

ii. Terminology

The issue of terminology was raised by both the stakeholders and the Board at a number of workshops and meetings. The concern was that there needed to be a common approach for defining terms. For example, 'standards' and 'guidelines' were being defined in several different ways in different deliverables. The advice was that these had to be defined in a standard way.

iii. Language

There was concern about the language used. The concern was that the language was quite academic and therefore suitable for academicians rather than lay people. It was felt that this could easily put people off who had potential interest in the project.

iv. Global perspective

During the SATORI project, a concern that was raised on a few occasions by stakeholders was to do with the global agenda. To some participants, it was thought that the project was very Eurocentric although it was presented as one with a global perspective through its use of globally themed case studies. In addition, the project also involved stakeholders from other parts of the world such as Africa, America, the Pacific to present and give commentary on ethics assessment which was by far global than Eurocentric. This suggests there was confusion with the scope of the project and how the project was presented to the stakeholders who needed more clarity on whether the project was a global themed project or a Eurocentric

one.

v.   Representation

The issue of lack of a diverse stakeholder representation was something that kept coming up. For example, during the Paris conference it was noted that there was no representation of policy makers at the conference even though part of the outcome was to develop a policy brief on policy and legal options for developing ethics assessment for Research and Innovation within the context of globalisation. In this case, the representation of policy makers was seen as important in order to have input from them as a way of ensuring effective policy development and implementation. In addition, it was noted that in several workshops, there was a limited representation from stakeholders with non-scientific backgrounds such as the arts.

vi.   Facilitation of stakeholder engagement events

With regards to how stakeholder engagement events were facilitated, the participants raised an issue of timing during workshops. For instance, some workshop participants felt that there was limited time provided for presentations which made presenters rush through slides. It was also felt that it was essential for the facilitators of any stakeholder engagement event such as a workshop to provide some feedback to all the participants.

vii.   Change of consortium partners

As the project experienced some changes in partners/personnel, it was pointed out that there was need for new personnel to be given adequate induction with a clear description of what was expected of them. The change of consortium partners had an impact on the flow and progress of some of the WPs resulting in such issues as the delay of deliverables.

viii.   Shared space

The idea of using Shared space for the exchange of information was good; however two issues emerged regarding its use in the project. The first issue was that some partners had difficulties to retrieve and find documents in Shared space due to incorrect naming and

formatting of files. The second issue was that Shared space was not effectively used regardless of being the chosen internal platform of communication for the project. It was expected that each WP leader uploads all relevant information related to tasks and the WP in order to facilitate effective collaboration and communication with regards to progress of work being undertaken amongst partners. This was necessary because completion of some of the work was dependent on information shared between tasks in different WPs which were expected to be sourced via the Shared space. However, it was learnt that some WPs did not satisfy this expectation.

ix. Timing of some tasks/deliverables

In terms of designing of the project, the evaluation team observed that there was a mismatch between timing of some of the tasks such as those related to the training sessions (later named mutual learning sessions) and those related to the evaluation WP of the project. For example, Task 4.5 had to be moved to a later than anticipated time to conduct the training sessions because the initial time was too early and therefore not ideal in preparing training materials for the new framework. With regards to the evaluation WP, the evaluation periods were mismatched in that the actual evaluation had to start in month 24 because the initial months were dedicated to delivering Deliverables 12.1 and 12.2 on literature on good practice on MML evaluation and the second one was on SATORI evaluation and reflection principles and criteria. This meant that tasks falling early on in the project were not evaluated because the tasks related to D12.1 and D12.2 had to be completed first. It was only after completion of the two deliverables that an effective formative evaluation commenced which covered those tasks falling under the period between months 24 – 42. Therefore, although the ideal was to evaluate all tasks formatively, the timing of the tasks and deliverables meant the WP was expected to develop a strategy and implement the strategy at a time when other tasks were either partially or fully completed, therefore missing an opportunity for an effective formative evaluation.

6   CONCLUSIONS

This section of the evaluation report provides conclusions of the SATORI project which are based on findings of the evaluation exercise covering the period of the 6 monthly evaluation reports.

i. The findings reveal that the project managed to engage stakeholders in the process of developing the Framework for Ethics Assessment. Although it was noted that in some cases related to stakeholder workshops, there was not enough diverse representation of stakeholders from different backgrounds, overall, it is fair to state that the SATORI project did engage stakeholders with a range of expertise from different organisations and countries.

ii. It can be concluded that the project managed to mutually learn from other stakeholders while at the same time sharing and impacting knowledge on ethics assessment to different stakeholders. Thus both parties, stakeholders and SATORI partners, mutually contributed in different tasks across the project which provided evidence that there was mutual learning taking place for both parties.

iii. Although this was an ambitious project set to complete in 45 months with about 17 partners from across 13 European countries, it was managed and coordinated well. This has been despite some delays with the completion of some deliverables, some cultural differences related to some partners experience of EU research and understanding of ethics, some changes in partners among other issues.

iv. The project significantly achieved its objectives in developing an ethics assessment framework through engagement of stakeholders, including the public in Europe and beyond. Despite the cultural differences in Europe and beyond, the project was able to analyse commonly accepted ethical principles, and ethics review processes in order to inform the work carried out in the project.

SATORI 6 Monthly Periodic Evaluation Report

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EXECUTIVE SUMMARY

This document is the first of a series of six monthly reports of the SATORI evaluation. It puts into practice the 8 principles and criteria for evaluation that were selected in Deliverable 12.2. The selected 8 principles and criteria for evaluation applied in this six monthly report cover stakeholder engagement and involvement; recruitment; interviews and case studies; recommendations; impact; administration and project 'internal' activities. These principles and criteria are applied in evaluating different aspects of the SATORI project. In addition, the report introduces a task focussed evaluation approach which will be used for the remainder of the evaluation process of the project. Furthermore, the report outlines findings from a stakeholder questionnaire focussing on the diversity of stakeholders engaged in the project by looking at their background, expertise, type of organisation and country where they came from. The report also provides an assessment of different roles that stakeholders undertook during their engagement with the SATORI project. The report further presents findings on assessment of the stakeholder engagement process within SATORI, stakeholders' contribution to the project and mutual learning that result from engaging different stakeholders. Additionally, the report presents findings from a stakeholder discussion session held during the Paris evaluation workshop in June of 2015. At the discussion session an assessment of stakeholders' perceptions on the value of different aspects of the project, stakeholders' expectations of the project and their contribution was conducted. The report also outlines findings from partner questionnaires focussing on aspects such as partners' roles and tasks within the project; partners' views on stakeholder engagement; mutual learning and progress of the project. Additionally, the report presents findings from a partner discussion session also held during the Paris evaluation workshop in June of 2015. During the partner discussion session, a number of issues were raised which included challenges pertaining to the retrieval of documents on shared space, partner collaboration, work load issues, resource limitations, document quality control as well as evaluation. The report further highlights partners' and stakeholders' views on progress of the project. In addition, the report outlines three potential impacts that the SATORI project has had as well as may have in the future on stakeholders. These impacts relate to ethical impact assessment in research, embedment of ethical issues in policy frameworks and possible application of ethics in science, research and innovation. The report then concludes by giving recommendations to the SATORI project.

1 INTRODUCTION

The purpose of this periodic report is to present the first series of 6 monthly evaluation reports which will be produced till the end of the project. The document puts into practice the evaluation and reflection strategy developed in Deliverable 12.3. In particular, the report presents findings from questionnaires that were distributed to SATORI stakeholders and partners. It also presents results from discussions held with stakeholders and partners during a workshop on policy and legal options for developing research ethics within the context of globalization held at UNESCO Headquarters in Paris in June 2015. The report is presented as an evaluation handbook which will be updated every six months as and when tasks yet to be completed are developed. Using the 8 principles and criteria for evaluation that were identified in Deliverable 12.2, the intention of the handbook is to apply the principles in

the evaluation of the tasks and work packages. Different tasks will call for different evaluation criteria. With this in mind, the report covers the following:

- SATORI principles and criteria for evaluation
- Task focused evaluation analysis
- Analysis of stakeholder and partner questionnaires
- Stakeholder and partner discussion summaries from the Paris evaluation workshop held in June 2015
- Recommendations

2 SATORI PRINCIPLES AND CRITERIA FOR EVALUATION

In order to evaluate the SATORI project, appropriate evaluation principles and criteria needed to be identified early on during the grounding of the evaluation design. These had to be suitable for the project as a whole. As such, 8 principles and criteria for evaluating the project were identified in Deliverable 12.2 and are discussed in more detail in the deliverable itself. Subsequently, the 8 principles and criteria for evaluation will be applied during the evaluation of the tasks that are yet to be completed in the SATORI project. A recap of the 8 principles are summarised below:

2.1 PRINCIPLES AND CRITERIA FOR EVALUATING STAKEHOLDER ENGAGEMENT / INVOLVEMENT

This criterion includes a concern for representativeness among participants in stakeholder engagement events, transparency in decision-making processes within engagement activities and accessibility of relevant information material to participants of engagement activities. In addition, this criterion addresses concerns on clarity of tasks and instruction or guidelines given to participants in relation to an event. The criterion also evaluates the extent of fair deliberation which relates to the degree to which participants are allowed to put forward their views.

2.2 PRINCIPLES AND CRITERIA FOR EVALUATING RECRUITMENT

This criterion is used to ensure that there is equal representation and that stakeholders are empowered not only through capacity building and learning but by ensuring that underrepresented stakeholders are involved in the discourse. This has the ability to help tackle large societal challenges which involve an array of stakeholders.

2.3 PRINCIPLES AND CRITERIA FOR EVALUATING SURVEYS, INTERVIEWS AND CASE STUDIES

This criterion is used to assess the methodology used in the project such as surveys, interviews and case studies in the production of quality deliverables, engagement and application of success indicators. These indicators of success are used for specific project activities while being responsive to the main aims of the project.

2.4 PRINCIPLES AND CRITERIA FOR EVALUATING RECOMMENDATIONS/ TOOLS

This criterion is used to assess relevance and recognition of values and views of all stakeholders. The recommendations should be relevant to the project aims and transparent in terms of the decision-making processes that precede the recommendations. In addition, they should acknowledge all stakeholders perspectives.

2.5 PRINCIPLES AND CRITERIA FOR EVALUATING DISSEMINATION/IMPACT

This criterion is used to assess the impact of the project and its activities. We appreciate that it is difficult to assess impact; however it is possible to do an indicator of success questionnaires which ask stakeholders to evaluate the impact of SATORI. For example, questions that can be asked in the evaluation could cover the following: Has the impact been positive? Has the behaviour of participants been affected by the project? Is there more recruitment? These are all relevant impact assessment criteria.

2.6 PRINCIPLES AND CRITERIA FOR EVALUATING EVALUATION

This criterion is used to assess challenges that evaluators can come up against. To overcome possible challenges, evaluators should be increasingly critical and identify limitations not only with the process of evaluation itself but the context in which evaluation occurs. Evaluation limitations can stem from aspects of the process or context of evaluation, such as resistance from the consortium partners or limitations established in the Description of Work (DoW). On this basis the quality of evaluation can be assessed in terms of 'Restrictiveness', established through critical self-assessment of limitations imposed on the evaluators and evaluation by the project's broader context, description of work, consortium, coordinator or other relevant sources. In addition, under this criterion we assess how our evaluation has been participative in looking at the quality of stakeholder participation in evaluation.

2.7 PRINCIPLES AND CRITERIA FOR EVALUATING ADMINISTRATION

This criterion is used to assess the quality of administration and coordination in terms of 'Quality of Collaboration', looking at breakdowns in communication or conflicts between partners that may reduce the quality of collaboration and thus jeopardise the project. In addition, the use of this criterion is through qualitative observations of workshops concerning any practical barriers to collaboration encountered by SATORI partners.

2.8 PRINCIPLES AND CRITERIA FOR EVALUATING 'INTERNAL' ACTIVITIES

This criterion is used to evaluate SATORI's activities which may be considered 'Internal' activities such as inter-consortium communication and collaboration including consortium meetings, peer-review and informal communication. Further, the assessment centres on partners' critical reflection on their progress and changes to attitudes and behaviours through formal or informal methods such as interviews, project management meetings, or peer review of deliverables.

In addition to using the above evaluation criteria, the evaluation analysis will include the following approaches identified in the strategy document of D12.3 for evaluating the project:

- Observations
    - Discussions
- Questionnaires
- Interviews

However, for this report, only questionnaire and discussion data are used.

3 TASK FOCUSSED EVALUATION ANALYSIS

Within SATORI's 12 WPs are specific tasks with a set of objectives that the project is aiming to achieve. In this section we present what the evaluation team will be looking out for in all the forthcoming tasks in order to gauge the overall objective(s) of a particular task or activity within SATORI. This will be in addition to looking at what the objectives of the tasks are with the intention of understanding whether the objectives are being met during the formative stages as well as at the summative stage. Additionally, the evaluation analysis will also look at the intended outcomes of the tasks. This will be done by applying one or more of the 8 chosen evaluation principles and criteria that were outlined in Deliverable 12.2 to each task. Indicators of success will also be used in order to show whether the objectives have been met within deadlines. Most importantly it will be done with the aim of looking at whether the overall objective of SATORI as a whole or whether the individual task or activity contributes towards achieving the overall aim of the project. Actual results will also be looked at in addition to potential impact of the task. The table below is an excerpt of the type of information the evaluation analysis will consist of (see comprehensive table in Appendix A: Project status and summary table). Using Task 1.1 for illustration purposes, the table has been populated with information from the completed task. Moving forward, this will be updated at least every 6 months for all tasks based on the actual work done.

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 1.1 – Criteria and tools for analysis	Identify criteria, categories, methods and tools with which to carry out an analysis of current practices related to ethics assessment in scientific research and related innovation activities, including	Criteria and methods identified	Stakeholder engagement	Month 4	A comparative analysis of how ethics assessment and guidance of research and innovation is practiced in different scientific fields, types of organisations, and countries.	University of Twente	Take up of ethics assessment in different environments

3.1 AN EXCERPT OF PROJECT STATUS AND SUMMARY TABLE

	legal aspects and standardisation						

Task 1.1

4 STAKEHOLDERS

As the project name suggests, *Stakeholders Acting Together on the Ethical Impact Assessment of Research and Innovation,* the SATORI project places great emphasis on stakeholder engagement and participation. This is because Stakeholders are seen to play an invaluable role in the process and outcomes of the project in their capacity as expert contributors, advisors, participants and knowledge co-creators. As such, it becomes imperative to understand their perceptions in relation to their perceived roles, engagement, involvement, mutual learning, and their perceived contribution as well as how they see the SATORI project moving forward. It is for this reason, that the evaluation team distributed questionnaires as well as had discussions from the first set of stakeholders invited to take part in a SATORI conference. There were a total of 12 stakeholders that were invited to the conference. However, as the evaluation session was scheduled at the last day of the conference, some of the stakeholders were unable to attend the session because they had to catch flights back to their respective destinations. Due to this, the evaluation session ended up with 5 stakeholders who took part in the stakeholder discussion session. Out of the 5, only 4 ended up completing the questionnaires. An analysis of the data collected is discussed in the sections that follow:

4.1 STAKEHOLDER QUESTIONNAIRES

As some of the questions are related to a particular subject matter, the analysis of the stakeholder responses are grouped in themes which cover Expertise/Background, Type of organisation, Role, Engagement process in SATORI, Stakeholder contribution to the project, Mutual learning as a result of participation and Stakeholder feedback. Detailed questions can be viewed in Appendix B: Evaluation Questionnaire – SATORI Stakeholders. The following section gives an analysis of the findings from the stakeholder questionnaires:

4.1.1 Expertise/Background

In order to assess the type of stakeholders involved in the project, stakeholders were asked about their expertise and background, the type of organisations they were representing and the countries they were coming from. This type of background information enabled an understanding of whether there was diverse and fair representation of stakeholder involvement. The data collected from the 4 stakeholders showed that there was diversity and as a result fair representation of stakeholders. For instance, one stakeholder was from a law and bioethics discipline with expertise in policy analysis, governance of research and intellectual property rights and biotechnology. Another simply indicated that they had an interdisciplinary background while another stakeholder was in Pedagogy specialising in agronomy, business management and aeronautical sciences. The fourth stakeholder had a background in Bioethics and specialised in clinical trials and research.

4.1.2 Type of Organisation

Two participants were from academia, one was representing a bioethics committee of an international organisation while another was from a technology innovation institute. In terms of the countries the stakeholders were representing and/or coming from, the four stakeholders

indicated that they were representing and coming from South Africa, USA/China, Seychelles and Serbia.

4.1.3 Role

Participants were asked what role they had with regards to SATORI. Two indicated that they were observers and two others stated that their role was that of external experts. One of the stakeholders who indicated that they were an observer also stated that an observer role suggests passivity. This implies that the stakeholder wanted a more active role. On the other hand, one of the participants who had indicated that they were an external expert qualified their answer by stating that they were invited to respond to the Paris conference case studies and provide critical input. This shows that this type of stakeholder had a somewhat more active than passive role. Interestingly, although all the stakeholders gave an indication of their perceived roles, one further added that they were uncertain about what was expected of them. This suggests some confusion about what stakeholders' role is supposed to be. Further to asking the stakeholders about what they thought their roles were; stakeholders were also asked whether they were happy with their roles. Three stated that they were happy while one indicated that they were not. The stakeholder who was not happy with their role also stated that they were not sure what the term 'stakeholder' meant. Stakeholders further raised the aspect of SATORI being very Eurocentric despite the scope of the project seemingly being global and inviting global stakeholder input.

The results also reveal that although stakeholders had relevant contributions to make and were able to provide critical comments, they needed to have background information and continuous involvement in the project. In much similar thought, one stakeholder felt that the project needs more involvement from external stakeholders so that they can be more objective in their contributions. The stakeholders indicated that they wanted stakeholders to take up the above outlined roles because they had experience at both national and international level particularly in ethics assessment. Furthermore, the stakeholders wanted to see outcomes and deliverables before they are published as they wanted to pre-test their viability.

With regards to prior experience of EU projects, only one out of the four stakeholders had prior experience with an EU project as an academic expert evaluator and technical reviewer. This shows that the SATORI project is contributing to breaking ground in terms of serious involvement of stakeholders in not only its work but in allowing stakeholders to have experience in EU projects.

4.1.4 Engagement Process in Satori

In order to understand the engagement process that allowed stakeholder participation in the project, the stakeholders were asked how they found themselves being involved in SATORI. Of the two that answered the question, one indicated that their involvement came about because of their expertise, while another stated that it was due to their experience of being involved in several scientific projects and international organisations. In order to gauge the length of their involvement in the SATORI project and to understand whether there was

continuous input and involvement on the part of the stakeholders to SATORI's work, the stakeholders were asked how long they had been involved in the project. The stakeholders indicated that the Paris conference was the first time that they were involved in SATORI. In addition to being involved for the first time, one stakeholder expressed that they only received information material a few days prior to the conference. This meant that they had very little time to get a deeper understanding of the project.

Stakeholders were also asked to indicate the extent of their involvement and engagement in the project by ranking their involvement on a scale of 1 to 5, 1 being least level of involvement and 5 being highest level of involvement. 2 scored level 1 and the other 2 scored level 2. This generally tells us that the stakeholders did not feel that they were involved enough. Reasons given for the low ranking were as follows:

- That they had only two days exposure to the project which also had an impact on their preparation for the Paris conference
- That as external stakeholders, their involvement is not direct, therefore limited

However, having given a low score in terms of level of involvement, three out of the four stakeholders were of the opinion that SATORI was generally inclusive of stakeholders. The assumption is that although SATORI is good at including stakeholders in its work, the inclusion does not necessarily equate to considerable involvement in the overall project.

Stakeholders were also asked whether they understood the aims of the SATORI project. Three said they did with one stating that they did not. The three pointed to the fact that SATORI is about a common European and global ethical assessment framework. They further added that it is also about impact assessment of innovation in a global context based on European experience and interactions with other partners. The stakeholders stated that ethical assessment is about:
- Including different levels such as legislation, education, control of implementation
- Evaluating the ethical aspects of innovation in a global context i.e. the ethical implications of innovation
- Taking into account ethical issues in relation to the subjects being treated in the project

This indicates the stakeholders' expertise in the area and their ability to contribute in an effective manner to the aims of the project in their capacity as stakeholders.

4.1.5 Stakeholder Contribution to the Project

Stakeholder participants were also asked about whether they felt they had made a contribution to the project. Three were of the opinion that they had made a contribution while one indicated that they were not sure as they did not know what SATORI wanted from them. The stakeholders were further asked to state what their contribution was. They stated that their contribution was through the provision of insightful comments to the work that has been done so far such as the granting of interviews which were useful for SATORI data and participation in the conference. They also stated that their contribution was through workshop participation and being able as outsiders to help see the bigger picture on common issues

presented through a number of case studies. Examples of these case studies were on responsible supply chain governance, Outsourcing of CO2 emissions and brain drain. The stakeholders further stated that their participation took the form of:

- Combined role: workshop participant and advisor
- Workshop participant and commentator on case studies
- Advisor
-

4.1.6 Mutual Learning as a Result of Participation

As mutual leaning is an important part of the SATORI project, stakeholders were asked whether they thought they had learnt something as a result of their participation in the SATORI project. Three of the respondents answered in the affirmative. The respondents felt that the project had done a lot of background work that would inform the policy formulation process not only for them but for SATORI as well. They added that they had also learned a lot from the case studies that had been used during the Paris conference which had identified potential issues that require policy intervention. In addition, the stakeholders were happy to learn about efforts that were made by SATORI project participants to move forward in different areas of ethics assessment.

Stakeholders were further asked how they anticipated using the knowledge gained from their SATORI participation. They stated that the ethics assessment issues that SATORI had identified would inform their research agenda. In some of their research, they have tended to focus on ethical assessment without regard to its link with impact assessment. They will now consider the connection between the two. In addition, they stated that they would ensure that ethical issues are embedded in their policy framework. The stakeholders also added that they will try to implement the knowledge gained in the area of bioethics. Lastly, that they would use the knowledge gained in the teaching of courses on globalisation and in their research and writing on the ethics of science and technology.

In order to understand whether there was two-way learning on both sides, i.e. on the part of stakeholders from SATORI partners and vice-versa, the stakeholders were also asked if they thought that the main SATORI partners had learnt something from their participation in the project. Two of the stakeholders answered yes while two others were not sure. The stakeholders that had answered in the affirmative indicated that the main partners had benefited from the experiences and knowledge shared through the different sessions of the Paris conference. In addition, the stakeholders pointed out that the fact that the stakeholders had identified a few gaps that partners could fill during the policy formulation process meant that it was a strength that the partners can harness for their work.

4.1.7 Stakeholder Feedback to Satori Moving Forward

At the end of the questionnaire stakeholders were asked on how they would evaluate SATORI on the whole and how they would like to see it improve in future. The stakeholders were generally complementary of the project and pointed to the fact that the projects objectives are very relevant and if these are achieved, they will have a high policy impact. Another point made was that although the project was very ambitious, it was exciting. On future improvement, the stakeholders pointed to the following:

- The need to broaden the scope of participation so that the project was active rather than passive
- That the project should allow broader participation of stakeholders, actors and partners on global issues
- That there was need for clear and better framing of some of the issues, particularly by providing conceptual clarity on some of the contested issues that require better understanding
- There was need for more critical engagement with different stakeholder perspectives
- That the project should be focused on preparing draft documents of recommendations concerning ethical assessment
- That the project should have a better understanding of the global environment in decision-making processes
- That the project should try to find bridges in the documents it produces that will link common ethical aspects for EU and the rest of the world
- That the project should make documents available on a protected website instead of sending out as email attachments which clog up email boxes which can then be hard to download

4.2 STAKEHOLDER DISCUSSION SESSION

In addition to the questionnaire data that was collected from stakeholders, a stakeholder discussion workshop session was held with 5 of the 12 stakeholders that attended the Paris conference in June 2015. The workshop provided an opportunity to get more in-depth understanding of stakeholders' views and feedback on the progress of the project and its activities as well as on their general expectations on the whole. As this was the first ever involvement in SATORI for some of the stakeholders, it was important to cultivate an understanding of their perceptions of the value of the Paris conference, their expectations, their contribution, what they had learnt and what roles they think they might play in the project as it progresses. This information was intended to build on the data collected from the stakeholder questionnaires that have already been discussed above. During the session the stakeholders reiterated some of the issues raised in their questionnaires while at the same time bringing out new issues. The following sections highlight some of the discussion points:

4.2.1 Stakeholders Perception on the Most Valuable and Least Valuable Aspects

The stakeholders pointed to the fact that they found the atmosphere and organisation of the conference very good. They also had a sense that the project is doing some really great work. However, the stakeholders felt that there was poor framing of theoretical and critical engagement with literature in the case studies. As a result, they felt that this might have an effect on policy formulation. In addition, the stakeholders were of the view that concepts and issues needed to be considered in-depth and that care should be given in formulating concepts used in SATORI. During the evaluation workshop session, the stakeholders also pointed to the fact that there is restrictive representation in the project since the project seems to focus on EU member countries despite there being a session on globalisation at the conference. The issue globalisation, specifically, the Eurocentric nature of the project was echoed in the stakeholder questionnaires. It was however was pointed out to the stakeholders that the

reason why the project seemed to be Eurocentric to them was because it was an EU funded project. However, the stakeholders were confused as to why if the project was meant to be Eurocentric, did it present itself as having a global agenda seeking global stakeholder input. In relation to that, they also stated that to add to the confusion, even the case studies that were used during the conference were of a global nature despite the outcomes of the project seemingly to be Eurocentric. Additionally, the stakeholders felt that the aims of the project should consider other countries to fully reflect on the globalisation agenda.

In addition, the stakeholders pointed out that the project cause seems to be very ambitious and as such could not envisage what the final outcome of the SATORI project will be. The stakeholders also noted that there was a lack of presence of policy makers during the conference and that this would have an impact on any intended policy framework developments. They pointed out that it would have been more beneficial to have policy makers present in order to have easy policy input from the necessary stakeholders. With regards to the grounding of the project, the stakeholders indicated that there was a lack of proper introduction to basic elements and background of the project before the Paris conference.

4.2.2 Stakeholder Expectations of Satori Conference

During the session, the stakeholders reiterated the fact that they were invited at short notice which affected their preparation for the conference. One stakeholder further added that their expectation of learning about ethics and indigenous knowledge from SATORI was not met. However, in general, the stakeholders found the logistics of the conference well organised and that there was a good representation of stakeholders.

4.2.3 Stakeholder Gains and Contribution to Satori

With regards to their contribution to SATORI, stakeholders felt that they had a chance to contribute on some issues and shared perspectives with the project. Furthermore, the stakeholders were of the view that they had gained valuable experiences that would be useful in their future work.

5 PARTNERS

Here partners are members of the SATORI consortium. The expectation was that partners, particularly those with direct involvement with specific tasks would be able to complete the questionnaires. The aim of this questionnaire evaluation was mainly to understand how partners were engaging with stakeholders and whether there was mutual learning occurring between stakeholders and partners. In addition, the aim was to get feedback on the progress of the project. In order to appreciate the sort of engagement and mutual learning taking place, it was important to initially understand how partners saw their role and their involvement in the respective tasks they were involved in.

5.1 PARTNER QUESTIONNAIRES

This section presents an analysis of the questionnaire data collected from SATORI partners. The questionnaire had 25 questions which are categorised into 5 themes. For detailed questions see Appendix C: Evaluation Questionnaire – Project Partners. These themes include roles, tasks, stakeholder engagement, mutual learning and feedback. Questionnaires were sent to members of SATORI using the SATORI mailing list which consists of about 60 contacts. 11 questionnaires were returned to the evaluators. The following section gives an analysis of the findings from the partner questionnaires:

5.1.1 Role

The first theme that the partners were asked on related to their role in SATORI. From the questionnaires it was found that most partners had multiple roles. On top of being researchers they had additional roles such as coordination, deputising coordination, scientific coordination, task leadership and assisting managing of work packages. However, 2 of the partners looked at their role in terms of the organisation that they were representing. This was indicated by describing the role that their organisation was undertaking within SATORI rather than their role as individuals in the SATORI project.

Partners were further asked if they were part of a work package or a specific task. From the results, it was established that about 90% of the partners were part of either multiple tasks or multiple work packages. Figure 1 below shows the proportion of partner's role related tasks.

It was important to understand this particular element because in the initial stages of the project there was some confusion with regards to some of the roles that were assigned to partners. Some partners were not entirely sure about the tasks that they were supposed to be working on and the deadlines they were supposed to meet. This has the potential of some partners not being able to contribute effectively to their tasks. This particular aspect was also expressed during the partner session where it was understood that some partners had many roles in different parts of WPs and were not clear of their involvement for example with respect to daily running of their tasks. This was confusing for some partners who felt it was causing undue pressure on them. In addition, some partners expressed the fact that there was confusion on what sort of work load they needed to do at a particular point in individual WPs.
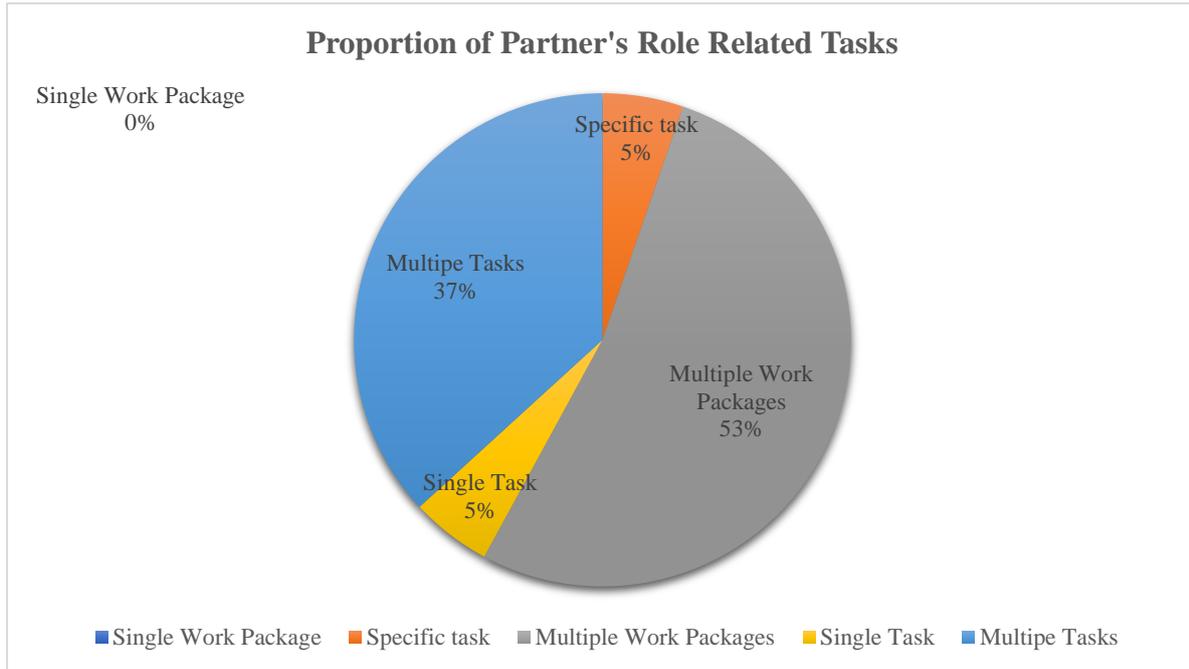
Figure 1: Proportion of Partner's Role Related Tasks

The partners were also asked about their prior involvement with EU projects. This was put forward to ascertain the partners experience and understanding of what is expected of them when working in an EU project which can calls for different aspects such as meeting tight deadlines and working with different partners from different backgrounds. As shown in Figure 2 below, out of the 11 respondents, 8 had had prior EU project involvement while 2 clearly had never been involved in an EU project. 1 partner did not provide an answer.
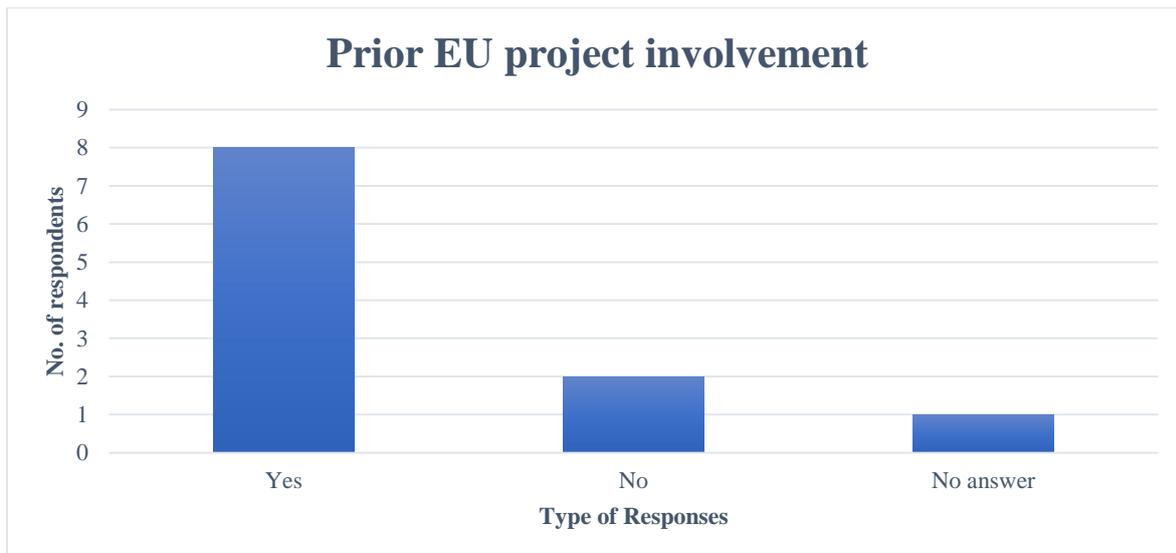
Figure 2: Prior EU Project Involvement

Building on the results above, those partners who said that they had been involved in an EU project before were further asked if the projects they had been involved with were Mobilisation of Mutual Learning (MMLs) projects. This was asked to assess if the partners were familiar with an MML prior to working on the SATORI project considering that SATORI is an MML. As indicated in Figure 3 below, 46 % said that they had never been involved with an MML before. 27 % said that they had previously been involved with an MML while the remaining 27% gave no answer. It can be presumed that the non-provision of the answer could either mean that they have never been involved or they do not understand what an MML is and therefore could not provide an answer.
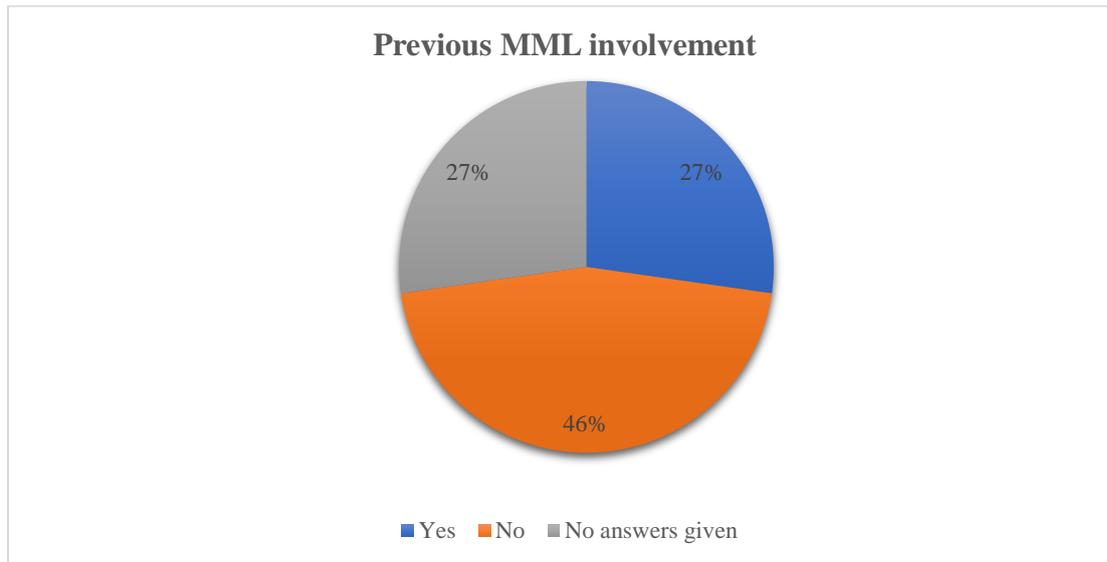
Figure 3: Previous MML Involvement

5.1.2 Task

The second theme of the questionnaire was on partner tasks. Under this theme the partners were first asked about their thoughts on whether their WPs or tasks had been successful. As shown in Figure 4, most of the partners thought that either their WP or task had been successful. However, 18% of them did not provide their thoughts on success or limitations of their WP or task.
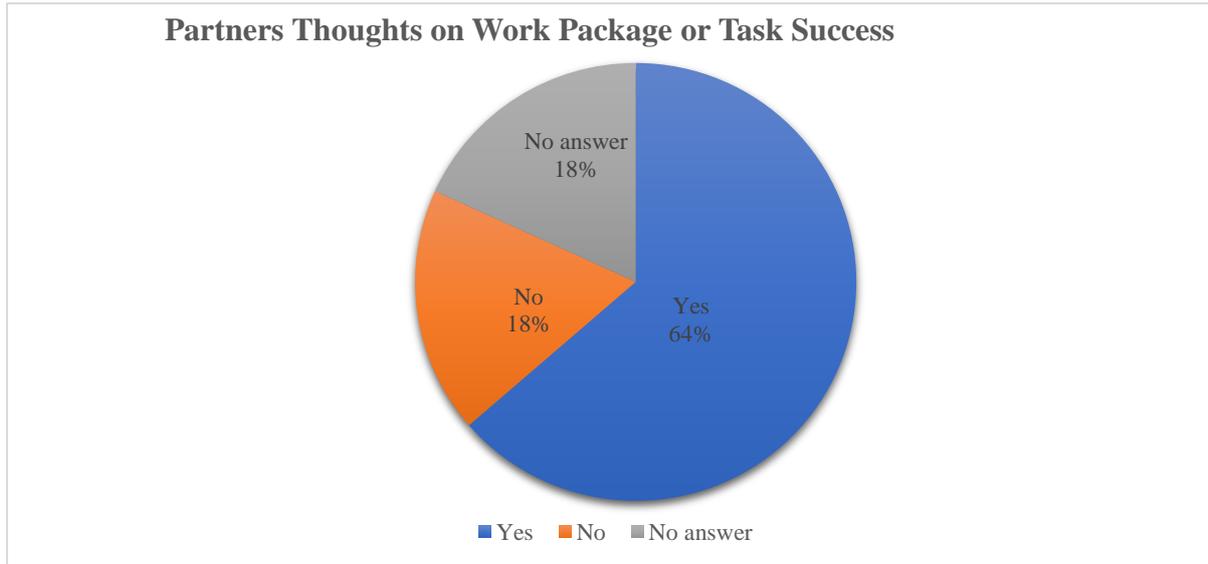
Figure 4: Partners Thoughts on Work Package or Task Success

The 64% of partners who thought that their work packages or tasks were successful said that the successes were evident through the following:

- Realisation of good research results that provide much information on ethics assessment as it is practiced. These research results covered problems of globalization and other issues.
- Timely and accurate completion of tasks.
- Achieving a good analysis and positive standardisation of ethics assessment framework.
- Good cooperation with particular partners on certain activities.
- Definition of a preliminary common, shared knowledge on ethics assessment of research and innovation amongst partners in terms of terminology, issues at stake and possible methodologies.
- Realisation of a very ample and in-depth consultation with stakeholders. This is highlighted by an impressive number of in-depth interviews done by the project's partners.
- Accomplishment of stated WP goals which was measurable by the response to submitted deliverables and presentations.

The 18 % of the partners who thought that their WPs were yet to be successful cited the following reasons:

- The work plan was too predetermined and there was little room for questioning and discussing its relevance and feasibility. Henceforth, some results were shallow and there was no real research or analysis other than a compilation of reports.
- It was challenging to define realistic plans for tasks. The plans were over ambitious which put extreme pressure on resources allocated to complete the tasks outlined in

the DoW. With this, the partners felt that some of the partners need to pull their weight and rely less on the management team.

- Some non-academic partners do not have a research structure and work as free-lance researchers. As such, they found it challenging to be involved in many tasks at the same time with fluctuating busy periods followed by periods with less activity. In addition, the partners do not have the facilities that a research or educational institution has such as administrative help, coordination, a common workplace, free access to scientific literature database among others.
- Delays in completion of tasks from other partners leading to bottleneck of deadlines.

However, although a good proportion of partners provided their thoughts on the success and limitations of their WPs and tasks, some partners did not. One of the partners that did not provide thoughts on either success or limitations stated that it was difficult to evaluate their success at the time of the questionnaire because they had only started their work.

On a related note, the partners were then asked to give their views on the progress their work has achieved towards the overall desired outcomes of the SATORI project. The partners gave the following views on their contribution:

- Defining a preliminary common, shared knowledge on ethics assessment of research and innovation amongst partners in terms of terminology, issues at stake, possible methodologies.
- Bringing in expertise on standardisation of ethics assessment in the Netherlands.
- Giving a detailed insight of issues regarding ethical assessment of research and innovation in Serbia.
- Highlighting the unregulated or not so well regulated fields in terms of ethical assessment and working on an extensive list of stakeholders, motivating stakeholders and promoting the idea and goals of the project.
- Establishing an overview of ethics assessment practices across the EU, US and China, and across different organizations and fields, which has given much knowledge about constraints resulting from regulations, globalisation, and cultural diversity.
- Aiding a constitutive progress towards the overall desired outcome, particularly in helping to frame the SATORI framework.
- Collection of lots of important information that is valuable for the outcome of the SATORI project. However, rather than drawing conclusions from this broad material, there were efforts to identify what areas are in need of more research.
- Bringing the point of view and awareness of science journalism in the field of ethics assessment.

After the partners gave their views on what their WPs had contributed towards the overall desired outcome of SATORI, they were then asked about what they thought could be done to improve their associated WP or tasks in the future. The partners gave the following suggestions:

- On the comparative analysis of all information gathered and the starting of the design of an ethics assessment framework, the partner suggested;

o Ensuring different stakeholder views are considered in the analysis. This includes: recognising the fact that some results might be partial; perspectives of some type of stakeholders might be underrepresented in the study; taking into account controversial or negative opinions such as views of stakeholders against the definition of a common ethics framework.

o Being able to provide both a comprehensive reporting of the huge amount of original data collected and a synthesis of key information to inform next phases of the project like the ethical assessment framework.

o Finding ways to disseminate results outside of the project in a concise and effective way.

- Having more access to the coordination team in order to put vital questions across. The partners felt that a lack of access to the coordination team might hinder fast progress.

- Partners should be willing or able to put extensive work into the standardisation of the ethics framework assessment in order for it to be a success because the success is dependent on the involvement of all SATORI partners.

- There should be more openness to divergent views and ideas. In addition, there should be more focus on quality and less on quantity of work.

- There should be a better way to share the results of each team involved in the project. Partners felt there were many deliverables and reports and sometimes it was not easy to be aware of what was going on and how they could use the results from one another. Internal communication could be enhanced with an internal newsletter summarising the results and the state of the art from each partner.

The partners were asked if they had suggested a solution to solve some of the challenges identified in the project so far. As shown in figure 5, 80% indicated that they had made some suggestions.

Proportion of Partners who suggested a Solution to a Challenge

No 20%

Yes 80%

Yes   No
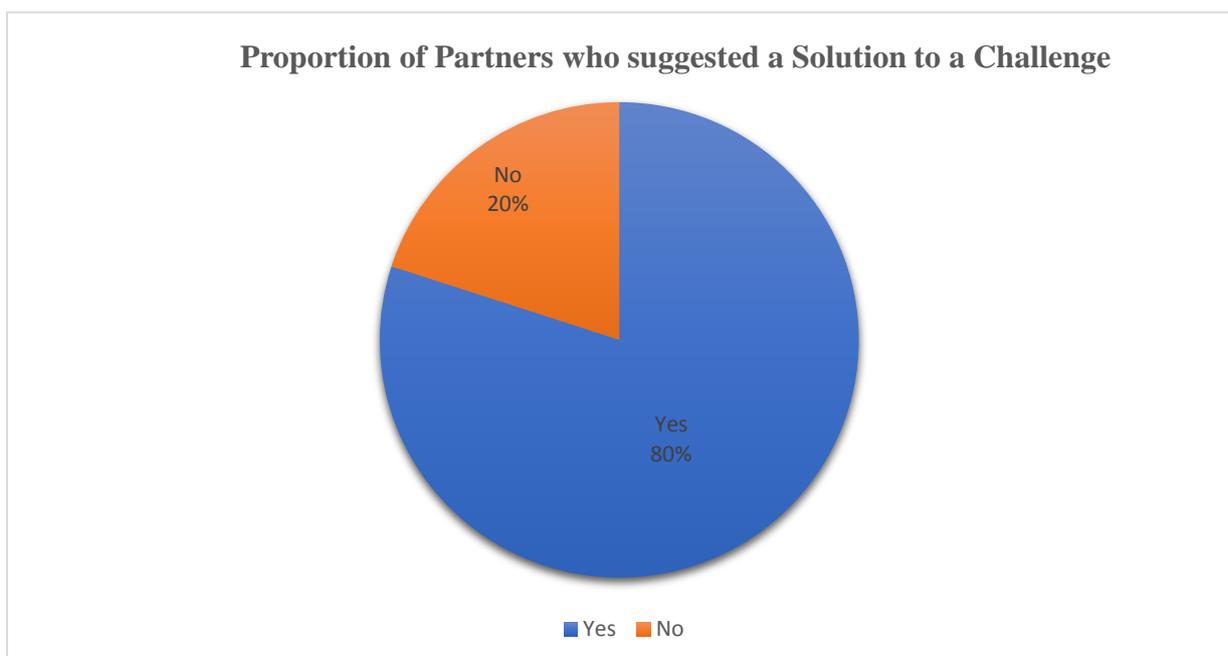
Figure 5: Proportion of Partners who suggested a Solution to a Challenge

Some of the solutions given by some of the partners who had indicated that they had suggested a solution before are outlined below:

- Being critical in discussing the work and report of their work package.
- Revision of the use of specific social networks in order to promote the project more actively.
- Reviewed many reports and deliverables as part of quality control. When work was under par, gave advice to partners on the way forward and supported other partners with effective and good report writing. In addition, reminded fellow partners on deadlines on a regular basis.
- Built on previous experience on working in projects and incorporated best practices into future work plans.
- Endorsed options for interviews synthesis table.
- Effective communication through emailing each other.
- Asked for a meeting with the coordinator and asked one of the partners to change some collaborators that were not capable of dealing with the requested tasks.

5.1.3 Stakeholder Engagement

The third theme was stakeholder engagement. Under this theme the expectation was to understand the level of the partners' engagement with stakeholders. This was in addition to understanding why partners engaged stakeholders in their activities. Almost all the partners that responded to the questionnaire stated that they had engaged with stakeholders during their activities within the SATORI project. This is depicted by Figure 6 below.

Figure 6: Partners Role Engaging with Stakeholders

As shown in Figure 6 above, 91% of the partners said they engaged stakeholders in their work. From the 91%, partners were then asked to indicate the number of stakeholders that they engaged with. This was in order to determine the level and extent of their engagement. From Figure 7 below, over 80% of the partners stated that they had engaged with 6 or more stakeholders while a small proportion of the partners engaged with between 0 to 5 stakeholders. Out of 11 questionnaires returned, one of the partners did not provide an answer and that result was part of the 18% that had a 0 to 5 range.
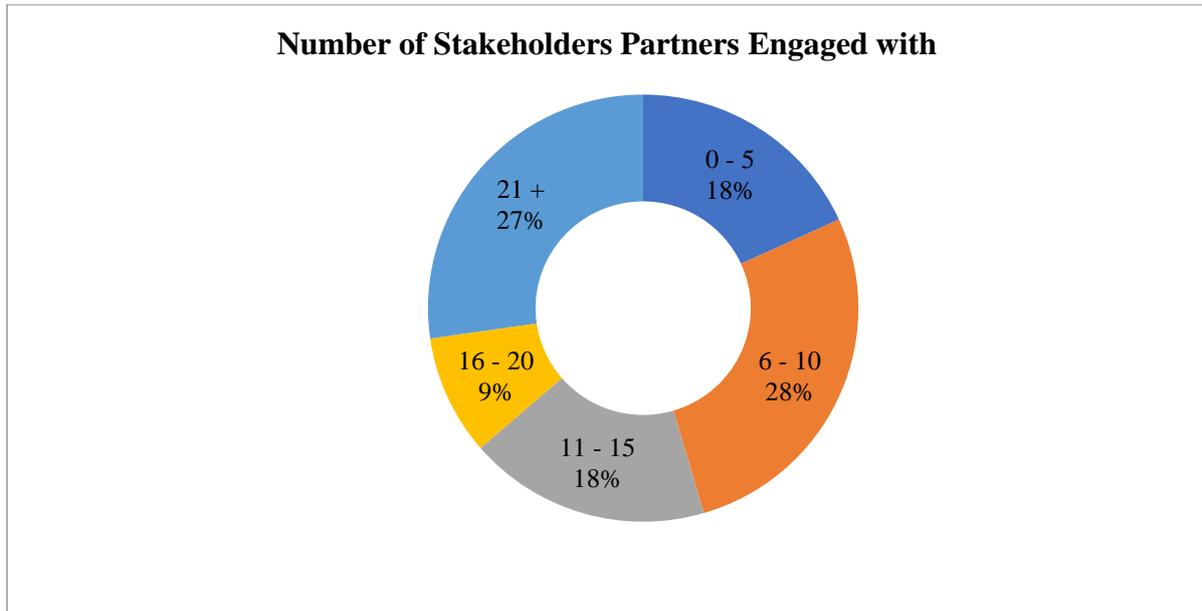
Figure 7: Number of Stakeholders Partners Engaged with

In addition, the partners were asked to indicate the level of stakeholder engagement using a Likert scale of 1 to 5, with 1 being the least degree of engagement and 5 being the highest level of stakeholder engagement. As shown in Figure 8 below, only one partner stated a very low level of engagement with stakeholders. 5 gave a level 4 engagement with another 2 scoring level 5 which shows a very high level of stakeholder engagement. The remaining 2 partners had a moderate degree of engagement which was level 3 according to the scale. No partner identified with level 2.
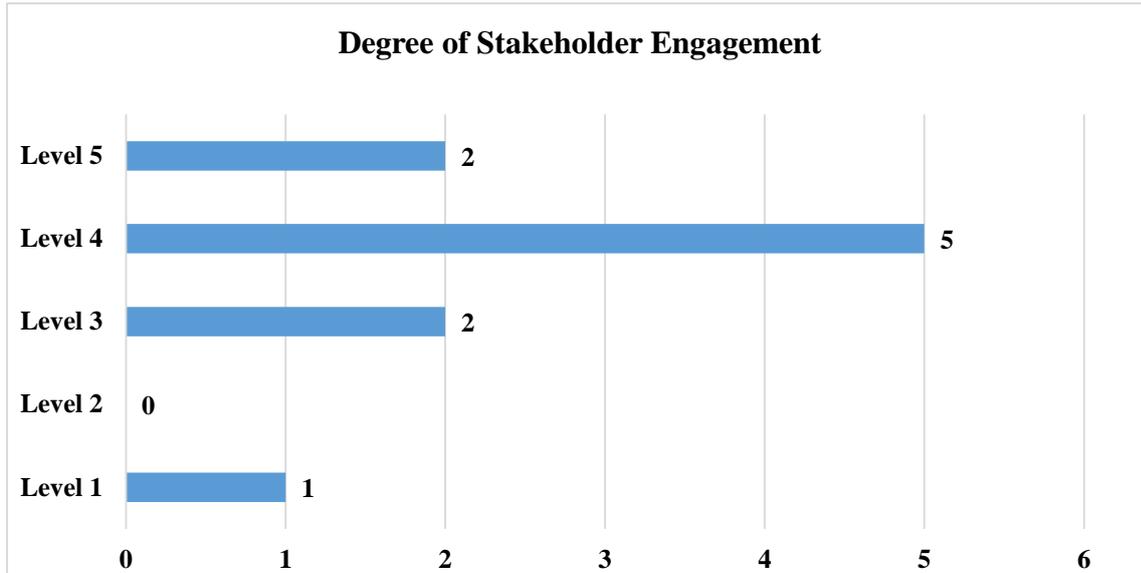
Figure 8: Degree of Stakeholder Engagement

Partners were then asked to explain why there was stakeholder involvement on their part. In answering the question, partners gave the following reasons for involving stakeholders:

- Stakeholders were involved as interviewees and as sources of information for preparation reports and other deliverables.
- Stakeholders were involved in order to get their views and input for the project.
- Stakeholders were involved for their expertise and experience.
- Stakeholders were involved as part of dialogue and exchange of information about the SATORI project.

The last question on stakeholder engagement was to understand the partners' expectations of the stakeholders and to gauge whether partners thought that the stakeholders met their expectations. The following were partners' expectations of the stakeholders:

- Some partners expected the stakeholders to have interest on the themes of the project.
- Partners expected the stakeholders to provide information e.g. through interviews on different aspects of the project such as standardisation and ethics assessment. Under ethics assessment, stakeholders were expected to provide the following information;
    - Ethics assessment process
    - Who is performing ethics assessment and what are their qualifications
    - Which ethical, values, principles or directives are used in ethics assessment
    - Is there cooperation with other organisations with regards to ethics assessment
    - Relative influence or importance of ethics assessment as compared to other forms of assessment
    - The most important ethical problems in research and innovation in ethics assessment performed and ethics guidance provided

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o Weaknesses or challenges in ethics assessment and ethics guidance provided by the organisation
o Desirability and feasibility of a shared European approach to ethics assessment of research and innovation
- Partners expected stakeholders to cooperate during activities.
- Stakeholders were expected to provide candid perspsectives on issues that are relevant to the aims of the project.
- Partners expected stakeholders to provide their views in an open manner and help advance the understanding of ethics assessment in different areas.

As it can be seen in Figure 9 below, 7 partners said that the stakeholders had met their expectations although 4 of the respondents not provide an answer.

Figure 9: Partners Perception of Stakeholders Meeting Expectations

5.1.4 Mutual Learning

The fourth theme that the partners were asked on was mutual learning. Under this theme, the expectation was to ascertain whether there had been mutual learning between the partners and the stakeholders as a result of their engagement in the project. In relation to this, partners were asked if they felt that they had learnt anything from the stakeholders.
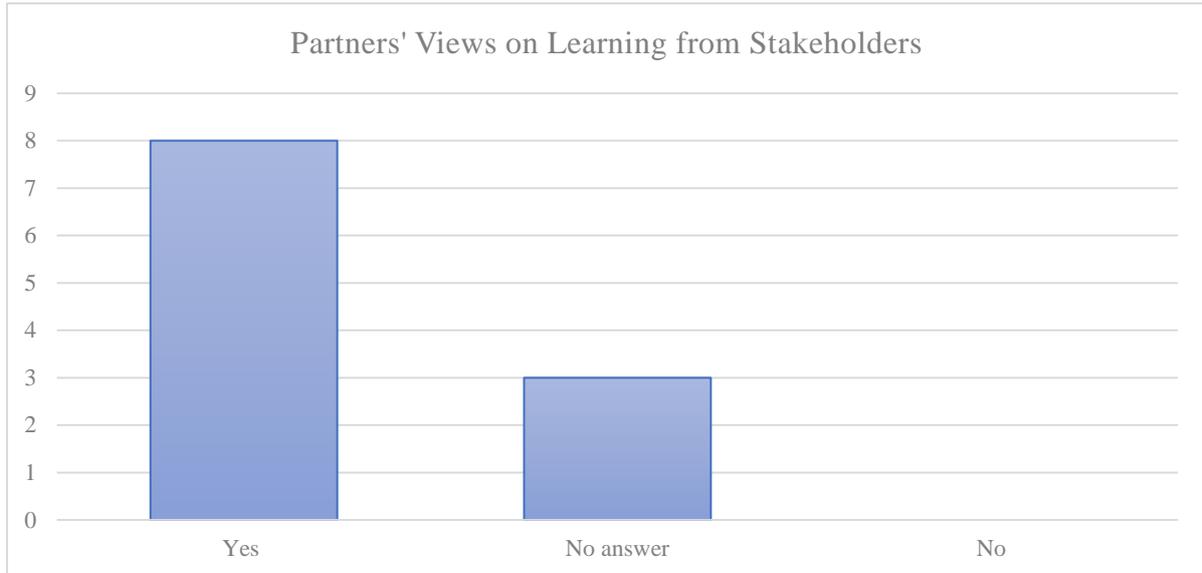
Figure 10: Partners' Views on Learning from Stakeholders

As can be seen in Figure 10 above 8 partners stated that they had learnt something from the stakeholders that were engaged in the project. Those partners who said that they had learnt something from the stakeholders provided the following to indicate what they had learnt:

- Views and perspectives on ethics and responsibility by different organisations (industry, professional associations, ethics committees, impact assessment organisations and international organisations).
- Views of stakeholders about harmonised ethics assessment for the EU and its challenges
- Best practices on social responsibility and on risk/impact assessment
- Information on ethics assessment touching on differences in ethics assessment practices and expectations related to ethics assessment
- An understanding of numerous problems regarding ethics assessment.
- How different organisations and sectors that the stakeholders represent operate. For example, partners learnt about developments within respective fields which was highlighted by stakeholder experiences, especially in the gap between policy intentions and inherences which preclude their effective realisation

Related to the above, partners were then asked if they thought that stakeholders had learnt something from them. This was asked in order to assess if there was mutual learning taking place. Seven respondents thought that the stakeholders had learnt something from them. One respondent said they did not think that the stakeholders learnt anything from the partners during their engagement within the project. The remaining three did not provide their views on stakeholders learning from them (see Figure 11).
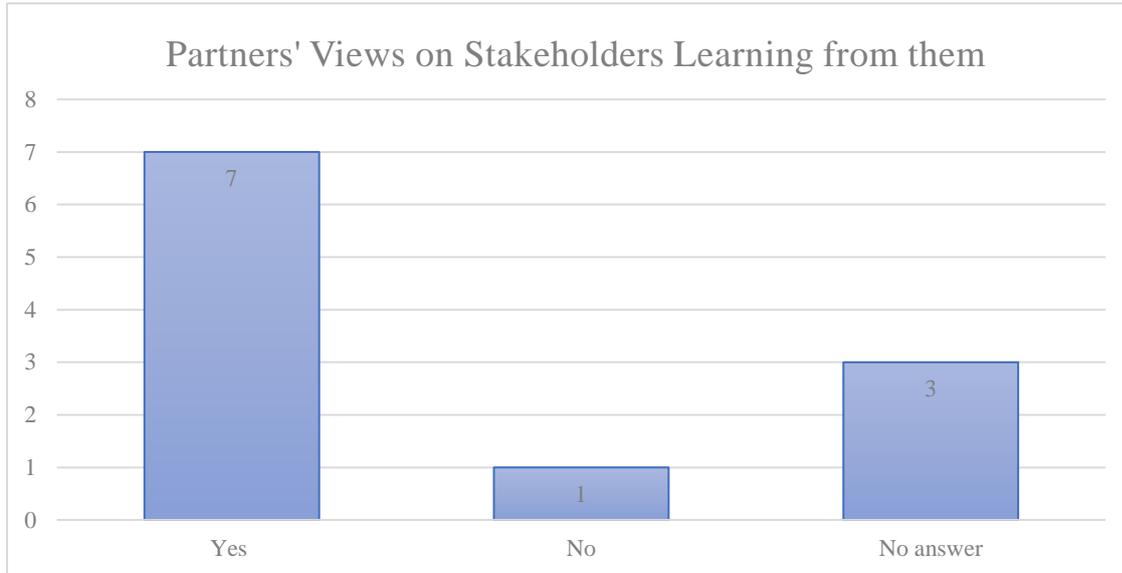
Figure 11: Partners' Views on Stakeholders Learning from them

As a follow up to the results illustrated in Figure 11 above, the partners gave a number of examples of what they thought the stakeholders had learnt from them during their engagement with the SATORI project which included:

- The provision of references and information on the importance of ethics assessment. In additon, the stakeholders were put in contact with relevant resources and other organisations involved and interested in ethics assessment. In general, the partners felt that the stakeholders were offered an opportunity to raise their awareness of ethics assessment
- Stakeholders heard opinions and improvement proposals on ethics assessment and shared perspectives with other stakeholder colleagues from other institutions and research and innovation fields
- Stakeholders learnt about the nature of the project's work, the commitment of the project partners, potential future partnerships and what the project hopes to achieve

5.1.5 Feedback

The last theme on which the partners were asked to share their opinions on was feedback. Under this theme the expectation was that partners would give their feedback on the projects progress. The first question on feedback was if partners thought that the project was progressing well or whether it needed improving. Figure 12 below shows the proportion of responses from the partners. 64% thought that the project was progressing well while the remaining 36% thought that it needed some improvements.
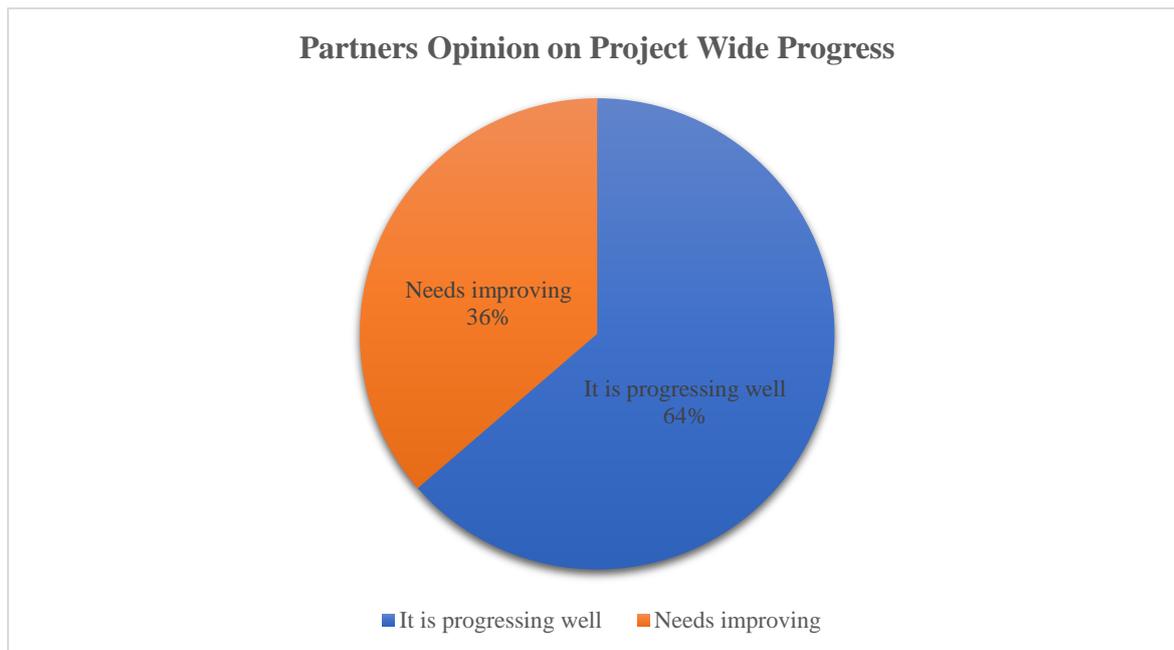
Figure 12: Partners Opinion on Project Wide Progress

The partners identified the following areas that needed improving and gave the following reasons as to why they thought it needed to be improved:

- In the next phases of the project, once more results are available, communicating results in an effective way will be important. This should be both in terms of ensuring the sharing of information and consensus among partners and in dissemination of results outside the consortium
- There is need to improve on communication within the consortium. Partners should read instructions, minutes and supporting texts. Partners should ask questions if they do not understand something, and have discussions amongst themselves.
- On improving communication externally, the project should have more online presence through an active website and social media
- Individual partners responsible for WPs and tasks should fulfil their responsibilities to the expected high level of competency expected of them. There needs to be a better recognition of the fact that the coordinator(s) are there to coordinate, not perform the task of the WP or task leader
- Formating rules for the different documents should not be changed several times during the project

5.2 PARTNER DISCUSSION SESSION

In addition to the partner questionnaires, a partner discussion session was held with all the SATORI partners that attended the Paris conference in June 2015. The session provided a chance to get more in-depth understanding of partners' views on the issues that were

affecting them as they work on their WPs and tasks. Additionally, partners had an opportunity to get feedback from fellow partners, the coordinator and the evaluators on the issues that were raised during the session. The session provided an opportunity to build on the data collected from the partner questionnaires discussed in section 5.1 above. During the session the partners reiterated some of the issues raised in the questionnaires while at the same time bringing out new issues. Some of the issues raised are outlined below:

5.2.1 Document Retrieval

During the session, some partners pointed to the fact that it was difficult to retrieve and find WP documents in the shared space. It was suggested that files should be properly named and that this should be the responsibility of WP leaders.

5.2.2 Partner Collaboration

There was a call for better collaboration between partners. It was felt that partners should commit themselves to deadlines. For instance, it was stated that some interviews were completed late and affected other WPs. This sort of issue has the potential to cause conflict and have an impact on the project. As such, in order to avoid any possible conflicts, it was suggested that partners should discuss intra and inter WP matters as a way of finding solutions. On a positive note, it was pointed out that some WPs were now expecting fewer complexities since many of the interviews and reports had been conducted and finalised.

5.2.3 Work Load and Deadlines

Some partners expressed concern with the sort of work load expected of them or in individual WPs at particular points. In answer to this, it was suggested that partners should manage their time through task and WP work plans and that they ought to be as flexible as they can. It was however pointed out that partners should bear in mind that work plans are only indicative. In addition, it was pointed out that task leaders should communicate at earlier stages to agree on upcoming deadlines that will be relevant to both WPs and tasks. It was felt that a more detailed and up to date work plan per WP could be helpful to minimise deadline issues. Other partners pointed out to the fact that there were delays in the completion of WPs and that the delays were happening because partners were involved in multiple WPs. It was suggested that this could be addressed by collective responsibility, reference to the DOW and communicating with other partners.

5.2.4 Limited Human and Time Resources

Following up on the discussion about work plans touched on in the preceding section, some partners expressed frustration with the fact that although detailed work plans might be in place, they may not necessarily be met due to limited human and time resources. It was pointed out that this takes away the autonomy from individuals and that this could lead to partner's inability to properly plan their work. In addition, the point was raised concerning some partners who may have joined the project at a later stage. These partners had an impression that work was just thrown at them without proper induction.

5.2.5 Quality Control of Documents

The issue of quality control of SATORI documents was raised. It was suggested that documents should be reviewed and checked for grammar and sentence construction. This takes time but could be minimised if partners who have a stronger English vocabulary helped those who did not especially as there is no budget to hire an external English checker.

5.2.6 Evaluation

On the questionnaire that was distributed to partners, one partner felt that the objective of the questionnaire was not very clear. It was suggested that including a section on the objective of the questionnaire could have helped.

Lastly, partners were urged to speak to evaluators in confidence if they were encountering problems that needed intervention. DMU could act as a mediator in dealing with issues if partners were finding it difficult to air them in consortium meetings or between individual partners.

6 DISCUSSION

Based on the questionnaires and discussion sessions that have been analysed above, there is evidence of diversity and as such fair representation of stakeholders in the SATORI project thus far. This diversity is seen in the form of the different expertise that stakeholders who have been engaged in SATORI possess. In addition, the fair representation is seen in the diversity of the different types of organisations and countries the stakeholders come from. In looking at the 8 SATORI principles and criteria for evaluation, it is evident that this aspect met principles 2.1 and 2.2 which look at stakeholder involvement and recruitment.

The stakeholders that were recruited especially for the Paris conference seemed to be happy with their roles. However, although they expressed their happiness on one hand, they also indicated that they wanted a more active role in SATORI on the other hand. Due to this, stakeholders felt that their level of engagement was not sufficient. This is seen in the low ranking of their engagement on the Likert scale discussed in an earlier section. When applying the principles and criteria for evaluation, principle 2.1 is applicable in that despite there being a concerted effort to have diverse engagement and involvement of stakeholders; stakeholders feel that more needs to be done in order to have more sustainable and meaningful engagement and involvement on their part. Interestingly, partners felt they engaged relevant stakeholders sufficiently with most of them ranking stakeholder engagement as high.

In addition, they felt that although SATORI seemed to present a global agenda particularly in recruiting its stakeholders, the aim of the project was very Eurocentric. They cited that although the project is engaging stakeholders from outside Europe, the final outcome of the project seem to focus on Europe, for instance the development of a common European framework for ethical assessment of research and innovation. This was confusing to the stakeholders in terms of why the project is involving global stakeholders when its aim is clearly Eurocentric.

With regards to stakeholder contribution, some stakeholders felt that although they contributed effectively in their provision of critical comments to the project through case study contributions as well as making themselves available for interviews, some of them were of the view that they did not contribute as much as they would have wanted to. They felt that this was due to a lack of sufficient background information, insufficient time allocation to prepare for their first SATORI event i.e. the Paris conference and a lack of continuous involvement in the project. In applying the SATORI principles and criteria for evaluation, Principle 2.3 is applicable in that stakeholders had an opportunity to contribute to the case studies and interviews that SATORI had. In addition, principle 2.5 applies in that the stakeholder's contribution will have an impact on the project processes and outcomes. For example, in assimilating stakeholder contribution, partners are able to improve on how they undertake project activities.

In relation to mutual learning both stakeholders and partners felt that they had benefited from each other. On one hand, with regards to stakeholders learning from partners, stakeholders felt that they learnt more about the SATORI project. On the other hand, with regards to partners learning from stakeholders, both partners and stakeholders felt that partners had benefited from their experiences and knowledge that stakeholders shared through giving interviews and case study input. From the 8 SATORI principles and criteria for evaluation, this aspect satisfied principle 2.1 with regards to stakeholder engagement, principle 2.3 with regards to stakeholders giving interviews and their contribution to case studies and principle 2.4 with regards stakeholders making recommendations relevant to the project.

Having outlined the above, especially in relation to stakeholders, it is evident from the analysis that so far the SATORI project is having an impact. Stakeholders have pointed out that the SATORI project has had an impact on:

   i.   how they can apply ethical impact assessment in their research
  ii.   how they can embed ethical issues in their policy frameworks
 iii.   how they view ethics in science, research and innovation

With regards to partner collaboration towards WP tasks and milestones, a point was made that there were some limitations in relation to how work plans were being executed. As an example, some partners stated that there were delays in completion of other partner tasks that were crucial for the progress of their respective tasks. This delay in task completion led to bottleneck of deadlines. In addition, most partners stated that although the project was progressing well as evident from some of the successfully completed WPs and tasks, they pointed out that there is need to improve on communication and collaboration as well as quality control of documents, particularly when it comes to proficiency in English. With this, principle 2.7 applies in that it assesses administration and coordination in terms of quality of collaboration. Additionally, principle 2.8 is also applicable due to the fact that it assesses SATORI's internal activities such as inter-consortium communication and collaboration.

7 CONCLUSION

This report presented stakeholder and partner questionnaire and discussion findings. The findings reveal that there is evident diverse and fair stakeholder representation from the point of expertise of the stakeholders and the organisations and countries stakeholders were from. The findings also show that there is stakeholder engagement although the stakeholders were of the opinion that their engagement and involvement was not adequate enough. Both stakeholders and partners were complementary of the fact that there is mutual learning taking place for both parties. In addition both stakeholders and partners felt that the project was progressing well. However, they both were of the view that there are areas where improvements could be made. For example, stakeholders pointed to the fact that background information was necessary to prepare for any events they were invited to and that such information ought to be sent to them on time. Adding on to this, stakeholders were confused about the Eurocentric nature of the project on one hand and the global agenda and need for input from global stakeholders on the other. In relation to partners, the point was made for the need to have better collaboration and communication for the project to move forward.

The evaluation analysis also presented and applied some of SATORI's 8 principles and criteria for evaluation. Specifically, these were applied to aspects related to stakeholder engagement and involvement; recruitment; interviews and case studies; recommendations; impact and internal activities. The document has also introduced a task focussed evaluation which will be used for the remainder of the evaluation process of the project. Finally, this document has highlighted three potential impacts of the SATORI project as revealed by stakeholders and that will be beneficial to them. These relate to ethical impact assessment in research, embedding of ethical issues in policy frameworks and possible application of ethics in science, research and innovation.

8 RECOMMENDATIONS

Following the evaluation assessment in this document, highlighted below are recommendations for the SATORI project going forward:

i. Considering that there were only 11 questionnaires out of a possible 60 from SATORI partners, it is recommended that partners engage fully with the evaluation team as and when they are requested to do so. Such required engagement might take any form of evaluation assessment such as timely questionnaire completion, interviews and other evaluation activities. This is important because the evaluation of the project as described in the DoW is an essential part of the SATORI project.

ii. In terms of stakeholder participation in the project's events, it is recommended that selected stakeholders should be given more background information about the project. In addition, there should be clear information about their role and what is expected from them. The stakeholders should be given ample time to look at the information provided and ask questions if need be well before their participation in project events. This will help the stakeholders to reflect on the scope of the SATORI project.

iii. In relation to recommendation (ii), some stakeholders do not understand what the term stakeholder means for the SATORI project. Therefore, it is recommended that as part of the information given to stakeholders there should be a clear definition of what SATORI means by its use of the term 'stakeholder' since the term is not well understood by everyone.

iv. Related to (iii), there should also be a clear scope in relation to stakeholder's

engagement because some of the stakeholder engagement in the project is one-off. This seems not to have been understood by some stakeholders who expect long term and continuous involvement. Therefore, a clear scope might avoid some of the stakeholders confusion on their expectation to be involved on a long term and continuous basis.

v.   To avoid the confusion raised about the Eurocentric nature of the project while having a global agenda and seeking input from global stakeholders, the recommendation is that SATORI should make it more clear why the project is Eurocentric and why it has a global agenda.

vi.   Some partners who may have joined the project at a later stage had an impression that work was just thrown at them without proper induction; therefore the recommendation is that new partners should be given adequate induction and clear a description of what is expected of them.

vii.   Partners stated that there were issues with regards to collaboration among those that were working in related WPs or WPs that relied on input from other WPs. The recommendation is that partners should improve on inter and intra WP communication in order to minimise conflicts and improve on collaboration among them when working towards the objectives of the project. This could be done through regular meetings where issues that are affecting particular WPs can be resolved.

viii.   Stakeholders at the Paris conference noted that there was no representation of policy makers at the conference even though part of the outcome was to develop a policy brief on Policy and Legal Options for Developing Ethics Assessment for Research and Innovation within the Context of Globalisation. The recommendation is that any future events targeted or with the intention of having some policy related outcome should involve policy makers. This is in order to have input from policy makers as a way of ensuring effective policy development and implementation.

9 APPENDICES

9.1 APPENDIX A: PROJECT STATUS AND SUMMARY TABLE

WP 1: Comparative analysis of ethics assessment practices

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 1.1 – Criteria and tools for analysis	Identify criteria, categories, methods and tools with which to carry out an analysis of current practices related to ethics assessment in scientific research and related innovation activities, including legal aspects and standardisation						
Task 1.2 – Inventory of approaches within fields	Construct a systematised inventory of current practices and principles of ethics assessment in five different vertical fields						

Task 1.3 – Comparison between fields	Study and determine the differences and similarities that exist between frameworks and practices for ethics assessment across the five different fields in						
Task 1.4 – Inventory and comparison of approaches by different stakeholders	To identify similarities and differences between different types of assessor with regard to the way in which they give shape to ethics assessment.						
Task 1.5 – International comparison	To identify similarities and differences between countries (and regions consisting of multiple countries) with regard to the way in which they give shape to ethics assessment.						

WP 2: Dialogue and participation

Task	Objective	Intended outcome	Evaluation Criteria	Application evaluation principles	Deadline	Indicator of success	Partner responsible	Potential Impact	Task Risk Assessment	Contingency Plans	Feedback loop/Timeline
Task 2.1 - Landscape of existing MML projects and other relevant, ethics-related projects	To identify existing MML projects (2) as well as other relevant, ethics-related projects (3) and explore their approaches to participatory processes with a view to understanding their incorporation of and/or										

	interaction with different stakeholders.										
Task 2.2 – Survey of MML actors and other stakeholders	Identification and characterization of the relevant stakeholders to this project.										
Task 2.3 – Assessment of capacity building and training needs	To evaluate capacity-building and training needs of various stakeholders in regard to ethics assessment										

WP 3: Legal aspects and impacts of globalisation

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 3.1 – Legal and regulatory aspects							
Task 3.2 - International differences in research cultures, ethical standards and legal frameworks	To analyse the broader background conditions that contribute to observable differences in ethical assessment frameworks and practices across the EU and in selected non-EU jurisdictions, with particular reference to North America and Asia						
Task 3.3 – Impact of globalisation on research activities and resulting problems for	Determine how globalisation is changing research agendas, activities and assessment procedures, and how these						

research ethics	changes may cause problems for ethics assessment, with particular reference to evidence of "ethical dumping", understood as deliberate decisions to conduct research outside Europe and North America in order to profit from more flexible legal frameworks elsewhere						
Task 3.4 – Policy and legal options for developing research ethics within the context of globalisation							

WP 4: Roadmap for a common EU ethics assessment framework

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 4.1 – Common ethical values and principles							
Task 4.2 – Cultural diversity and national differences							
Task 4.3 - Outline of a common ethics assessment framework and workshop							
Task 4.4 – Roadmap towards adoption of a fully developed framework							
Task 4.5 –							

Training sessions on the new framework							

WP 5: Risk-benefit analysis of ethics assessment activities

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 5.1 – Cost-effectiveness and risk-benefit of ethics assessment							
Task 5.2 – Methodology for assessing cost-effectiveness and risk-benefit							
Task 5.3 – Workshop on the cost-effectiveness and risk							

benefit of ethics assessment							

WP 6: Measuring the impact of ethics assessment

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 6.1 – Identifying the different types of impacts of ethics assessment							
Task 6.2 – Methodology for measuring the impacts of ethics assessment							
Task 6.3 – Stakeholder views on ethical impact assessment							
Task 6.4 – Pilot impact study on FP							

ethics review							

WP 7: Standardizing operating procedures and certification for ethics assessment

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 7.1 – General study of standardising operating procedures							
Task 7.2 – General study of certification in assessment procedures							
Task 7.3 – Development of a framework for standardising operating procedures for ethics assessment							
Task 7.4 – Development					Trilateral		

of a framework for certification for ethics assessment							

WP 8: Heritage (sustainability)

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 8.1 – Strategy for sustainability of the SATORI network							
Task 8.2 – Identifying competent leaders willing to take SATORI into the future							
Task 8.3 – Attracting other sources of financing							
Task 8.4 –							

Workshop of SATORI stakeholders regarding sustainability							

WP 9: Policy watch and policy recommendations

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 9.1 – Identification and inclusion of relevant EU strategic priorities and policy developments							
Task 9.2 – Posting news of EU-related initiatives and policy developments							
Task 9.3 – The SATORI consortium's integrated							

assessment framework and recommendations							

WP 10: Communication

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 10.1 – Elaborate the consortium's communications strategy							
Task 10.2 – Establish and maintain the project's website							
Task 10.3 – Press releases and feature stories							
Task 10.4 – Journal articles							
Task 10.5 – Presentations at							

third-party workshops and conferences							
Task 10.6 – Social media							
Task 10.7 – The project's final conference							

WP 11: Project management

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 11.1 – Project co-ordination							
Task 11.2 – Project operational							

Task							
support							
Task 11.3 – Project financial administration							

WP 12: Evaluation

Task	Objective	Intended outcome	Evaluation Criteria	Deadline	Indicator of success	Partner responsible	Potential Impact
Task 12.1 – Good practice in evaluation and reflection							
Task 12.2 – SATORI evaluation and reflection principles and criteria							
Task 12.3 – SATORI evaluation and reflection strategy							
Task 12.4 – Evaluation and reflection							

Task 12.5 – Remedial action							

9.2 APPENDIX B: EVALUATION QUESTIONNAIRE – SATORI STAKEHOLDERS

Evaluation Questionnaire – SATORI Stakeholders

June 2015

1) What is your expertise?

2) Which organisation are you representing?

3) In which country is your organisation based?

4) What is your role with regards to the SATORI project?

5) Are you happy with your role within the project?
   a)   Yes

   b)   No

6) If No to (5), please indicate why you are not happy with your role?

7) What role would you like to see stakeholders play in SATORI?

8) Why the outlined role in (7)?

9) Have you been involved as a stakeholder in any other EU project(s)?

   a) Yes

   b) No

10) If Yes to (9), what was your role?

11) How did you find yourself being involved in SATORI as a stakeholder?

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12) For how long have you been involved in the SATORI project?

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13) Do you know the aims of the SATORI project?

   a) Yes

   b) No

14) If Yes to (13), what are the aims of the SATORI project?

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15) SATORI intends to develop a common European framework for ethical assessment, what is your understanding of ethical assessment?

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16) Do you feel you have contributed to the project?

       a) Yes

       b) No

17) If Yes to (16), what has been your contribution?

18) If No to (16), why not?

19) What form did your contribution take?

       a) Assigned role in a Work package

       b) Assigned specific task

       c) Workshop participant

       d) Advisory role

       e) Other

20) As a stakeholder, do you think you have learnt something as a result of your participation in the SATORI project?

       a) Yes

b) No

22) If Yes to (25), what do you think you have learnt?

+---+
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+---+

23) If No to (25), why do you think you have not learnt anything?

+---+
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24) Do you think the main SATORI partners learnt something from your participation in the project?

    a)   Yes

    b)   No

25) If Yes to (28), what do you think they learnt?

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26) If No to (28), why do you think they have not learnt anything?

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27) Assuming you have gained something from the SATORI project, how do you anticipate using the knowledge gained in future? Please describe.

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28) On a scale of 1 to 5, 1 being least level of involvement and 5 being highest level of involvement, to what extent do you feel you have been involved or engaged in the project?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

29) Can you please elaborate your choice in (32)?

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30) Do you think the SATORI project is generally inclusive of stakeholders?
- a) Yes

- b) No

31) If No to (34), how might the project improve its involvement of stakeholder participation?

32) What is your evaluation of the SATORI project as a whole?

33) What suggestions do you have for improving the SATORI project in the future?

34) Is there anything else that you would like to add as a conclusion to this questionnaire?

Evaluation Questionnaire - Project Partners

June 2015

1) What is your role in the project?

2) Are you part of a work package or a specific task?

    a. Work package

    b. Specific task

3) If you are, which work package or what tasks are you involved with?

4) Have you been involved in other EU projects before?
    a) Yes

    b) No

5) If Yes to (4), which project(s) and was it a Mobilisation for Mutual Learning (MML) type of project?

[ ]

6) Do you think your associated work package/tasks have been successful?

    a)   Yes

    b) No

7) If Yes to (6), in what way have they been successful?

[ ]

8) If No to (6), why do you think they have not been successful? Please give examples of the challenges you have encountered which had made it difficult for the work package/tasks to be a success.

[ ]

9) Despite what your expressed feelings are in (8), what progress do you think your associated work package or tasks have made towards the overall desired outcomes of the SATORI project?

[ ]

10) What do you think could be done to improve your associated work package or tasks in the future?

[ ]

11) Have you yourself done or suggested something to solve the identified challenges?

    a) Yes, Please elaborate in the box below

    b) No, Please elaborate in the box below

[ ]

12) Has your role involved working with and/or engaging with stakeholders?

    a) Yes

b) No

13) If Yes to (12), how many stakeholders have you worked and/or engaged with? (Please tick)

- ☐ 1 - 5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21+

14) On a scale of 1 to 5, 1 being the least degree of engagement and 5 being the highest degree of engagement, to what extent did you engage with the stakeholders?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

15) Please elaborate on your level of engagement identified in (14)?

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16) If Yes to (12) why did you involve the stakeholders?

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17) What was your expectation of the stakeholders?

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18) Did the stakeholders meet your expectations?

     a) Yes

     b) No

19) Do you feel you learnt something from the stakeholders?

    a) Yes

    b) No

20) If Yes to (19), what did you learn?

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21) Do you feel the stakeholders learnt something from you?

    a) Yes

    b) No

22) If Yes to (21), what do think they learnt?

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23) With regards to the SATORI project as a whole, do you think the project is progressing as it should or are there areas that need to be improved?

a) It is progressing well

b) There are areas that need improving

24) If there are areas that need improving, can you identify these areas, indicating why they need to be improved?

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25) Any additional comments?

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SATORI 6 Monthly Periodic Evaluation Report

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Tilimbe Jiya (De Montfort University)

June 2016

Deliverable 12.4(2)

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EXECUTIVE SUMMARY

This report is the second of a series of six monthly reports of the SATORI evaluation. The report covers the evaluation activities that were carried out between January and June 2016 and it focuses on Tasks in WPs 4, 5, 6, 9, 10 and 11. The report involves the use of an evaluation template to evaluate different aspects of the SATORI project such as potential impact towards the overall aim of the project, risk assessment, contingency planning, conflicts, and conflict resolution procedures. The evaluation applied the selected eight SATORI Evaluation Principles and Criteria which were published in D12.2 to evaluate each individual task within the mentioned WPs. To complement the evaluation template, the evaluation employed three evaluation tools that included observations at two SATORI workshops in Delft and Copenhagen respectively, questionnaire surveys with different stakeholders and interviews with leaders of the WPs that had tasks in progress or finishing within the evaluation period of January to June 2016. Accordingly, the report outlines findings from the observations, which cover discussions about issues within the project and the level of stakeholder participation such as representativeness of invited stakeholders. It also covers findings from questionnaire surveys which include stakeholder feedback and an understanding of stakeholder experiences, expectations and interpretation of their engagement. Lastly, the report includes the findings from interviews with WP leaders. The interviews provide an in-depth assessment of important aspects of the tasks such as risk assessment, intended outcome and impact of the tasks towards the overall aim of the project.

1 INTRODUCTION

Within SATORI's 12 WPs are specific tasks with a set of objectives that the project is aiming to achieve. In this report, we present the evaluation of tasks that are in progress as well as those which have been completed within the period of January and June 2016. This is in order to gauge the progress made of a particular task or activity within SATORI as part of the project's formative evaluation. This was done by applying one or more of the eight chosen evaluation principles and criteria. For the period of January to June, we present findings from the following:

i. Delft workshop where we conducted a stakeholder evaluation and observations. During the workshop, information was collected from stakeholders on their expectations, contributions to SATORI with the aim of understanding whether mutual learning was taking place as well as how SATORI can improve and move forward. Subsequently, the stakeholder's highlighted issues related to logistics of the workshop, outlined some of positives and short falls they saw in SATORI. Based on this, the evaluation team came up with recommendations which were forwarded to the Coordinator. A summary of some of the discussion outcomes and recommendations

are highlighted in section 4.1 below with a full report on the evaluation in Annex 5.8 (Evaluation Feedback from CWA Delft Workshop - 17 - 18 February 2016).

ii.   Copenhagen workshop evaluation included a questionnaire survey with experts on cost effectiveness and risk benefit of ethics assessment. Findings can be accessed in section 4.3.

iii.   The evaluation team also evaluated tasks currently running between the period of January and June 2016 with the view to understanding progress and giving recommendations on way forward and on areas of improvement. The evaluation of the tasks was supported with interviews with WP leaders associated with the tasks. Task analysis and WP interviews were done in a holistic manner. This means that in order to have a whole picture of the evaluation of the tasks under consideration for the duration of January to June, interviews with WP leaders and analysis of the tasks were carried out together and in a complementary manner. As such, where we were unable to interview a WP representative such as in WPs 4, 9 and 11 due to the unavailability of the representative, a full evaluation has not been completed. The total number of WP leaders interviewed was four. The intention was to interview six leaders, however, two were unavailable. Findings on this can be found in evaluation templates from Annexes 5.1 to 5.7. The tasks under evaluation are shown in Table 1 below with actual evaluation of each task covered in Annexes 5.1 to 5.7 as indicated earlier.

WPs	WP Description	WP Leader	Task No.	Task Description	Duration	Deadline
WP 4	Roadmap for a common EU ethics assessment framework	University of Twente	4.3	Outline of a common ethics assessment framework and workshop	October 2015 to March 2016	Month 27- March
			4.4	Roadmap towards adoption of a fully developed framework	October 2015-June 2016	Month 30 – June
			4.5	Training sessions and the new framework	March 2016 to September 2016	Month 33 - September, 2016
WP 5	Risk Benefit analysis of ethics assessment activities	DBT	5.1	Cost effectiveness and risk benefit of ethics assessment	December 2015 to July 2016	Month 31 (July, 2016)

			5.2	Methodology for assessing cost effectiveness and risk benefit	April 2016 to July 2016	Month 31 (July, 2016)
			5.3	Workshop on the cost effectiveness and risk benefit of ethics assessment	May 2016 to August 2016	Month 32 (August, 2016)
WP 6	Measuring the Impact of ethics assessment	VTT	6.1	Identifying the different types of impacts of ethics assessment	January 2016 to August 2016	Month 32 (August, 2016)
			6.2	Methodology for measuring the impact of ethics assessment	May 2016 to August 2016	Month 32 (August, 2016)
			6.4	Pilot impact study on FP ethics review	June 2016 to November 2016	Month 35 (November, 2016)
WP 7	Standardising operating procedures and certification for ethics assessment	NEN	7.1	General study of SOP procedures	January 2014 to August 2016	Month 32 (August, 2016)
			7.2	General study of certification in assessment procedures	March 2015 to December 2016	Month 36 (December, 2016)
			7.3	Development of a framework for standardisation	January 2014 to February, 2017	Month 38 (February, 2017)
WP 9	Policy watch and policy recommendations	-	9.1	Identification and inclusion of EU strategic priorities and policy development	February 2016 to March 2016	Month 27, March 2016
					May 2016	Month 30,

			"	"	to June 2016	June 2016
			9.2	Posting news of EU related initiatives and policy developments	February 2016 to March 2016	Month 27, March 2016
			9.2	"	May 2016 to June 2016	Month 30, June 2016
WP 10	Communication	CPN	10.3	Press releases and feature stories	May 2016 to June 2016	Month 30 (June, 2016)
			10.4	Journal articles	May 2016 to June 2016	Month 30 (June, 2016)
			10.5	Presentations at third party workshops and conferences	May 2016 to June 2016	Month 30 (June, 2016)
WP 11	Project management	University of Twente	11.1	Project coordination	Project life cycle	Month 45 (September, 2016)
			11.2	Project operational support	Project life cycle	Month 45 (September, 2016)
			11.3	Project financial administration	Project life cycle	Month 45 (September, 2016)

Table 1: Tasks under review between January and June 2016

2 EVALUATION TEMPLATE

The evaluation strategy employed for this period included the use of an evaluation template which has been developed to be used for the remainder of the project. The evaluation template looks at several aspects of the SATORI project and includes the following evaluation components:

2.1 ABOUT TASK

This section gives a description of an individual task under evaluation. The task with regards to the project is the activity that a WP will provide in order to bring about the intended outcomes. WPs offer all sorts of different tasks to address their desired outcomes. For the

most part, WP tasks can be classified as any type of direct work done by a partner as part of their duty within SATORI. In D12.2 we stipulated that the evaluation would be task focussed, meaning that SATORI will be evaluated task by task looking at the activities that are taking place within each task. In light of this, a task focused evaluation analysis will be conducted on the progress of individual WP tasks thus far.

2.2 OBJECTIVE

This section gives an outline of the objective(s) of the task. The evaluation will identify a range of objectives for the task that were set at the start and measure success at the end of the WP task by the degree to which the WP met the original objectives. Depending on what the objective is, progress could be straightforward to measure. For instance, if the objective of a WP task is to run five well attended training seminars for stakeholders, the success of such an objective could be easily measured and quantified in number of attendees. However, if the objective is to establish whether mutual learning has occurred or whether it is for purposes of measuring impact, this could require a more qualitative way of measuring success such as interviewing partners and stakeholders. Note that evaluation focused on objectives usually takes place right at the end of the project. However, this end-of-project approach may discourage project partners from critically assessing the objectives themselves. Therefore, to avoid this, the objectives will be assessed at different levels of the project i.e. at task level, WP level and project level. In addition, evaluation by objectives at the end of the project can sometimes create a level of rigidity that is unhelpful to the project therefore we deem it ideal for SATORI that we evaluate the objectives as per task i.e. as it is being carried out and at the completion of a task.

2.3 INTENDED OUTCOME

This section will cover intended outcomes of the task in question. Under intended outcomes, the evaluation will try to understand what partners are able to achieve at the end of the task in relation to the objectives of the task and aims of the project. For example, an intended outcome for a task could be to increase the number of stakeholder participation in a workshop or training session through establishment of new networks. During the summative evaluation, when it is established that the task did not achieve an increase in the anticipated number of stakeholders, the task would be deemed to have fallen short of its expectations, which would potentially have an impact on the overall outcomes of the project.

2.4 INDICATOR(S) OF SUCCESS

This section gives an indication of success from looking at whether the outcomes have been achieved or not. In addition, indicators of success will be assessed from the viewpoint of the members of the task who evaluators would have spoken to e.g. WP leaders. Indicators act as the benchmark of whether, and to what degree, the task or project is making progress. Ideally, the progress will be examined in two distinct ways:

- The quality of the task (commonly referred to as process indicators). An example of a process indicator would be levels of communication, contingency planning, and risk assessment.
- The quality of the outcomes or impact of task as related to its WP(s) or project (commonly referred to as outcome indicators). An example of outcome indicators would be the final results of a task e.g. such as outcomes in the form of submission of deliverables.

Therefore, indicators will be established to measure the progress of the task in relation to the overall project progress. *Process indicators* will be used to help track the progress that the task or project is making as partners work toward achieving the desired outcomes. Process indicators will often provide important feedback to those responsible for tasks long before they can expect to see evidence that outcomes are being achieved. *Outcome indicators* will provide the most compelling evidence that the task or project is having an impact on for example stakeholders and society.

2.5 POTENTIAL IMPACT TOWARDS THE OVERALL AIM OF THE PROJECT

This section covers potential impact from the point of view of leader(s) of the concerned task who the evaluators will talk to. Impact evaluation is an assessment of how the activities being evaluated affect intended outcomes of the project and has the potential to establish whether or not the project has an effect on stakeholders and society at large.

2.6 RISK ASSESSMENT

The section highlights risks associated with the task in question. As each task has potential risk(s), WP leaders will be asked about the risks related to each task. Once risks have been identified, they must then be assessed in relation to their potential impact on the outcomes of the task. Understandably, risks may be difficult to assess or to know for sure, however, it is imperative for task/WP leaders to make at the very least an educated assessment, however abstract. This is important because it helps partners involved in the task to constantly think of unintended consequences which may have an impact on the outcomes and by so doing helps partners implement the risk management and contingency plans as related to their task. As such, during evaluation (formative), partners will be encouraged to identify risks and associated mitigating contingency measures. During the summative evaluation, potential risks that were identified in the DoW in relation to the overall project will also be looked at in order to see whether they materialised or not and if they did, how they were mitigated against either by the contingency measures identified in the DoW or by other measures.

2.7 CONTINGENCY PLANS

This section is related to 2.6 in that it looks at measures that have been put in place to mitigate possible risks related to individual tasks. As such, partners should be able to come up with contingency measures that need to be applied to the identified risks.

2.8 CONFLICTS

This section looks at any conflicts, disagreements or arguments that may have arisen between members within a particular task. Conflicts occur between parties whose tasks are interdependent, who are angry at each other, who perceive the other party as being at fault, and whose actions cause a problem towards achieving a particular objective. Therefore, it is important for a task leader (or WP leader) to understand the dynamics of any conflict relating to their task before being able to resolve it. During evaluation, task/WP leaders will be encouraged to identify as well as disclose any conflicts and associated resolution procedures within the tasks. With regards to the overall project as a whole, conflict resolution procedures will have to be in tandem with those identified in the DoW, should these be unsatisfactory, the evaluation team would suggest that any resolution should have the involvement of the Project Officer.

2.9 CONFLICT RESOLUTION PROCEDURES

This section is related to 2.8 and it looks at procedures that have been put in place to resolve conflicts within a task by the task/WP leaders.

2.10 PARTNER RESPONSIBLE

This refers to the consortium partner responsible for the particular task.

2.11 INFORMATION IN SHARED SPACE

This is in reference to any information that has been shared in the consortium chosen internal platform of communication. It is expected that each WP leader uploads all relevant information related to tasks and overall WP in order to facilitate effective collaboration and communication with regards to progress of work being undertaken amongst partners. This is necessary because completion of some of the work is dependent on completion of other work which can and should usually be sourced via the shared space.

2.12 APPLICATION OF EVALUATION PRINCIPLE AND CRITERIA

This part of the template applies the selected eight principles drawn in D12.2. The principles with their associated criteria are subsequently listed in Annex 5.9. It has to be noted that not all principles will be applicable to all tasks. Different tasks may call for different principles. Therefore, when applying the selected principles, the evaluation will be looking at criteria that apply to an individual task which will be subsequently scored according to the rubric provided in section 2.13. The resulting average score for a particular task will be calculated by dividing the sum of individual scores with number of instances (the applicable criteria). To give an example, when Task X is being evaluated and is found to have principles (i) and (iii) applicable to it as illustrated in Table 2 below, the average score would be 2.2. This

would have been calculated by adding (3+1+2+1+4) and then dividing the sum by 5. This would have given us 2.2 which would then be rounded to the nearest integer of 2. Now referring to our rubric in section 2.13; as a result of the average score of 2; this tells us that the task has been assessed as 'Good' which means that '*Although the task meets some of the criteria principles, it has consideration drawbacks that need sufficient attention. These drawbacks and areas needing attention are highlighted in the feedback and recommendations section*'.

No.	Evaluation Principle	Criteria	Score
i)	Principle for evaluating stakeholder engagement/ involvement	Representativeness	3
		Transparency[1]	1
		Accessibility	-
		Task Definition	-
		Fair Deliberation	-
		Criticalness	2
		Participant Satisfaction	1
ii)	Principle for evaluating recruitment	Representativeness	
		Accessibility	
		Criticalness	
iii)	Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
		Credibility	4
		Transparency	
iv)	Principle for evaluating recommendations/ tools	Transparency	
		Relevance	
v)	Principle for evaluating dissemination/ impact	Quantity	
		Behaviour Adjustment	
		Network Expansion	
vi)	Principle for evaluating evaluation	Restrictiveness	
vii)	Principle for evaluating administration	Quality of Collaboration	
viii)	Principle for evaluating 'internal' activities	Stakeholder engagement	
		Reflectiveness	
	Resulting average score		**2**

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[1] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Table 2: An illustration of how to calculate the scores based on applicable evaluation principles and criteria

2.13 SCORING RUBRIC

Scoring will be applied according to the following criteria:

1 Poor	Inadequate. Fails to satisfy the criterion principle and aspects as suggested in the feedback and recommendation section
2 Good	Although the task meets some of the criteria principles, it has consideration drawbacks that need sufficient attention. These drawbacks and areas needing attention are highlighted in the feedback and recommendations section
3 Very Good	The task partially satisfies the relevant evaluation principles. However, it fails to take into consideration some aspects as suggested in the feedback and recommendation section
4 Excellent	The task completely satisfies the relevant evaluation principle and criteria

2.14 FEEDBACK AND RECOMMENDATIONS

This section covers comments, responses and feedback from results of the evaluation to interested members of a particular task. In addition, it includes suggested recommendations for specific action(s) in relation to the feedback provided.

3 EVALUATION TOOLS

In addition to the use of the template, the following evaluation tools were used to complement the template and they include the following:

3.1 OBSERVATIONS

During observations, our focus was on the following:
- Discussions about issues related to the specific event taking place and some aspects about the project overall
- Level of stakeholder participation (looking at representativeness of invited stakeholders)
- Feedback and recommendations from both stakeholders and SATORI partners during events

3.2 QUESTIONNAIRES

Questionnaires were intended to learn about some of the following elements:
- Understanding stakeholder experiences and interpretations on respective topics presented during workshops for example on standardisation and risk benefit analysis
- Considering stakeholder roles and contribution to the project
- Understanding stakeholder expectations and experiences with regards to engagement, participation, contribution and mutual learning
- Gathering feedback from stakeholders on how best SATORI can move forward and which areas it can improve on

3.3 INTERVIEWS

The interviews were mainly intended to get a feel of how the tasks related to the WPs are progressing. For example, of interest was to further understand aspects related to:

- Specific objectives of individual tasks
- Achieving targeted outcomes
- Potential impact towards the overall aim of the project
- Potential risks related to each task and contingency measures put in place
- Conflicts and associated resolutions
- Indicators of success of the tasks/overall WP

4 EVALUATION FINDINGS

4.1 DELFT WORKSHOP FOCUSSED EVALUATION

At the Delft workshop on the CEN Workshop Agreement (CWA) held on the 17th and 18th February 2016, the focus was on WP4 which is about developing a common EU ethics framework and setting out a practical roadmap for the development of a fully developed common framework. 10 stakeholders with expertise in ethics assessment were invited but only 7 managed to turn up. The stakeholders' role was to comment on different tasks of WP4. The professional backgrounds of the stakeholders were as follows:
- Ethics assessment at university with speciality in assessment of health services and publications
- Ethics assessment in engineering and innovation with speciality in IT engineering and development
- Risk and benefit analysis/cost and benefit analysis
- Ethics assessment in industry
- EU ethics assessment in Research and Innovation
- Ethics assessments in National Research Ethics Committee

In addition to the invited stakeholders, also present were some of SATORI's Advisory Board members. During the workshop, discussions mainly centred around WPs 4 and 7 with some introductory discussion on WP 5 and an update on the revision of WP 10. Some of issues raised with regards to WP4 were that:

- SATORI should ensure that ethics assessment should be made easy and simple for people who are going to use it e.g. researchers
- Care should be taken in using the ethics assessment tools because this is something new to users.
- A procedural standard should be put in place for implementing the CWA
- The project is missing other information beyond Europe e.g. regulations and policies far beyond the EU
- Terminology used in relation to ethical principles was somewhat difficult to understand as different countries and different languages attributed different meanings
- Methods chosen had to be justified
- Criteria for selecting ethical assessment guidance in industry is not clearly defined
- There was need to increase attendance to mutual learning sessions and to ensure that training materials will continue to be effective and relevant in the future after the SATORI project

As the discussion during the Delft workshop centred on WP4, remedial action was given on some of the tasks that were already in progress during that time and these are highlighted in the document that was sent round to the Coordinator and SATORI partners. This document can be found Annex 5.8. During this evaluation period of January to June we were interested in following up on whether the remedial actions had been taken into consideration with a representative of WP4, however, the planned interview did not materialise. We are now only able to repeat the remedial actions we indicated for the training sessions as these are yet to happen. The remedial actions given were geared towards maximising attendance levels to mutual learning sessions and to ensuring sustainability on how the training materials will continue to be effective and relevant beyond the life-span of SATORI.

With regards to WP 7, the discussion was centred around standardisation of an ethics assessment framework and on the following aspects:

- The question of whether the intended ethics assessment framework could be standardised or not.
- A consideration of a varied opinion on conformity assessment, accreditation and certification specifically looking at the feedback given in the workshop. The feedback focussed on the usefulness of certification, who should be the actors in certification of EA, what measures should the actors use and certification of EA professionals and procedures.

In addition to these, the Board members gave feedback on standardisation, harmonisation, terminology and EA outside EU which is highlighted in Annex 5.8. The document in this annex also covers proposed remedial actions.

4.2 COPENHAGEN WORKSHOP FOCUSSED EVALUATION

The Copenhagen workshop was about co-designing procedures on the cost-effectiveness analysis (CEA) and risk benefit analysis (RBA) in ethics assessment. During the workshop,

invited participants worked in six small groups with six case studies on Science Academies, Research Ethics Committees, National Ethics Committees, Research Funding Organisations, Industry and EU governmental level ethics review. The groups were led by invited experts in considering CEA and RBA in relation to ethics assessment. There were 9 experts invited and 8 attended. As part of SATORI's ongoing evaluation, the evaluators took the opportunity to distribute questionnaires (see Annex 5.11: Copenhagen Expert Questionnaire) were distributed to the 8 experts in order to understand:

- The experts background. This was intended to gauge the diverse field of the experts present
- The experts involvement in terms of their contribution and mutual learning
- Stakeholder experts' expectations particularly in as far as their involvement was concerned
- Experts evaluation of the SATORI project
- How SATORI can be improved and move forward from the expert's point of view

Findings reveal that the experts were diverse with the attendees from:

- Anthropology
- Energy planning economics
- Philosophy
- Technology Law
- Natural science
- The field of medicine
- Sociology
- Ecology and Environmental biology

All the experts were happy with their role at the Copenhagen workshop and felt that they made a valuable contribution to the SATORI project. In addition, they felt that their contribution was in the expertise they gave such as in:
- Transnational research ethics
- Ethics assessment with specialisation in
    o assessment of ethical behaviour
    o assessment of alternative ethical assessments
    o assessment of structures/conditions/incentives, laws among others
    o technology assessment
- Medical research on ethics assessment

Having this sort of diversity is crucial in understanding different elements and viewpoints of ethics assessment which can only enrich the SATORI project.

Equally, just as the experts had shared their expertise, they stated that they had also learnt something from their participation during the Copenhagen workshop. Specifically, they pointed out to the following elements:
   i) Compliance monitoring in Horizon 2020. That there were the 'same' problems facing coordination projects in Asia and Europe.
   ii) Ethical assessment in various institutions.

iii) Exposure to how non- US entities are approaching different perspectives to ethics assessment.
iv) The difficulties that are there in transforming abstract ethical concerns into workable practical frameworks for e.g. ideas on framing costs and concepts in ethics review.
v) How to find metrics for those things that cannot be valued in money

Overall the experts were happy with the workshop. However, they pointed out areas that could have been done better and as such that could improve the SATORI project as it moves forward. Some of the issues raised are highlighted below and remedial actions follow immediately after:

i) During the Copenhagen workshop, invited stakeholders were given an overview of the WPs within the project. The evaluation of the experts revealed that although experts felt that there was a lot of groundwork covered in WPs 1 – 3, there was no real integration of the results from these WPs with WP 5 which was core to the workshop.

Remedial Action: The issue raised is not necessarily an issue of integration but an issue of having one-off stakeholder involvement who may not necessarily be up to date with progress and developments of SATORI WPs. Because there have been different stakeholders involved in SATORI at any given time, it is difficult for them to have a continuous understanding of developments as well as links between the different tasks and WPs taking place. As such, they find it difficult to clearly understand the focus of the project and therefore how different WPs integrate. As it is important for SATORI to invite as many different stakeholders as possible during the duration of the project and not just involving the same stakeholders, finding a solution for this may be challenging. However, this could be remedied by the project identifying potential stakeholders well in advance to an event taking place and providing them with as much information as possible to assimilate and understand. This will give them a chance to be able to cultivate and have a clear understanding of the project as a whole. Therefore, inviting stakeholder two weeks or a month in advance may not necessarily be adequate. As partners have timelines, they are in a better position to know and plan well in advance of an event and therefore invite stakeholders, possible two months in advance.

ii) Participants felt that the layout of the room was not conducive to making the most of the expertise that was available. This was because participants were grouped in six separate groups where they were expected to concentrate on one specific case study. This deprived participants from effectively exchanging views with other groups who had different case studies all together.

Remedial action: Take into consideration how rooms are laid out so that participants can effectively share and contribute to different aspects of discussions such that they do not feel as if they have to concentrate on one specific area.

iii) Experts felt that the project is too wide and lacks focus.

Remedial action: As this is something that keeps coming up, the only recommendation we could give, is if so desired, for the consortium to come together and have a discussion/reflect on the way forward in relation to the focus of the project.

iv) Experts noted that during the overview of the project, China and the USA were presented as having been involved in a country comparative analysis. However, the participants wonder why representatives of these countries were absent and also wondered what their role was.

Remedial action: The project has actually been very proactive in inviting stakeholders from outside the EU and have done so in the past by inviting participants from Africa and the USA e.g. at the Paris Stakeholder workshop. Therefore, an apt recommendation would be to continue including stakeholders from outside the EU, particularly those who have been involved in a country comparative analysis such as China and the USA.

v) The issue of language formulation was also brought up. This is an issue that has come up before. The participants felt that there was need for a clearer problem formulation written in clear language particularly when describing levels of ethics assessment.

Remedial action: There is need to formulate terminology that can be understood by a cross section of stakeholders. This can be done through the development of a glossary.

vi) Experts felt that there was a lack of experts conducting 'hands-on' ethics work such as those who conduct ethics reviews and ethics guidelines development. They felt this was important in order to ensure operationally sound, practical relevance of the intended outcome.

Remedial action: Invite experts with practical experience in the field of ethics, particularly those with some background in ethics review and guidelines.

4.3 TASK FOCUSSED EVALUATION

As indicated in the introduction, there are a number of tasks that have been evaluated for the period January to June. These tasks are either still running or have been completed during the said evaluation period. To view the evaluated tasks which cover feedback and recommendations see Annex 5.1 to 5.7.

5 ANNEXES

5.1 WP 4 TASKS UNDER EVALUATION

5.1.1 Task 4.3: Outline of a common ethics assessment framework and workshop

5.1.1.1 About Task

The aim of the task is to develop an outline of a common ethics assessment framework consisting of a set of ethical values and principles as well as an ethical impact assessment methodology. In addition, the task will look at some worked examples or use cases or scenarios on how the ethical impact assessment methodology could be applied in the five fields of medical sciences, natural sciences, engineering sciences (including technology development), social sciences (including policy development) and humanities.

5.1.1.2 Objective

The development of a common ethics assessment framework.

5.1.1.3 Partner responsible

University of Twente

5.1.1.4 Information in shared space

Not yet available

5.1.1.5 Intended outcome

-

5.1.1.6 Indicator of success

-

5.1.1.7 Potential Impact towards the overall aim of the project

-

5.1.1.8 Risk Assessment

-

5.1.1.9 Contingency Plans

-

5.1.1.10 Conflicts

-

5.1.1.11 Conflict Resolution Procedures

-

5.1.1.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[2]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	

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[2] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

5.1.1.13 Feedback/Recommendations

We were unable to evaluate this task due to the non-availability of a representative for an interview to give us in-depth information of progress of the task. Further, there are no materials related to this task in the shared space that could have assisted with the evaluation.

5.1.2 Task 4.4: Roadmap towards adoption of a fully developed framework

5.1.2.1 About Task

This task will generate a roadmap for producing a fully developed framework, obtaining consensus from as many stakeholders as possible and adoption of the framework at the EU and Member States levels.

5.1.2.2 Objective

The creation of a roadmap to fully develop an Ethics Assessment framework during and after the SATORI-project and to support its implementation by different actors after the end of the project.

5.1.2.3 Partner responsible

VTT

5.1.2.4 Information in shared space

Some availability

5.1.2.5 Intended outcome

Promotion of the implementation of the ethics assessment framework after the life span of the project

5.1.2.6 Indicator of success

-

5.1.2.7 Potential Impact towards the overall aim of the project

-

5.1.2.8 Risk Assessment

-

5.1.2.9 Contingency Planning

-

5.1.2.10 Conflicts

-

5.1.2.11 Conflict Resolution Procedures

-

5.1.2.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder	Representativeness	

engagement/ involvement	Transparency[3]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

5.1.2.13 Feedback/Recommendation

We were unable to fully evaluate this task due to the non-availability of a representative for an interview to give us in-depth information of progress of the task. Further, there was limited material related to this task in the shared space that could have assisted with the evaluation.

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[3] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

5.1.3 Task 4.5: Training sessions on the new framework

5.1.3.1 About Task

This task involves conducting training sessions on the new detailed framework in the six Member States that were also the subject of fact-finding in WPs 1 and 3. It will build on the findings of WP2 and employ the communications tools and media (WP 10). In addition to training, the sessions will also be of value to the partners in that they will provide a means of testing both the acceptability of both the outline (Task 4.3) and the roadmap (Task 4.4). The training sessions will focus on a mix of relevant, interested stakeholders.

5.1.3.2 Objective

The objective of this task is to train ethics assessors in using the d e v e l o p e d ethics framework and get c o n s t r u c t i v e feedback from participants.

5.1.3.3 Partner responsible

University of Twente

5.1.3.4 Information in shared space

Not available

5.1.3.5 Intended outcome

-

5.1.3.6 Indicator of success

-

5.1.3.7 Potential Impact towards the overall aim of the project

5.1.3.8 Risk Assessment

-

5.1.3.9 Contingency Planning

-

5.1.3.10 Conflicts

-

5.1.3.11 Conflict Resolution Procedures

-

5.1.3.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[4]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	

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[4] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

5.1.3.13 Feedback/Recommendations

At the time of this report, training sessions were postponed to future dates and will now take place in the months of October and November 2016.

5.2 WP 5 TASKS UNDER EVALUATION

5.2.1 Task 5.1: Cost effectiveness and risk benefit of ethics assessment

5.2.1.1 About Task

This task involves an examination of the cost-effectiveness and risk-benefit of ethics assessment through a set of six case studies, a literature review and interviews with leading ethicists in various Member States.

5.2.1.2 Objective

The objective of this task is to develop an evidence-based demonstration of the cost-effectiveness and risk-benefit of ethics assessment (EA) and highlight the adequacy of the evidence base, the challenges in collecting adequate evidence and ways of addressing those challenges. In addition, the task will analyse cost effectiveness procedures and look at risk benefit not of EA but in diverse EA areas and domains. As part of the analysis, the task will use six case studies on:

- Research ethics committees
- National ethics committees
- Research funding institutions
- Science academies
- EU government level ethics review
- Industry

5.2.1.3 Partner responsible

DBT

5.2.1.4 Information in shared space

Available

5.2.1.5 Intended outcome

The task has a number of intended outcomes which include:

- A sketch of general definition of cost-effectiveness analysis (CEA) and risk-benefit analysis (RBA) in relation to EA.
- To interview experts across the six case studies and get input on how they specifically use or do not use CEA and RBA.
- Outlining use of CEA and RBA across a number of domains such as ethics assessment, technology assessment, risk assessment and foresight studies.
- A sketch of the use of RBA and CEA in institutional settings.

5.2.1.6 Indicator of success

In order to gauge the task's success towards its objectives and intended outcomes, the following indicators of success were identified:

- Collection of evidence about what has already been done on RBA and CEA in areas of EA.
- Use of the sourced background material at the workshop in Copenhagen.
- Production of a tool that can actually be used to conduct RBA and CEA in EA or a tool that can enable stakeholders to choose tools that are already out there.
- Finishing the task and report on time.
- People's uptake of what the task has achieved for future use.
- The task's positive contribution towards work that will be carried out in WP 6.

5.2.1.7 Potential Impact towards the overall aim of the project

The task has the following impact towards the overall aim of the project or WP:
- The sketched methodology will be quite useful and will bring awareness of conducting RBA in EA. In addition, it will show that carrying out EA is worthwhile.
- WP5 is closely related to WP6, therefore, it has an impact on the work will take place in WP6. T5.1 laid grounds for coordinating the work in both WPs (5&6) in terms of impact assessment. The case studies that are in T5.1 will impact the work in WP6 on a pilot impact study and vice versa.

5.2.1.8 Risk Assessment

Within T5.1, the following risks were identified:
- RBA and CEA are difficult and different fields for the partners working on the task. For instance, the partners have to think about economics, calculating schemes, tools for analysing the benefit such wages and people's time to get more measurable benefit of EA. Therefore, thinking about RBA in terms of EA has been difficult because it is an abstract assignment which partners are trying to make concrete.
- At the workshop, the partners working on WP5 only released a concrete framework of what the methodology could be with the hope that the experts would fill it with more content than what they already have.
- Although the task is currently on course, there still is a risk of not finishing it on time.

5.2.1.9 Contingency Planning

In order to mitigate the risks identified above, the partners in WP5 considered the following contingency plans:
- Ensuring that the workshop is constructive through participants developing things together and focussing less on presentations and comments.
- To depend on partners giving descriptions in the case studies, although a lot of this is dependent on partners in WP 5. At the workshop, partners in WP 5 were meant to give a general overview of what they want to produce, in so doing mitigate against the disaster of partner not delivering material before the workshop.

- Having regular communication and meetings with other partners that are working in WP 5 in order to avoid going over the deadline.

5.2.1.10 Conflicts

Conflicts are not really there, however, all partners have problems with understanding the task and what they are expected to do. There have been more of discussions than conflicts.

5.2.1.11 Conflict Resolution Procedures

In order to cater for possible conflicts, the task partners have put the following resolution procedures in place:
- Make time to discuss and let people understand the abstractness of the task.
- Revisit the work plan of the subtask more often and see how each sub-task affect the work of other partners. In addition, clarify the contribution of each sub-task to others.
- Development of a list of questions for partners to use when they are conducting interviews and writing up the case studies.
- Provision of templates for reports that partners have to write with headlines and the description of what is expected to go under that headline.

5.2.1.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	4
	Transparency[5]	-
	Accessibility	4
	Task Definition	4
	Fair Deliberation	4
	Criticalness	4
	Participant Satisfaction	3
Principle for evaluating recruitment	Representativeness	4
	Accessibility	4
	Criticalness	4
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	4
	Credibility	4

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[5] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

	Transparency	4
Principle for evaluating recommendations/ tools	Transparency	4
	Relevance	4
Principle for evaluating dissemination/ impact	Quantity	-
	Behaviour Adjustment	-
	Network Expansion	-
Principle for evaluating evaluation	Restrictiveness	-
Principle for evaluating administration	Quality of Collaboration	4
Principle for evaluating 'internal' activities	Stakeholder engagement	4
	Reflectiveness	4
Resulting average score	**4**	

5.2.1.13 Feedback/Recommendations

This task is doing rather well. Based on the analysis of the interviews and documents from shared space, a lot of work has been done especially with regards to stakeholder engagement and recruitment. As one of the aims of the task is to involve 'leading ethicists from across Europe' there is clear evidence of this happening as seen from data in documents in shared space as well as the attendance of stakeholders at the Copenhagen workshop. The methodology chosen was robust. That said, workshop participants raised the issue of clear problem formulation and writing clear language as well as the need to be specific about what ethics assessment is. These issues should be taken into consideration as the task evolves and feeds into the overall WP.

During the Copenhagen workshop and the case study documents viewed, it was clear that stakeholders were given an opportunity to give recommendations and that the recommendations were taken on board. For example, the Copenhagen workshop was about getting feedback and learning from stakeholders on how best to look at the aspect of risk benefit and cost effectiveness. This was clearly important for the development of the task and eventual outcomes of WP 5. As such, consortium members are not the only ones privileged to give recommendations but stakeholders as well.

The task also shows that there is a good level of collaboration between partners working on the task and overall WP as seen through meetings with partners from WP4 and WP5.
Internally, there is evident engagement between partners who work collaboratively and therefore learn from each other in a progressive and reflective manner.

The task has identified risks and put in contingency measures. With regards to conflicts, few if any have occurred and in the event of any, there are detailed steps put in place as outlined in 5.2.1.11.

5.2.2 Task 5.2: Methodology for assessing cost effectiveness and risk benefit

5.2.2.1 About Task

This task involves development of a methodology for examining the cost-effectiveness (CE) and analysing the risk-benefit (RB) of the ethics assessment activities. This methodology will include an evaluation of the appropriate willingness-to-accept (WTA) indicators as these might apply to ethics assessment procedures. In this task partners will propose, where appropriate, mechanisms to streamline the WTA indicators without compromising the ethics assessment quality and the adherence to the current legal frameworks.

5.2.2.2 Objective

The objectives of T5.2 include:
- To consider, analyse and evaluate other models for assessing RB and CE that will inform the development of a model that is specific to EA.
- To analyse RB and EA principles, best practices and procedures that will be used to ground the knowledge gained in T5.1.

5.2.2.3 Partner responsible

DBT

5.2.2.4 Information in shared space

Some documents but not enough for concrete evaluation

5.2.2.5 Intended outcome

The intended outcome for T5.2 is a report that explains different ways and methodologies for assessing RB and CE. In addition, the task intends to give reasoning for how and why these

methodologies could be used in relation to EA but also to suggest a specific methodology that is unique for CEA and RBA in EA.

5.2.2.6 Indicator of success

In order to gauge the task's success towards its objectives and intended outcomes, the following indicators of success have been identified:
- A better idea of what is sensible to combine in the methodology framework.
- A show of interest from other stakeholders in the final outcome of T5.2, for example through uptake and further use of the methodology or tools that will result from the WP.

5.2.2.7 Potential Impact towards the overall aim of the project

T5.2 contributes towards the work in other WPs within the project other than WP5.

5.2.2.8 Risk Assessment

Within T5.2 the following one risk was identified. The risk was that it is hard for the WP5 partners to work effectively since D4.3 has not been done yet and the understanding is that D4.3 condenses findings from T4.1 and 4.2. These findings could be really helpful for WP5 to have the key characteristics of the framework that is being developed in the WP.

5.2.2.9 Contingency Planning

As a contingency plan, the partners in T5.2 took the initiative to organise a coordination meeting with the key task leaders in WP4 and WP leader of WP6 in order to coordinate and share the insights in their WPs.

5.2.2.10 Conflicts

None

5.2.2.11 Conflict Resolution Procedures

None

5.2.2.12 Application of Evaluation Criteria/Principle

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[6]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement	
	Reflectiveness	
Result average score	**On the right track although still being developed.**	

5.2.2.13 Feedback/Recommendation

With this task, Principle 3 on evaluating surveys, interviews and case studies could apply. From the interview conducted, it seems that the task is heading in a positive direction, particularly as it is directly related and linked to tasks 5.1 and 5.3. However, as there are no

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[6] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

discernible documents in shared space to help us evaluate the criteria related to the identified principle and as it is still ongoing, a more concrete evaluation will have to be done in the next half of the evaluation. It is however recommended that the partners take into consideration the recommendations made in 5.1 and 5.3 with regards to clarity of the methodology to be used and accessible language.

Furthermore, it is important that the work in this task is not derailed by the risk identified in section 5.2.2.8 and as such the contingency plan identified must continue to be followed through. Additionally, although there are no identified conflicts, it is recommended that the task partners think about possible conflict resolution procedures should they occur.

5.2.3 Task 5.3: Workshop on the cost effectiveness and risk benefit of ethics assessment

5.2.3.1 About Task

The task involved conducting a workshop where a group of about 10 people were selected. The 10 were representatives of various stakeholder categories to whom partners presented findings of the evidence base as well as the methodology on cost effectiveness and risk benefit of ethics assessment.

5.2.3.2 Objective

The objective of the task was to "test" the results on the stakeholders and get constructive feedback from experts and other partners. This was in order to ensure that the methodology was useful for stakeholders aiming to demonstrate the cost-effectiveness and risk-benefit of ethics assessment to others.

5.2.3.3 Partner responsible

DBT

5.2.3.4 Information in shared space

Available

5.2.3.5 Intended outcome

The intended outcome for T5.3 was to work together with experts and the consortium in developing the framework for the methodology. Although the methodology will be the important outcome, the process itself is equally important because the partners in WP5 intend to develop the methodology framework together with those who were present at the workshop.

5.2.3.6 Indicator of success

In order to gauge the task's success towards its objectives and intended outcomes, the following indicators of success were identified;
- People showing up on both days of the workshop and enthusiastically contributing towards the input for developing the methodology and expanding the evidence base further.
- Building networks with participants and captivating their willingness to be in touch with the project in future.

5.2.3.7 Potential Impact towards the overall aim of the project

The potential impact of T5.3 was that the project would gain input for developing the methodology, suggestions on how it can expand and qualify its evidence base.

5.2.3.8 Risk Assessment

The main risks identified for T5.3 were not having enough participants to attend the workshop or those that had agreed to attend not showing up for the workshop.

5.2.3.9 Contingency Planning

The contingency plan to address the identified risk was to organise a Skype meeting to get views and input from the absent participants.

5.2.3.10 Conflicts

No real conflicts save for concerns/discussions about the budget. WP5 had a budget for meeting rooms and catering but they did not have a budget for hotel accommodation and travel, which raised some complications.

5.2.3.11 Conflict Resolution Procedures

Working with University of Twente who are in charge of budget practicalities.

5.2.3.12 Application of Evaluation Principle and Principle

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	3
	Transparency[7]	-
	Accessibility	4
	Task Definition	4
	Fair Deliberation	4
	Criticalness	4
	Participant Satisfaction	3
Principle for evaluating recruitment	Representativeness	3
	Accessibility	4
	Criticalness	4
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	4
	Credibility	4
	Transparency	4
Principle for evaluating recommendations/ tools	Transparency	4
	Relevance	4
Principle for evaluating dissemination/ impact	Quantity	-
	Behaviour Adjustment	-
	Network Expansion	4
Principle for evaluating evaluation	Restrictiveness	-
Principle for evaluating administration	Quality of Collaboration	4
Principle for evaluating 'internal' activities	Stakeholder engagement	4
	Reflectiveness	4
Resulting average score	**4**	

[7] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

5.2.3.13 Feedback/Recommendations

Although the workshop achieved its intended target audience, it could have improved on the diversity of sectors. Among the invited experts, there were seven expert representatives from Universities with only three from other sectors namely homeland security, technology board and medical industry.

Participants were satisfied with the event although they pointed out that the focus of the workshop could have been a lot clearer especially in terms of language/terminology which was more academic and as a result could potentially be less accessible to non-academics. As such, language that is accessible across the board should be considered in the eventual outcomes.

The Copenhagen workshop was helpful in collecting data/information on how best to proceed with the methodology. It is expected that recommendations given by the workshop participants will be helpful in formulating a robust methodology. In this respect, the expectation is that the different perspectives given by the workshop participants should be taken into consideration in the development of the methodology.

Risks were identified and contingency plans put in place. In the end, there were sufficient numbers of participants for the workshop. With regards to possible conflicts, what were identified was more a practical issue about budget for hotel accommodation and travel which as identified in the conflict resolution procedures for the task; the WP leader worked hand in hand with the Coordinator to resolve.

5.3 WP 6 TASKS UNDER EVALUATION

5.3.1 Task 6.1: Identifying the different types of impacts of ethics assessment

5.3.1.1 About Task

This task will examine the different types of impacts that ethics assessment could have. These various types of impacts may include political, social, economic, and legal, among others.

5.3.1.2 Objective

The objective of this task is to provide some illustrative examples for each of the different types of impacts related to ethics assessment with special attention paid on impacts on citizens and civil society.

5.3.1.3 Partner responsible

University of Twente

5.3.1.4 Information in shared space

Some information available e.g. work plan

5.3.1.5 Intended outcome

Tangible and identifiable impacts on ethics assessment

5.3.1.6 Indicator of success

The result should be able to help and support tasks 6.2 and 6.3

5.3.1.7 Potential Impact towards the overall aim of the project

Clear clarity on the impacts of the process of doing ethics assessment in order to get stakeholders committed and understand ethics assessment.

5.3.1.8 Risk Assessment

Risks associated with resources to be able to do the work particularly as the task/WP started late. The other more contextual risk includes the fact that people doing the task may not be familiar with the subject area and as a result may be unable to understand the subject under investigation.

5.3.1.9 Contingency Planning

To have continuous discussions with University of Twente as leaders of the WP. Thus far, the discussions are already underway and the assurance is that there are enough resources and knowledge around the subject area.

5.3.1.10 Conflicts

None so far although there have been initial contextual challenges between WPs 4, 5, 6 which have to do with overlapping and contradictions around the subject area.

5.3.1.11 Conflict Resolution Procedures

Discussions have been had and the concerns expressed above have ebbed away as the discussions have given clarity in relation to the relevant order and context of the WPs.

5.3.1.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[8]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	

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[8] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Resulting average score	Still being developed

5.3.1.13 Feedback/Recommendations

The main concern related to this task is meeting the set timelines and deadlines. This is because the task only started in March rather than the intended month of January. This is a concern that was expressed during the interview as processes and procedures related to meeting the outcomes of the task are only now being put in place. With this in mind, close attention needs to be given to meeting the timelines so that other related work will not suffer as a result of the late start of the task.

5.3.2 Task 6.2: Methodology for measuring the impact of ethics assessment

5.3.2.1 About Task

This task involves developing a methodology for measuring the impacts of ethics assessment in different ways such as qualitative and quantitative impact assessment, for example, using the EC's Impact Assessment Guidelines and Standard Cost Model (SCM).

5.3.2.2 Objective

The objective is to develop criteria for assessing the impact of SATORI as a whole and its ethical impact assessment framework, in particular on citizens and civil society.

5.3.2.3 Partner responsible

VTT

5.3.2.4 Information in shared space

Not yet available

5.3.2.5 Intended outcome

An actual methodology for measuring impact of ethics assessment. This will be in addition to the development of some criteria along with the methodology that has to be used to measure impact.

5.3.2.6 Indicator of success

This task is core to the whole WP. As such it is very important the intended methodology materialises and becomes a success as the whole WP is about impact assessment and the methodology to assess it.

5.3.2.7 Potential Impact towards the overall aim of the project

The use of the methodology in assessing ethical assessment and the holistic understanding of methodology when using it.

5.3.2.8 Risk Assessment

Coverage of the methodology is one thing when talking about the content of the work. How widely the task will be able to identify and assess as well as take into consideration other methods is another.

5.3.2.9 Contingency Planning

Trying to benchmark other impact assessment methods and from there get a better and broader view.

5.3.2.10 Conflicts

None

5.3.2.11 Conflict Resolution Procedures

Should any conflicts occur, the plan is to talk to the Coordinator, have his opinion and proposal about resolving the situation.

5.3.2.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[9]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score	**Still to progress**	

5.3.2.13 Feedback/Recommendations

A major concern for this task is how widely the methodology that will be developed will be able to identify and assess impact of ethics assessment. This is something that the task is currently grappling with i.e. methods and planning of this undertaking. In addition, during

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[9] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

the interview with the WP leader it was expressed that concrete plans needed to put in place in terms of how the partners involved will go about developing and fine-tuning an adequate and relevant methodology. It is therefore recommended that plans are devised and put in place as soon as is possible.

5.3.3 Task 6.4: Pilot impact study on FP ethics review

5.3.3.1 About Task

This task involves conducting a pilot study where the partners will propose to collaborate with the Commission by including relevant work from the project. The collaboration will particularly focus on integrating the ethics assessment framework in the EC's Intensive Ethics Review training course, which helps diffuse information and awareness on the EC's Ethics Review procedure.

5.3.3.2 Objective

To pilot what has been developed with the aim of collaborating with the EU on EC research programme.

5.3.3.3 Partner responsible

DBT

5.3.3.4 Information in shared space

Not yet available

5.3.3.5 Intended outcome

General applicability in terms of usage of resources and expertise available.

5.3.3.6 Indicator of success

That the results will have to be able to say something about the meaning of ethics assessment and ethics assessment process to the stakeholders who will be involved.

5.3.3.7 Potential Impact towards the overall aim of the project

Good possibility to pilot the methodology and get comments from the EC and see how it fits in the EC's research planning procedures.

5.3.3.8 Risk Assessment

If the EC office's interest in the pilot were to wane, this would be problematic.

5.3.3.9 Contingency Planning

None in place

5.3.3.10 Conflicts

None so far

5.3.3.11 Conflict Resolution Procedures

If there were to be any conflicts, the plan would be to discuss with people affected and then seek a solution along with the coordinator

5.3.3.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[10]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	

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[10] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

5.3.3.13 Feedback/Recommendation

As this task is in its infancy, a more concrete evaluation will have to be undertaken in the next evaluation period. However, it is still imperative to look at contingency measures related to the identified risk. This is because although some risk has been identified, no contingency plans related to the identified risk have been put in place. The recommendation would be to do so as soon as is possible.

5.4 WP 7 TASKS UNDER EVALUATION

5.4.1 Task 7.1: General study of SOP procedures

5.4.1.1 About Task

This task involves a review of standardisation as a horizontal activity. In this task the partners will study to what extent assessment procedures in general have become subjected to standardising operating procedures, and what the obstacles and problems are in attaining such procedures.

5.4.1.2 Objective

The objectives of this task are; to review and analyse the progress within ISO in developing a privacy impact assessment standard; to explore the possibility of a CEN Workshop Agreement (CWA), and to explore standards related to ethics or social responsibility, notably those that include elements of stakeholder engagement.

5.4.1.3 Partner responsible

DS

5.4.1.4 Information in shared space

Available

5.4.1.5 Intended outcome

- Finding good examples and inspiration of standards that deal with ethics assessment and see if they can be used in the ethics assessment framework that is being developed by the project.
- Development of a CWA. Danish Standards Board have drafted their report which is being used to develop the CWA and the task is on schedule.

5.4.1.6 Indicator of success

Attainment of useful input that can be used for the CWA.

5.4.1.7 Potential Impact towards the overall aim of the project

The task will promote the use of the best practices and standards for the CWA. Therefore, we hope that the CWA can benefit from previous experience therefore coming up with a better framework.

5.4.1.8 Risk Assessment

There are many standards that exist, as such, it is a challenge to identify standards that are the most appropriate.

5.4.1.9 Contingency Planning

The partners working in the task undertook a step by step approach to manage the work load. They used a process of elimination by starting with 10,000 standards and filtered them down to the most relevant ones. This was achieved through a series of meetings to discuss the results of the WP, searches and how these results can be matched with relevant standards.

5.4.1.10 Conflicts

None

5.4.1.11 Conflict Resolution Procedures

None

5.4.1.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	4
	Transparency[11]	-
	Accessibility	3
	Task Definition	3
	Fair Deliberation	4
	Criticalness	4
	Participant Satisfaction	3
Principle for evaluating recruitment	Representativeness	4
	Accessibility	4
	Criticalness	4

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[11] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Principle for evaluating surveys, interviews and case studies	Methodological Rigour	4
	Credibility	-
	Transparency	-
Principle for evaluating recommendations/ tools	Transparency	4
	Relevance	4
Principle for evaluating dissemination/ impact	Quantity	-
	Behaviour Adjustment	-
	Network Expansion	4
Principle for evaluating evaluation	Restrictiveness	-
Principle for evaluating administration	Quality of Collaboration	4
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	4
	Reflectiveness	4
Resulting average score		**4**

5.4.1.13 Feedback/Recommendations

The task satisfies the relevant evaluation principles. It has engaged a number of stakeholders during the Delft workshop as well as in conducting interviews with experts in standardisation. However, when we look at the accessibility criteria, stakeholders at the Delft workshop brought out a few issues related to fact that they were given inadequate time to prepare for the work because the materials were sent late. They also expressed concern about the quality of the materials sent due to the fact that they felt the materials were incomplete as some of the documents had track changes on them. The stakeholders also felt that the task definition with regards to their role and scope of guidance was limited. As a result of the issues raised, participants were not fully satisfied with the workshop.

On the other hand, it appears that there is rigour in the methodology used especially when we look at interviews employed, case studies used at the workshop, the analysis of 10,000 standards and subsequent data collected which is intended to inform the study of SOP procedures. It can therefore be deduced that any recommendations coming out of the activities undertaken i.e. stakeholder contribution during the workshop and interviews would be taken into consideration when developing the CWA. In addition, there is an obvious network expansion as can be seen from the number of stakeholders involved in the task. This has potential for SATORI's work to have an impact on a wider scale and also potentially adjust the behaviour of different stakeholders in their uptake and consideration of ethics assessment.

Having outlined the above, the task seems to have failed to take into consideration some aspects such as contingency resolution procedures for any possible conflicts. In addition, it is still not clear how the task will identify relevant standards that deal with ethics standards particularly as there are many in existence.

5.4.2 Task 7.2: General study of certification in assessment procedures

5.4.2.1 About Task

The task involves studying to what extent assessment procedures in general have become subjected to certification; including the related obstacles and problems.

5.4.2.2 Objective

The objective of this task is to examine the certification procedures of three professional associations, such as the International Association of Privacy Professionals (IAPP). In addition, the task will examine what could be done to certify ethics assessment professionals and/or ethics assessment procedures and, in particular, what support might exist among stakeholders for such certification measures. It will also try to find out whether stakeholders think that it is a good idea to certify the standards that the project is intending to develop.

5.4.2.3 Partner responsible

Trilateral

5.4.2.4 Information in shared space

Some availability in shared space in the form of a work plan.

5.4.2.5 Intended outcome

To make a conclusion on whether or not certification is good for the CWA that is being developed in T7.3. Alternatively, if certification is not good for the CWA, find out what would be a better option since there are many ways to do conformity assessment and certification is just one of them.

5.4.2.6 Indicator of success

A clear outcome which indicates whether certification is a good idea or not, for instance by providing a clear statement on whether the project should do certification or not.

5.4.2.7 Potential Impact towards the overall aim of the project

Certification is very important since it provides evidence of an application of standards. Most stakeholders are interested to see that standards have been applied and certification proves to them about that application.

5.4.2.8 Risk Assessment

Focusing on certification is too limited in scope.

5.4.2.9 Contingency Planning

The definition should be broadened to conformity assessment which is a wider subject than certification. There is need to manage the broadness of the subject otherwise the end result would be a focus on subject that is either very narrow or very broad. Ideally, there is need to have something in-between certification and conformity assessment.

5.4.2.10 Conflicts

None

5.4.2.11 Conflict Resolution Procedures

None

5.4.2.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder	Representativeness	4

engagement/ involvement	Transparency[12]	-
	Accessibility	2
	Task Definition	2
	Fair Deliberation	4
	Criticalness	4
	Participant Satisfaction	3
Principle for evaluating recruitment	Representativeness	4
	Accessibility	4
	Criticalness	4
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	4
	Credibility	-
	Transparency	-
Principle for evaluating recommendations/ tools	Transparency	-
	Relevance	-
Principle for evaluating dissemination/ impact	Quantity	-
	Behaviour Adjustment	-
	Network Expansion	4
Principle for evaluating evaluation	Restrictiveness	-
Principle for evaluating administration	Quality of Collaboration	4
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	4
	Reflectiveness	4
Resulting average score		**4**

5.4.3.13 Feedback/Recommendations

From the above, it is evident that there is ample representation of stakeholders. This is mainly seen from the stakeholders who attended the Delft workshop in February. Additionally, the work plan in shared space shows that the task has plans to recruit stakeholder for interviews to enrich the outcomes of the task. With regards to the accessibility, task definition and participant criteria the issues raised in the evaluation recommendations in task 7.1 apply here because the stakeholders were the same. However, the fact that stakeholders were able to

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[12] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

participant and give feedback shows that there was fair deliberation and criticalness on the part of the participants. This was also evident from the observations made by the evaluator. All in all, the principle on evaluating recruitment scored highly because the task managed to recruit stakeholders who had diverse backgrounds and knowledge and therefore have so far made an effective contribution. From the work plan in shared space there is also evidence of a rigorous methodology, particularly as seen from the diverse case studies planned for use. However, at this point is it difficult to judge the credibility and transparency of the results as we do not have documentation to that effect.

Since focusing on certification is limited, we recommend that the WP should further explore the possibility of broadening the focus towards conformity assessment, however this should be done in consultation with relevant stakeholder groups with apt knowledge on certification and conformity assessment. In addition, a thorough reflection on the discussions during the Delft Workshop should be used to determine whether certification of ethics assessment procedures and professionals is ideal or not. Lastly, the contingency measures for the identified risks are vague and need to be revisited in order to have more robust measures. Similarly, although there are no conflicts identified for this task, it may be a good idea to be proactive and come up with some contingency measures for any future conflicts.

5.4.4 Task 7.3: Development of a framework for standardising operating procedures for ethics assessment

5.4.4.1 About Task

This task will prepare a report on the feasibility of standardising operating procedures for ethics assessment. The report will include a strategy for standardisation of ethics impact assessment (EIA).

5.4.4.2 Objective

The task's objective is to determine and agree what elements in ethics assessment can be standardised. As part of meeting this objective, the task will involve conducting at least two of the standardisation workshops in conjunction with other SATORI workshops. In these workshops, relevant external stakeholders, who may be instrumental in progressing the standardisation process, will be invited.

5.4.4.3 Partner responsible

NEN

5.4.4.4 Information in shared space

Related information available

5.4.4.5 Intended outcome

The intended outcome is an initiation of a standardisation process that will lead to results which could be published, for example as a CWA. The CWA will be like a pre-standard for ethics assessment for innovation and research.

5.4.4.6 Indicator of success

Coming with a standard that was drafted inclusively with stakeholders representing different stakeholder groups.

5.4.4.7 Potential Impact towards the overall aim of the project

The outcome from this task is going to be part of the overall framework for ethics assessment of impact and innovation. The resulting document has an added value because it includes input from stakeholders representing universities, NGOs and companies who are working together to translate scientific knowledge into a document that is fit for practical use.

5.4.4.8 Risk Assessment

Due to the possibility of running the risk of having a scope that is either too broad or too narrow, it may be a challenge to develop a CWA and standards. In addition, there is a risk of not sufficiently involving stakeholders during the developing of the CWA.

5.4.4.9 Contingency Planning

Holding public inquiries and regular meetings to discuss the CWA and standards development. In addition, the project WP identified organisations that are interested in the topic and they will be involved in the process of developing the CWA.

5.4.4.10 Conflicts

None

5.4.4.11 Conflict Resolution Procedures

None

5.4.4.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[13]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	

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[13] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Resulting average score	Still to progress

5.4.4.13 Feedback/Recommendations

As this task is the cornerstone of the whole project running from inception up to February 2017, the application of the evaluation principles and associated criteria will have to be revisited towards the end of the task. However, it will continue to be formatively evaluated for it progress particularly in relation to the potential risks that were raised during the interview which included i) the risk of insufficient stakeholder involvement and ii) the possibility of having too narrow or to wider a scope on standardisation. With this in mind, it is recommended that in order to ensure that the developed CWA is within scope, the WP should continuously engage relevant stakeholders such as those who are interested in the topic and have practical experience in ethics assessment. These stakeholders will provide benchmarks for scoping the CWA by providing up to date and relevant input.

5.5 WP 9 TASKS UNDER EVALUATION

5.5.1 Task 9.1: Identification and inclusion of EU strategic priorities and policy development

5.5.1.1 About Task

This task involves a consideration of EU strategic priorities, including the means to monitor other EU-related initiatives and policy developments at local, national and European levels. This will be done throughout the project in order to better connect ethics assessment with policy cycles.

5.5.1.2 Objective

The objectives of this task include monitoring key EU websites, CORDIS News, Commissioners' speeches, Council agendas and notes, impact assessments and other means in order to identify EU strategic priorities that potentially raise ethical issues and adopting a structured approach to monitoring EU-related initiatives and policy developments at local, national and European levels.

5.5.1.3 Partner responsible

Previously Institute de Salud Carlos III (Research Ethics Committee) (ISCIII).

5.5.1.4 Information in shared space

Not yet available

5.5.1.5 Intended outcome

-

5.5.1.6 Indicator of success

-

5.5.1.7 Potential Impact towards the overall aim of the project

-

5.5.1.8 Risk Assessment

-

5.5.1.9 Contingency Planning

-

5.5.1.10 Conflicts

-

5.5.1.11 Conflict Resolution Procedures

-

5.5.1.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[14]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

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[14] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

5.5.1.13   Feedback/Recommendations

We were unable to evaluate this task due to the non-availability of a representative for an interview to give us in-depth information of progress of the task. Further, there was no material related to this task in the shared space that could have assisted with the evaluation.

5.5.2 Task 9.2: Posting news of EU related initiatives and policy development

5.5.2.1   About Task

This task involves publishing a newsletter containing news of the policy developments and other EU, national and local initiatives which the consortium believes merit drawing the attention of its contact list. The same items should also be published as a blog on the project's website.

5.5.2.2 Objective

Newsletter publication on policy developments

5.5.2.3   Partner responsible

Previously ISCIII

5.5.2.4   Information in shared space

Not yet available

5.5.2.5   Intended outcome

-

5.5.2.6   Indicator of success

-

5.5.2.7 Potential Impact towards the overall aim of the project

-

5.5.2.8 Risk Assessment

-

5.5.2.9 Contingency Planning

-

5.5.2.10 Conflicts

-

5.5.2.11 Conflict Resolution Procedures

-

5.5.2.12 Application of Evaluation Criteria/Principle

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[15]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	

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[15] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

5.5.2.13 Feedback/ Recommendation

We were unable to evaluate this task due to the non-availability of a representative for an interview to give us in-depth information of progress of the task. Further, there was no material related to this task in the shared space that could have assisted with the evaluation.

5.6 WP 10 TASKS UNDER EVALUATION

5.6.1 Task 10.3: Press releases and feature stories

5.6.1.1 About Task

In this task the partner will prepare and translate press releases for distribution to the media and other stakeholders identified in Task 2.2 in all Member States. In addition, the consortium will also prepare other information material, such as two-sided fact sheets, leaflets and/or brochures for distribution at workshops and conferences and information for blogs on other high profile websites.

5.6.1.2 Objective

Collection of feature stories from partners who have hours on Task 10.3 and include University of Twente, Trilateral, DBT, CPN, EUSJA, and Ericsson among others.

5.6.1.3 Partner responsible

DBT

5.6.1.4 Information in shared space

Available

5.6.1.5 Intended outcome

SATORI press releases and feature stories

5.6.1.6 Indicator of success

Social media statistics which review all communication materials. Web hits and traffic of social media which has been introduced. Track impact by providing list of contacts that where press releases are sent press to although whether they are read or not cannot be measured.

5.6.1.7 Potential Impact towards the overall aim of the project

Feature stories and press releases based on SATORI work which will give wider visibility and will be able to reach a wider audience to not only the lay public or only media but will filter through to different channels, social media to that many stakeholders are reached. Additionally, the planned collected of emails of around 200 names of representatives of national ethics and bi-ethics committees from around the world will enable SATORI's work have an impact when results are sent to these groups. Furthermore, as journalists specialised in the field of ethics are being targeted, the hope is that they will be able to write about SATORI which can have a great impact with the audience who will be able to read the journalist articles.

5.6.1.8 Risk Assessment

With press releases in general what is difficult is that journalists are not very responsive to them. When press releases are sent out, potential risk is not to get expected attention to the press releases as it is one or two or none who get interested

5.6.1.9 Contingency Planning

To get out very short press releases although they will not have enough space to cover everything on wider societal perspective. However, this would be a better approach to get journalists attention who are often bombarded with a lot of other competing releases.

5.6.1.10 Conflicts

At the initial stages of the tasks, although not necessarily a conflict but more of a misunderstanding in terms of who was in charge of aspects like maintaining the website and providing content. This has now been resolved through communication and it is clear that there is shared editorial and content provision has to be something that all partners are actively involved in doing.

5.6.1.11 Conflict Resolution Procedures

Apart from press releases and feature stories, there is need for greater involvement of all partners such as the provision of a few paragraphs if attending third party content, where partners are going, what they are talking about and maybe a short report based on the announcement with additional details. This concern has been mentioned in Delft and partners have been presented with a plan as well as sent emails. The whole consortium has to be reminded that there is need to provide content.

5.6.1.12 Application of Evaluation Criteria/Principle

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[16]	
	Accessibility	
	Task Definition	
	Fair Deliberation	

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[16] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	2
	Behaviour Adjustment	-
	Network Expansion	4
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	4
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	4
	Reflectiveness	4
Resulting average Score		**4**

5.6.1.13 Feedback /Recommendations

There are concrete plans being set in this task to ensure that press releases and feature stories are released to the right stakeholders such representatives of national ethics and bio-ethics committees around the world. In addition, the plan to target journalists interested in ethics assessment is a laudable one. For these plans to work, much also depends on the input from consortium members who are encouraged to contribute to make this task a reality. Once the right stakeholders are targeted, SATORI's work has the potential of having a massive impact.

With regards to applicable principles and criteria, the first principle that applies is principle for evaluating dissemination and impact. The task scores highly on network expansion due to the incoming results from increased website hits, a steady increase in social media likes and tweets as well as SATORI presentations. However, it is difficult to gauge the quantity criteria under the principle for evaluating dissemination/impact because output does not necessarily indicate uptake of the issues being discussed. For example, stakeholder behaviour change towards ethics assessment may not be easily measurable unless we know of references being made by stakeholders or unless we are aware of any behaviour change from the stakeholders themselves in their day to day activities. The second principle is that of evaluating

administration and the last one that applies is that of internal activities. As revealed during the interview and as is evident from information shared by the task leaders, the quality of collaboration has been good and there has been sound engagement amongst partners within the consortium which has resulted in improved communication related to information dissemination via social media as well as presentations. This in itself is a good example of reflectiveness in improving and progressing in a positive manner.

5.6.2 Task 10.4: Journal articles

5.6.2.1 About Task

This task involves preparing articles for peer-reviewed journals based on some or all of the project's deliverables.

5.6.2.2 Objective

The production of scientific papers from all partners

5.6.2.3 Partner responsible

CPS

5.6.2.4 Information in shared space

Some information on a journal articles table.

5.6.2.5 Intended outcome

Scientific papers

5.6.2.6 Indicator of success

Published journal articles in scientific journals with high impact factors

5.6.2.7 Potential Impact towards the overall aim of the project

Reaching scientific community through journal articles which can be accessed and read long after the life-span of the SATORI project.

5.6.2.8 Risk Assessment

Submission and acceptance of articles which may take long in some cases.

5.6.2.9 Contingency Planning

Plans to discuss with Coordinator who is the leading force of SATORI's scientific endeavour.

5.6.2.10 Conflicts

None

5.6.2.11 Conflict Resolution Procedures

None

5.6.2.12 Application of Evaluation Criteria/Principle

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[17]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	

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[17] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score	**No activity as of yet**	

5.6.2.13 Feedback/Recommendation

Principle for evaluating dissemination/impact applies here. However, as there are no journal articles yet, the application of this principle will have to be revisited at a future date. Some recommendations to take into consideration are the need for the task leaders to formulate some sort of guidelines in terms of how for example deliverables can be used for scientific dissemination so that partners can be clear with which data to use. In addition, there is need for the responsible task leaders to push partners on the need for publication of scientific articles. One thing that came out of the interview was the idea that partners with more time allocation would potentially have to publish more scientific articles. It is therefore important to start thinking of potential publications sooner rather than later due to the length of time it can take to submit and publish articles. It may also be an idea to follow up with partners and see progress, if any, of potential articles and where the partners intend to publish.

5.6.3 Task 10.5: Presentations at third-party workshops and conferences

5.6.3.1 About Task

This task is about preparing and presenting papers and slide shows for presentation at third-party workshops and conferences attended by relevant stakeholders. In

addition, the task involves contacting the co-ordinators and other partners in relevant FP7 projects and offering to present the work of SATORI at their workshops.

5.6.3.2 Objective

Attendance of third party conferences by all partners associated with the task.

5.6.3.3 Partner responsible

CPS

5.6.3.4 Information in shared space

Available

5.6.3.5 Intended outcome

Dissemination of SATORI work and awareness creation

5.6.3.6 Indicator of success

Number of events attended, number of presentations given, proceedings published. This can be done by surveying partner attendance.

5.6.3.7 Potential Impact towards the overall aim of the project

Depends on the type of workshop or conference and the type of stakeholders it attracts e.g. stakeholders, funding bodies.

5.6.3.8 Risk Assessment

Attendance of fewer conferences than originally thought.

5.6.3.9 Contingency Planning

To remind partners and invite them to attend more events.

5.6.3.10 Conflicts

None

5.6.3.10 Conflict Resolution Procedures

None

5.6.3.11 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[18]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	2
	Behaviour Adjustment	-
	Network Expansion	4
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	

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[18] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		**3**

5.6.3.13 Feedback/Recommendations

Principle for evaluating dissemination/impact applies here. We are already seeing evidence of conference attendance and presentations as highlighted on the website and during the interview. As such, this task is headed in the right direction. However, with regards to quantity, as of now, it is difficult to assess the uptake of the information presented by SATORI partners to the outside world thus far. A recommendation would be to draw a list of planned conferences and workshops and encourage partners to participate. In addition to this, the collection of information from partners on the conferences and other events they intend to participate on behalf of SATORI would be welcome. Although conference and event attendance will be dependent on budget allocation, an existing list should help to give an indication of who is attending and where.

5.7 WP 11 TASKS UNDER EVALUATION

5.7.1 Task 11.1: Project coordination

5.7.1.1 About Task

This task involves monitoring and supervision of the work progress, and maintaining the project implementation plan. It also involves maintaining contact with the European Commission's project officer.

5.7.1.2 Objective

Project management and coordination

5.7.1.3 Partner responsible

University of Twente with contribution from Trilateral

5.7.1.4 Information in shared space

Administration of shared space

5.7.1.5 Intended outcome

Successful project

5.7.1.6 Indicator of success

-

5.7.1.7 Potential Impact towards the overall aim of the project

-

5.7.1.8 Risk Assessment

-

5.7.1.9 Contingency Planning

-

5.7.1.10 Conflicts

-

5.7.1.11 Conflict Resolution Procedures

-

5.7.1.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder	Representativeness	

engagement/ involvement	Transparency[19]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

5.7.1.13 Feedback/Recommendations

The intention is to have the planned interview materialise in the next evaluation period with the Coordinator when he is available so that we can discuss progress.

5.7.2 Task 11.2: Project operational support

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[19] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

5.7.2.1 About Task

The task involves ensuring effective communication and flow of information between the partners. It also involves quality management, conflict resolution, project reporting and enabling the Project Management Committee to perform the steering of the project.

5.7.2.2 Objective

Ensure effective communication

5.7.2.3 Partner responsible

University of Twente with contribution from Trilateral

5.7.2.4 Information in shared space

Some information

5.7.2.5 Intended outcome

-

5.7.2.6 Indicator of success

-

5.7.2.7 Potential Impact towards the overall aim of the project

-

5.7.2.8 Risk Assessment

-

5.7.2.9 Contingency Planning

-

5.7.2.10 Conflicts

-

5.7.2.11 Conflict Resolution Procedures

-

5.7.2.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[20]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	
Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

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[20] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

5.7.2.13 Feedback/Recommendation

The intention is to have the planned interview materialise in the next evaluation period with the Coordinator when he is available so that we can discuss progress

5.7.3 Task 11.3: Project Financial Administration

5.7.3.1 About Task

The task includes diligently managing the project funding, which involves the project coordinator distributing funding to partners in a timely fashion.

5.7.3.2 Objective

Financial management

5.7.3.3 Partner responsible

University of Twente

5.7.3.4 Information in shared space

Some information

5.7.3.5 Intended outcome

-

5.7.3.6 Indicator of success

-

5.7.3.7 Potential Impact towards the overall aim of the project

-

5.7.3.8 Risk Assessment

-

5.7.3.9 Contingency Planning

-

5.7.3.10 Conflicts

-

5.7.3.11 Conflict Resolution Procedures

-

5.7.3.12 Application of Evaluation Principle and Criteria

Evaluation Principle	Criteria	Score
Principle for evaluating stakeholder engagement/ involvement	Representativeness	
	Transparency[21]	
	Accessibility	
	Task Definition	
	Fair Deliberation	
	Criticalness	
	Participant Satisfaction	
Principle for evaluating recruitment	Representativeness	
	Accessibility	
	Criticalness	
Principle for evaluating surveys, interviews and case studies	Methodological Rigour	
	Credibility	
	Transparency	
Principle for evaluating recommendations/ tools	Transparency	
	Relevance	

---

[21] This depends on stakeholders involved. It may not always apply to all SATORI stakeholders because most of them are one off.

Principle for evaluating dissemination/ impact	Quantity	
	Behaviour Adjustment	
	Network Expansion	
Principle for evaluating evaluation	Restrictiveness	
Principle for evaluating administration	Quality of Collaboration	
Principle for evaluating 'internal' activities	Stakeholder engagement criteria	
	Reflectiveness	
Resulting average score		

5.7.3.13 Feedback/Recommendation

The intention is to have the planned interview materialise in the next evaluation period with the Coordinator when he is available so that we can discuss progress.

5.8 EVALUATION FEEDBACK FROM CWA DELFT WORKSHOP

Introduction

This write-up is focussed on the CEN Workshop Agreement (CWA) workshop which was held in Delft on the 17th and 18th February 2016. The focus was on WP4 which is about developing a common EU ethics framework and setting out a practical roadmap for the development of a fully developed common framework. For CWA Delft workshop, ten stakeholders with expertise in ethics assessment were invited but only seven managed to turn up. The stakeholders' role was to comment on different tasks of WP4. The professional backgrounds of the stakeholders were as follows:

i. Ethics assessment at university with speciality in assessment of Health services and publications
ii. Ethics assessment in engineering and innovation with speciality in IT Engineering and Development
iii. Risk/ benefit analysis and cost/ benefit analysis
iv. Ethics assessment in industry as we as a University faculty member
v. EU Ethics Assessment in Research and Innovation
vi. Ethics Assessments in a National Research Ethics Committee
vii. National Ethics Committee

In addition to the invited stakeholders, also present were SATORI's Advisory Board members.

For the evaluation of the workshop, three approaches were used and these are as follows:
i. Observations
ii. Evaluation workshop with the seven stakeholders

iii.   Stakeholder questionnaire

Observation

During the 2 day meeting, it was evident that the invited stakeholders were highly active and involved in the whole process of the workshop. The stakeholders commented on a number of specific tasks that were presented, of which comments follow. Before making comments on specific tasks, the stakeholders gave a general overview on what their expectations were of WP4. They indicated the fact that:

- SATORI should ensure that ethics assessment should be made easy and simple to understand by the people who are going to use it e.g. researchers
- Care should be taken in using the ethics assessment tools because it is a new thing to users. A procedural standard should be put in place for implementing the CWA
- The project is missing other information beyond Europe e.g. regulations policy far beyond the EU

Task 4.1.1 – Stakeholder analysis
Stakeholder were given draft document on stakeholder analysis which highlighted the fact that 153 interviews were conducted spanning over 10 stakeholder types (CSOs, government organisations, impact and technology assessment organisations, industry national research institute, research funding organisations, science academies and professional organisations, universities). However, the stakeholders felt the issue of inclusiveness, transparency, accountability and compatibility with legislation was not very clear. It was also observed that there is still no harmonisation with regards to how different stakeholders look at ethics assessment.

Remedial action:
- When finalising the stakeholder analysis report which is currently in draft form, the WP should ensure that there is evidence of inclusiveness, transparency, accountability and compatibility with legislation.
-
Task 4.1.2 - Ethical issues and principles
The task revealed that there are issues with differences in meaning of terms in different languages and different countries. In addition, there is also an issue with justification of use of ethical principles and methodology.

Remedial action:
- Give meaning to the terminologies used. This can be done by using a glossary.

Task 4.1.3 Ethics assessment procedures
On track

Remedial action:
- N/A

Task 4.1.4 A reasoned proposal for EIA

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Although the document is clearly written, there is need to justify the choice of methods and their unique contribution to the project. In addition, there is need for common meaning in terminologies used.

Remedial action:
- Give justification on methods chosen. This can be done by broadening the literature review.
- As in Task 4.1.2, give meaning to terminologies used for example by using a glossary.

Task 4.2.1 Ethics assessment policy, professional behaviour, assessment
This is focussed on policy guidance but an issue was raised with regards to how ethics can be discussed in a political arena because politics always goes between ethics assessment. The solution suggested was to have guidance on public involvement when discussing ethics.

Remedial action:
- Include a section on some guidance on how the public can be involved in ethics discussions.

Task 4.2.2 Standards and tools for Ethics Assessment
These are still being developed.

Remedial action:
- N/A

Task 4.2.3 Draft report
The draft was on practices and tools for ethics assessment. There two issues in relation to this task. Firstly, the stakeholder was not sent information on time to prepare for comment and secondly, the report did not cover industry.

Remedial action:
- Send documents on time for feedback
- Report needs to cover representatives from industry

Task 4.2.4 EA in HE institutions
No issues raised

Remedial action
N/A

Task 4.2.6 EA in Industry
The issue in this task is that the criteria for selecting ethical guidance in industry is not clearly defined. In addition, the concepts that are used in the guidance are used as if they are synonymous when they are different in nature for example CSR, EA in industry and organisational governance.

Remedial action:
- Clearly define the criteria for selecting ethical guidance tools

Task 4.2.5 EA in CSOs
There are no issues with this task thus far.

Remedial action:
- N/A

Task 4.3.1 Integration of task 4.2 and 4.1 and further development
Task is on course.

Remedial action:
- N/A

Task 4.4 Roadmap
Task just commenced and is getting input from consortium.

Remedial action:
- N/A

Task 4.5 Training
The issues with this task were on how to increase attendance to mutual learning sessions and how the training materials will continue to be effective and relevant in the future.

Remedial action:
- Devise a clear strategy for maximising attendance levels to mutual learning sessions which should include the mode of course delivery, multidisciplinary involvement and tailored training content.
- Give thought on sustainability of training materials beyond life-time of SATORI e.g. administration of online materials and there updates in order to keep them relevant

WP 7 Standardisation workshop
The issue with this WP is the question of whether the developed framework could be standardised or not.

Remedial action:
- There should be consideration of other Standards other than the SEN or ISOs and a justification for choosing the standards going forward should be clear in the reports.

Certification and accreditation Workshop
The workshop was successful in getting varied opinions on conformity assessment, certification and accreditation. All that is left is to take into consideration of the feedback given in the workshop on the usefulness of certification, who should be the actors in certification of EA, what measures should the actors use and certification of EA professionals and procedures.

WP5 Risk benefit analysis

This WP is in its early stages however, there is an issue with clarity of what is expected to be done in the WP.

Remedial action:
- Look at existing models and methodology on cost benefit analysis and risk benefit analysis and then develop a SATORI specific approach based on these.

WP 10 communication
The communication strategy is being revised.

Remedial action:
N/A

Board members' feedback

On Standardisation
The issue of standardisation was raised by the Board again. They felt that the issues discussed during the standardisation workshop were not enough to discuss standardisation and certification and it is premature at this stage to do so. In addition, the Board suggested that the scope should be on mechanisation procedure not on a harmonisation of guidelines because there are already some out there. So for example, using reports by Council of Europe could help to avoid re-inventing the wheel. Furthermore, the Board indicated that there is no evidence of criteria for selecting standards that are going to be used. They also felt that perhaps the project should focus on standardisation procedures not certification at this stage.

Remedial action
i)   A wider research, consultation and understanding of diverse aspects of standardisation and certification needs to be undertaken to avoid a narrow and limited scope
ii)   Consider other standards other than the SEN or ISOs
iii)   Include criteria and give a justification for selecting the standards that are going to be used

Harmonisation of standards
Guidelines articulated during the meeting for partners doing EA could be useful but there is need to show evidence of harmonisation of standards soon enough.

Remedial action
- As standards are yet to be developed, there should be evidence of harmonisation the early stages of development. This could be in the form of an analysis of different standards from the EU as well as outside of the EU.

Terminology
The issue of terminology was raised again by the Board. They indicated that a common approach for defining terms is needed. For example, 'standards' and 'guidelines' are being defined in many ways in different deliverables.

Remedial action
- As outlined before a glossary may be necessary. This could mean having a SATORI wide glossary which all WPs can contribute to.

Ethics Assessment outside the EU

A consideration of EA outside the EU (e.g. China and US) is missing in the deliverables and discussion. The board is not convinced if an analysis of the situation of EA in other countries has been fully done.

Remedial action
- Two ways of addressing this, either give an analysis of EA in other countries or communicate to the Board why this has not been done and why it may not be relevant.

Previous Advisory Board recommendations

The AB was disappointed that nothing came out of the recommendations that were given to the project in previous months. The Board is wondering why this is the case, therefore they are not sure whether they should provide any more written recommendations at this time.

Remedial Action
- To avoid losing much valuable input and feedback from the AB, recommendations must be taken into account. This should be clearly undertaken and areas where recommendations have been taken up communicated to the AB. This will also give the AB more impetus to engage with the project and not make them feel like they are merely ticking boxes. In addition to applying AB's recommendations, information on the progress of the project should be shared with them regularly. This has the added advantage of keeping the Board abreast with developments and possible continued input from them which can only be of benefit to the project.

Documents intended for meeting preparations

The Board expressed their disappointment and exasperation with regards to documents being sent too late for the Board members to prepare for the workshop. They felt this was no longer acceptable.

Remedial action
- The project should aim to send any future documents going to the Board at least 4 weeks before a scheduled meeting. If need be, the Board can be prompted to access shared space 4 weeks in advance if documents cannot be sent to them directly.

Quality of Deliverables

The quality of some deliverables is not up to standard. There is a lack of quality check of documents before they are submitted or sent for commenting and feedback.

Remedial action
- Partners should refer to guidelines and templates sent by Trilateral on quality assurance. Perhaps Trilateral can send round the guidelines round again. In addition, WP or task leaders should do a final quality check before deliverables are sent out.

Stakeholder workshop
Stakeholders knowledge of SATORI

Some stakeholders had no knowledge of the SATORI project. There is lack of publicity and awareness of the project. The website is poor and there are no links to important information such as information of project inception.

Remedial action
- More publicity to create awareness of the project is needed. Website can be improved to make it more exciting, easy to navigate especially for important project information.

Lack of adequate preparation time

Stakeholders were not given enough preparation time to comment on the topics that they requested to comment on. For example although some stakeholders received the invitation on 22 December, 2015 for a meeting in February 2016, they did not receive the necessary documentation on time. For example, some were given background information such as deliverables, workshop information about 4 days prior to attendance which was insufficient for a thorough preparation to comment or respond on topics.

Remedial action
- As in the recommendation related to the AB, information for any invited guests expected to give input at any SATORI event should be sent 4 weeks prior to the event or if possible even earlier.
-

Standards

i)   The stakeholder session noted that the development of standards seems to be another layer of existing standards in other countries such as the UK.
ii)   There is a lack of clarity on the standards that the project intends to develop in relation to target users. It is as yet not clear whether these standards will be voluntary or not.

Remedial Action

i)   Check that there is no re-inventing of the wheel when developing standards. Also give a justification for the development of standards that seem to be similar to other already existing standards
ii)   Clarify who the intended audience of the standards are and whether adoption by the target users is supposed to be voluntary or not and how this is expected to work.

Stakeholders role and contribution to workshop(s)

Some stakeholders were not clear on what their role was in the project and on what to comment on during the workshop. Further, stakeholders were not sure whether their contribution to the project will be continuous or was just a one off. Additionally, after accepting invitations there was no follow-up communication from the project despite stakeholders sending queries on further information such as joining instructions and information on the engagement process during the workshop.

Remedial action
- Clearly outline what SATORI's expectations are of its stakeholders. In addition, clearly communicate to them why they are being invited and how often their

contribution to the project will be (whether one-off or whether they will be called on again for other input).

- Give clear and adequate joining instructions and information on the process/procedures of the workshop(s)

Workshop organisation

The timing of the discussions sessions was restrictive. The stakeholders felt that they were cut short when they could have contributed more.

Remedial action

- Give thought to better organisation and time-slots for commenting

Disciplinary backgrounds

An issue was raised about there being a lot of philosophical discussion in the workshop which some stakeholders found uninteresting and uninspiring considering that invited stakeholders were coming from different disciplinary backgrounds. The stakeholders would also have liked to have had a clear explanation of ethics assessment and the intentions of standardisation of the assessments.

Remedial action

- Consider the different backgrounds of invited stakeholders by considering language used and provide them with relevant background information to terminologies that all may not understand.

SATORI Partners

The stakeholders felt that the consortium size is large and that there was lack of involvement of the actual SATORI partners that had attended the workshop. The stakeholders were expecting that the partners could have contributed more in order to understand what their role is in SATORI.

Remedial action

- Workshops should involve partners from relevant WPs or partners that are present at events should be given as opportunity to speak about their role even for a few minutes e.g. 3 – 5 minutes.

Standard and quality of documents sent to invited stakeholders

The stakeholders noted that the standard of writing and background information sent to them was below par. For instance, some documents were sent with track changes still in.

Remedial action

Send clean quality assured documents to invited stakeholders

5.9 SATORI PRINCIPLES AND CRITERIA FOR EVALUATION

In order to evaluate the SATORI project, appropriate evaluation principles and criteria were identified early on during the grounding of the evaluation design. Eight principles and criteria

for evaluating the project were identified in Task 12.2 and are discussed in more detail in the deliverable itself. As part of the evaluation strategy for SATORI, these 8 principles and criteria for evaluation will be applied during the evaluation of the tasks that are completed and yet to be completed in the SATORI project.

5.9.1 Principles and criteria for evaluating stakeholder engagement / involvement

This criterion includes a concern for representativeness among participants in stakeholder engagement events, transparency in decision-making processes within engagement activities and accessibility of relevant information material to participants of engagement activities. In addition, this criterion addresses concerns on clarity of tasks and instruction or guidelines given to participants in relation to an event. The criterion also evaluates the extent of fair deliberation which relates to the degree to which participants are allowed to put forward their views. Below are related criteria for this principle:

'Representativeness' – The degree to which participants in stakeholder engagement events "comprise a broadly representative sample of the population of the affected public," including both demographic and organisational groups. For SATORI, such groups will include representatives of multiple disciplines to whom the ethical assessment framework is aimed, as well as participants in research potentially subjected to review under the framework. This criterion aims to ensure that participants are exposed to a range of relevant perspectives both in making decisions within the participatory process, and to inform subsequent decision-making beyond the research project. Without a representative sample MMLs may suffer from insular and circular dialogue, in which individuals with similar backgrounds and perspectives merely reinforce one another's views, thereby limiting the potential for transformative 'mutual learning'. Where particular stakeholder groups are named by the organisers of an event, representativeness will be based on whether these stakeholders were actually present, as well as whether a clear bias is evident within the sample (e.g. ethics review panels only from the UK, despite the EU-wide scope of the framework). This requirement correlates with principles that suggest that evaluation should address the 'generic' qualities of participatory processes such as those areas of consensus in evaluation literature identified by Chilvers[22] and relatively, that a participatory approach to evaluation conducive to mutual learning between stakeholders and project partners should be used with an appropriate degree of stakeholder involvement, from designing to carrying out the evaluation and reporting on its findings.

Transparency' – The degree to which the decision-making processes within the engagement event are transparent to stakeholders, including making the biases or underlying assumptions of the organisers or decision-makers known as far as possible to participants. This criterion is necessary to maximise the mobilising effect of the event, as stakeholders may be less likely to 'champion' the outputs of the event if it is unclear whether their interests have been taken seriously.

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[22] Chilvers, "Reflexive Engagement?".

'Accessibility' – Concerns the availability of relevant learning and information materials to the participants, so as to allow for an informed dialogue between stakeholders[23]. Further, any recognised barriers to participation should be removed as far as possible[24] to ensure the resources are understandable for participants, for example language or comprehension of technical language. This criterion can be used to justify the quality of outcomes of a participatory process—the quality of judgments produced in consultation with stakeholders can be assessed for necessary understanding of a technology, technique or other relevant field of expertise; for example, do stakeholders know enough about the topic to take their views seriously? Procedurally, the arrangements made to support stakeholders in the processes can be assessed; for example, was sufficient information made available to ensure stakeholders can learn and become competent participants? It also includes a time aspect; e.g. were participants given materials near to the start of the event, or given enough time during the event to read, comprehend and ask questions? The evaluation will be dependent upon the need for such materials in the event.

'Task Definition' – Concerns the clarity of instructions or guidance given to the participants. Were participants made aware of the scope, purpose and their role in the event?

'Fair Deliberation' – Concerns the degree to which participants are allowed to "enter the discourse and put forward their views in interactive deliberation that develops mutual understanding between participants"[25]. Following on from the transformative approach to mutual learning described above with reference to 'Representativeness', this criterion adds a further dimension by emphasising the quality of the process in which the sample participates. Specifically, mutual learning may be hampered if dialogues are dominated by a particular perspective or stakeholder group, as it limits opportunities for learning from interaction with multiple unfamiliar perspectives and phenomena. As suggested by Chilvers[26], "While recognizing the role of consensus, the deliberative process should emphasize diversity and difference through representing alternative viewpoints, exploring uncertainties, and exposing underlying assumptions." In evaluating according to this criterion, events may be assessed in terms of how they are structured so as to minimise opportunities for particular 'outspoken' stakeholders to dominate the dialogue (which can be inhibited by a moderator), or opportunities for one-to-one dialogues between stakeholders. For SATORI, it is important to note that 'feedback' style events may be particular vulnerable to emphasis on the views of the organisers which will be implicit in tools or frameworks presented for review to the stakeholders.

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[23] Rowe and Frewer, "Public Participation Methods"; Haywood and Besley, "Education, Outreach, and Inclusive Engagement".

[24] Chilvers, "Deliberating Competence Theoretical and Practitioner Perspectives on Effective Participatory Appraisal Practice".

[25] Ibid.

[26] Ibid.

'Criticalness' – Rather than referring to questioning of participant claims by the organisers, this criterion refers to the degree to which participants are encouraged to challenge and negotiate with the perspectives and values of other members of the dialogue[27]. This willingness to question the claims of others is critical to learning about the underlying assumptions and values held by others, both of which are necessary for transformative learning. Practically speaking, these qualities could be assessed in terms of the effectiveness of the 'rules' established for discourse in the process or learning materials provided to participants[28], and the degree to which this structure contributed to a high quality discourse in which social or mutual learning occurred between participants (and organisers). This is not to say participants must disagree with one another or come to a consensus, but rather that the act of questioning itself has value for the learning process. This criterion is further seen as necessary to emphasise the empowerment of participants to question the claims of others and prevent dominance of the discourse by a particular view or stakeholder[29]. According to transformative learning, mutual learning can only occur when participants do more than merely agree or disagree—respect for alternative views and trust in the integrity of others is required according to which the participant feels compelled to offer reasons and counter-arguments[30]. These requirements suggest specific requirements to be met in participatory discourses when mutual learning is conceived of as a type of transformative learning; specifically, participants should be 'open-minded' meaning they are willing to consider the views of others as legitimate, and should be seen to offer reasons of support and criticisms of particular views rather than mere opinions or ultimatums. Power relationships within a discourse need also be considered, as the perception of authority or favouring by facilitators of the views of a particular stakeholder can undermine trust among participants, respect for other views, and the overall perception of a fair discourse[31] conducive to transformative learning.

'Participant Satisfaction' – To avoid an entirely theoretical approach to evaluation, assessing the participants' satisfaction with the event can ensure aspects of the event not covered by the above criteria are still considered in the evaluation. Simply put, asking a participant what they found 'good or bad' about a particular engagement event, and to explain why, encourages identification of unforeseen aspects of the event linked to its quality. This is suggested by a criteria principle that proposes that data collection and analysis methods conducive to evaluating learning or attitudinal change over time should be employed in evaluation, meaning explicit and implicit evidence of mutual learning should be sought in evaluation by asking project partners and participants to reflect on changes to their attitudes and behaviours caused by participating in the project and engaging with unfamiliar ideas and

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[27] Haywood and Besley, "Education, Outreach, and Inclusive Engagement".

[28] Webler, Kastenholz, and Renn, "Public Participation in Impact Assessment", 456.

[29] Ibid., 443.

[30] e.g. Stagl, "Multicriteria Evaluation and Public Participation".

[31] Ibid.

perspectives. In terms of the aims of MML, participant satisfaction can be reasonably linked with the mobilising effects of the event, similar to 'Ownership'.

5.9.2 Principles and criteria for evaluating recruitment

This criterion is used to ensure that there is equal representation and that stakeholders are empowered not only through capacity building and learning but by ensuring that underrepresented stakeholders are involved in the discourse. This has the ability to help tackle large societal challenges which involve an array of stakeholders. Related criteria include:

'Representativeness' of the stakeholders engaged throughout the project, not only in stakeholder engagement events

'Accessibility' and 'Criticalness', enhancing the 'voice' of underrepresented stakeholders by ensuring equal representation in the project suggests that MMLs should be empowering stakeholders involved, not only through capacity building and learning but by ensuring traditionally underrepresented stakeholders are involved in the discourse.

5.9.3 Principles and criteria for evaluating surveys, interviews and case studies

This criterion is used to assess the methodology used in the project such as surveys, interviews and case studies in the production of quality deliverables, engagement and application of success indicators. These indicators of success are used for specific project activities while being responsive to the main aims of the project. Related criteria follow below:

'Methodological Rigour', meaning the empirical instrument is informed by a sound methodological basis and philosophical paradigm—these are a minimum of good practice in any type of research

'Credibility', meaning a strong connection is established between the data or interpretations of the data (as well as any theoretical or conceptual frameworks necessary to understand the data) and the findings or recommendations produced

'Transparency', this refers to the presence of sufficient detail in describing and analysing the data for the reader to follow the authoring partner's line of reasoning

5.9.4 Principles and criteria for evaluating recommendations/ tools

This criterion is used to assess relevance and recognition of values and views of all stakeholders. The recommendations should be relevant to the project aims and transparent in terms of the decision-making processes that precede the recommendations. In addition, they

should acknowledge all stakeholders' perspectives. The following are criteria related to this principle:

'Transparency' relates to the decision making processes in the contribution of recommendations made by not only consortium partners but by other stakeholders e.g. who has made the recommendations, contribution, how were the recommendations arrived at etc.

'Relevance' This looks at how relevant the recommendations made are by the different parties involved.

5.9.5 Principles and criteria for evaluating dissemination/impact

This criterion is used to assess the impact of the project and its activities. We appreciate that it is difficult to assess impact; however it is possible to do an indicator of success questionnaires which ask stakeholders to evaluate the impact of SATORI. For example, questions that can be asked in the evaluation could cover the following: Has the impact been positive? Has the behaviour of participants been affected by the project? Is there more recruitment? Related criteria are outlined below:

'Quantity', which refers to the number of times project outputs are referenced in journal articles, conference proceedings, policy documents, news stories. Quantity alone is however a very crude measurement of dissemination and impact, as the mere mention of a SATORI output does not necessarily indicate uptake of the ethics assessment framework or prove that the project's activities have influenced policy and the behaviour of stakeholders.

'Behaviour Adjustment', understood as the extent to which capacities, skills and knowledge have been built among stakeholders through training and dialogue and become evident in behaviour and lifestyles following participation in the project

'Network Expansion', or networking between stakeholders facilitated by the project, which may be measurable through self-assessments of changes to a participant's social or professional networking following stakeholder engagement events. This has previously been described by Haywood & Besley as the "degree to which the project facilitates new networks and relationships among project members or reinforces existing bonds".

5.9.6 Principles and criteria for evaluating evaluation

This criterion is used to assess challenges that evaluators can come up against. To overcome possible challenges, evaluators should be increasingly critical and identify limitations not only with the process of evaluation itself but the context in which evaluation occurs. Evaluation limitations can stem from aspects of the process or context of evaluation, such as resistance from the consortium partners or limitations established in the Description of Work (DoW). On this basis the quality of evaluation can be assessed in terms of 'Restrictiveness', established through critical self-assessment of limitations imposed on the evaluators and evaluation by the project's broader context, description of work, consortium, coordinator or

other relevant sources. In addition, under this criterion we assess how our evaluation has been participative in looking at the quality of stakeholder participation in evaluation. This principle includes the following criterion:

'Restrictiveness', established through critical self-assessment of limitations imposed on the evaluators and evaluation by the project's broader context, description of work, consortium, coordinator or other relevant sources.

5.9.7 Principles and criteria for evaluating administration

This criterion is used to assess the quality of administration and coordination in terms of 'Quality of Collaboration', looking at breakdowns in communication or conflicts between partners that may reduce the quality of collaboration and thus jeopardise the project. In addition, the use of this criterion is through qualitative observations of workshops concerning any practical barriers to collaboration encountered by SATORI partners. Below is the related criterion:

'Quality of Collaboration', wherein breakdowns in communication or conflicts between partners reduce the quality of collaboration and thus jeopardise the project.

5.9.8 Principles and criteria for evaluating 'internal' activities

This criterion is used to evaluate SATORI's activities which may be considered 'Internal' activities such as inter-consortium communication and collaboration including consortium meetings, peer-review and informal communication. Further, the assessment centres on partners' critical reflection on their progress and changes to attitudes and behaviours through formal or informal methods such as interviews, project management meetings, or peer review of deliverables. Highlighted below are related criteria:

'Stakeholder engagement' events may also be key to facilitating mutual learning not only among stakeholders, but the consortium itself. Recognising this, these types of activities, which may be considered 'Internal' activities, will also be evaluated in terms of the mutual learning that occurs between consortium partners. Criteria concerning mutual learning specified with reference to stakeholder engagement activities will therefore also be relevant for these activities.

'Reflectiveness', or the degree to which partners show respect for alternative views and trust in the integrity of other partners, which is necessary if communication and collaboration are to progress beyond mere (dis)agreements on proposed actions.

5.10 DELFT STAKEHOLDER QUESTIONNAIRE

Delft Workshop Evaluation Questionnaire – Stakeholders

17 to 18 February, 2016

19) What is your professional background?
   - ☐ Ethics assessment at universities
   - ☐ Ethics assessment in engineering and innovation
   - ☐ Risk/ benefit analysis and cost/ benefit analysis
   - ☐ Ethics assessment in industry
   - ☐ Impact assessment
   - ☐ Other, please indicate..

20) Is this your first involvement in the SATORI project?

Yes   No

21) If Yes to (2), how did you find yourself being involved in the project?

22) On a scale of 1 to 5, 1 being least level of involvement and 5 being highest level of involvement, to what extent do you feel you have been involved or engaged in the project?

①   ②   ③   ④   ⑤

23) Can you please elaborate your choice in (4)?

24) Have you been involved in any other EU project(s)?

Yes   No

25) If Yes to (6), what was your role?

26) Do you feel you have contributed to the SATORI project?

        Yes   No

27) If Yes to (8) what form did your contribution take?

28) Do you think you have learnt something as a result of your participation in the SATORI project?

        Yes   No

29) Please elaborate on your answer in (10)

30) Assuming you have gained something from the SATORI project, how do you anticipate using the knowledge gained in future?

31) Do you think the SATORI project is generally inclusive of stakeholders?

        Yes   No

32) If No to (13), how might the project improve its involvement of stakeholder participation?

33) Do you think SATORI's work has the potential to have an impact on the targeted audience e.g. Researchers, Industry, CSOs?

        Yes   No

34) Please elaborate on your answer

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35) What is your evaluation of the SATORI project as a whole thus far?

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36) What suggestions do you have for improving the SATORI project in the future?

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37) Overall, how did you find the Delft Workshop?
    Poor   Average   Good   Excellent

38) Please elaborate on your choice in (19)

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39) If you have anything further to add as a conclusion to this questionnaire, please provide your comments in the space below

SATORI

5.11 COPENHAGEN EXPERT QUESTIONNAIRE

SATORI

Satori workshop on cost-effectiveness and risk benefit *in* ethics assessment procedures, Copenhagen 30 - 31 May, 2016

Evaluation Questionnaire – Stakeholders (Experts)

1) What is your professional background?

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2) How did you find yourself being involved in the Copenhagen SATORI workshop?

3) Are you happy with your role within the Copenhagen SATORI workshop?
Yes   No

4) If No to (3), please indicate why you are not happy with your role and how it could have been improved?

5) Do you feel you have contributed to the SATORI project?
               Yes   No

6) If Yes to (5) what form did your contribution take?

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7) Do you think you have learnt something as a result of your participation in the Copenhagen SATORI workshop?

        Yes   No

8) Please elaborate on your answer in (7)

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9) What were your expectations of your involvement and have they been met?

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10) Overall, how did you find the Copenhagen SATORI workshop?

    Poor   Average   Good   Excellent

11) Please elaborate on your choice in (10)

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12) What is your evaluation of the SATORI project as a whole thus far?

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13) What suggestions do you have for improving the SATORI project in the future?

14) If you have anything further to add as a conclusion to this questionnaire, please provide your comments in the space below

SATORI 6 Monthly Periodic Evaluation Report

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December 2016

Deliverable 12.4(3)

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EXECUTIVE SUMMARY

In this 6 monthly evaluation report, we present evaluation findings from 5 workshops that were conducted across Europe. The workshops included a stakeholder dialogue event in Milan and 4 mutual learning workshops in Warsaw, Belgrade, London and Utrecht. The workshops invited stakeholder participants from a diverse range of disciplines and backgrounds that included among others researchers, industry, government representatives, academia and civil society organisations. The participants were invited to discuss and share experiences in relation to ethics assessment in their respective fields and most importantly comment and give suggestions on the draft Ethical Assessment framework that is being developed by the SATORI project. In order to evaluate the 5 workshops, we used observations and questionnaires to gather the evaluation findings. The observations focused on assessing whether objectives of the workshops were clearly defined, levels of stakeholder engagement particularly with respect to recruitment and representativeness as well as participants' contribution on workshop materials. The questionnaire's focus was on the assessment of stakeholders' understanding of mutual learning and what they had learnt from the SATORI project, gauging of stakeholders' contribution to the project, understanding of stakeholders' opinions on the facilitation of the workshops and ultimately gathering feedback from stakeholders on how best SATORI can move forward. The findings were then analysed and are now presented in this report. The findings highlight the areas where the SATORI project is doing well and those areas that need improving. As a result, in the last part of this report, we give recommendations to remedy the drawbacks that were brought forth during the evaluation

1 INTRODUCTION

In this report, we present the evaluation findings of the 5 mutual learning workshops which took place between October and November 2016. The general aim of the workshops was to present the draft CEN Workshop Agreement (CWA) and the draft framework for Ethical Impact Assessment (EIA) to the invited stakeholders for feedback and input. The workshops took place in:

1. Milan
2. Warsaw
3. London
4. Belgrade
5. Utrecht

Specifically, the aim of the Milan workshop was to foster stakeholder dialogue as well as to have input and an interactive discussion from and between experts in the field of ethics, biomedicine, environment, technology and ICT. The workshop's intention was to attract stakeholders such as researchers, businesses, civil society organisations and policy makers in order to understand and measure the value generated by ethics assessment. During the workshop, there was a discussion of the draft framework for EIA which was done through case studies, presentations and plenary sessions. The workshop also looked at the threshold analysis questionnaire. In addition, the standardisation protocol which is being developed by the SATORI project and will be implemented at an international level was also discussed.

The remaining workshops in Warsaw, London, Belgrade and Utrecht all followed a similar format in that there was an initial presentation of SATORI and progress thus far. This was followed by a discussion on the CWA draft as well as the EIA frameworks where case studies were looked at in order to test the framework and receive feedback. The 4 workshops were mainly intended to foster mutual learning between SATORI partners and invited stakeholders. This was achieved through discussion facilitated during the plenary sessions and feedback from groups as well as individual accounts of their understanding of the topic at hand.

During the 5 workshops, an evaluation was carried out at each of the sessions. The evaluation sessions were conducted using the observation and questionnaire approach. The aim of the evaluation was to among others:

- look at whether mutual learning was taking place
- gauge stakeholders take on the usefulness of the proposed CWA and EIA framework documentations
- understand how and whether stakeholders would apply EIA to their daily practice
- evaluate general input and feedback from the stakeholders on the workshops

During observations, the focus was on the following:

- Whether objective of the workshop was clearly outlined for participants ease of understanding
- Stakeholder Engagement covering
  o Recruitment
  o Representativeness
- Participants' contribution on workshop materials

Case studies

2 draft CWA documents

Threshold analysis questionnaires

Correspondingly, questionnaires were used to learn about some of the following elements:

Stakeholders' understanding of mutual learning and what they had learnt from the SATORI project

Stakeholders' contribution to the project

Stakeholders' opinions on the facilitation of the workshops

Gathering feedback from stakeholders on how best SATORI can move forward and which areas it can improve on

Across the 4 mutual learning workshops, the invited participants came from a wide range of backgrounds which included science institutions, industry, academia, government organisations, non-governmental organisations as well as civil society organisations.

2 FINDINGS

2.1 OBSERVATION RESULTS

In this section we present the evaluation results from the 5 locations were observation were conducted.

2.1.1 Milan

The Milan workshop was held from the 12th to 14th October at Ente Italiano Normazione (Italian National Standard Body). The first part of the workshop that was held from 12th to 13th October was about stakeholders' views on ethics assessment of research and innovation. During the first part of the workshop, the SATORI partners presented results of SATORI to the invited stakeholders and had an interactive dialogue with them. The dialogue was

between SATORI partners and stakeholder groups such as researchers, industry representatives, civil society organisations, policy makers and citizens. Among the invited participants were experts in ethics assessment in various scientific fields such as biomedicine, environmental technology and ICT. The dialogue was facilitated in order to understand and measure the value generated by ethics assessment. In addition, the SATORI partners presented specific methodologies developed by SATORI for discussion.

The inputs from the first part of workshop contributed to a second part of the workshop that was held on 14th October, at the same venue. The second part of the workshop was aimed at discussing a draft framework for EIA which the SATORI project is developing. The discussion was carried out in an interactive manner, whereby participants shared knowledge through case studies and plenary discussions specifically on the threshold analysis documentation. The invited participants gave their opinions on the usability and completeness of the draft framework. In addition to the draft framework, the participants also discussed the standardisation protocol the project is aiming to implement at international level.

As part of SATORI's ongoing evaluation, the evaluator took the opportunity to observe the 2 parts of the workshop. The main observations made are covered in Table 1:

Location	Observation aspect	Remark/Comment
Milan	Objective of the workshop • Was it is clearly outlined?	The aim of the workshop was clearly outlined to the participants. The aim was to foster dialogue amongst actors from different disciplines on ethics assessment in R&I.
	Stakeholder Engagement • Recruitment • Representativeness	Evident effective stakeholder engagement during the workshop. Clear diverse stakeholder groups recruited from different disciplinary backgrounds including ethicists, civil society, legal fraternity, environmentalists, research organisations, industry, standard and certification organisations.
	Participants' contribution on workshop materials • Case studies	All participants were sent workshop materials before arriving in Milan During the workshop, participants engaged fully

	• 2 draft CWA documents • Threshold analysis questionnaires	with the materials on hand either through individual commentary or in groups. Some of their contributions included suggestions such as; • The case studies needed more detail because they were too summarised and therefore difficult to work with • Terminology used in the CWA documents needs to be simplified to make it more accessible to a lay person • Some of the questions in the threshold analysis needed to be amended

Table 1: Observations for the Milan workshop

2.1.2 Warsaw

The Warsaw mutual learning workshop was held on the 16th – 17th of November, 2016. The workshop was conducted in 2 parts with each part targeting different stakeholder groups. The first workshop attracted experienced and seasoned stakeholders from engineering, medicine, research ethics committees, psychology, governmental agency on science research, academia (economics, engineering, science, and sociology), civic movement and national research institutes. The second one attracted young and upcoming researchers from social sciences, biology, information technology, military and physics. The first of the workshop was at the Business Centre Zielna where invited participants were introduced to the SATORI proposals for ethical assessment procedures and ethical impact assessment. This was followed by a group activity for the invited participants in which they were given case studies in order to test the threshold analysis and ethical impact evaluation procedure. The second part of the workshop was held on 17th November, 2016 at Panstwomiasto conference room. The workshop was conducted in Polish. A summary of the observation is highlighted in Table 2 below:

Location	Observation aspect	Remark/Comment
Warsaw	Objective of the workshop • Was it is clearly outlined?	Objectives well defined and concisely outlined by the facilitators.

	Stakeholder engagement • Recruitment • Representativeness	For both days, the invited stakeholders represented a number of fields in society which on the first day included engineering, medicine, research ethics committee, psychology, governmental agency on science research, academia, civic movement, national research institutes. For the second day, participants came from social sciences, biology, information technology, military and physics. However, noticeable was the limited number of participants from non-scientific backgrounds such as the arts.
	Participants' contribution on workshop materials • Case studies • Draft CWA documents • Threshold analysis questionnaires	The invited stakeholders positively contributed towards the aim of the project through brief presentations of their backgrounds, experiences and expertise in ethics assessment. Some of the participants mentioned that they received the invitation and the preparatory materials late, therefore could not fully prepare for the workshop, however, despite this, the workshop effectively used group work and case studies to discuss the practicality of the proposed framework, and get feedback. The feedback included; • The case studies needed more detail because they were too summarised and therefore difficult to work with • The terms used in the CWA documents needs to be abridged and the recommendations made for EA should be changed since most of them could not work in Poland partly because of culture. • Some of the questions and the likert scale in the threshold analysis needed to be changed. The scales should include more options. In addition, under project scope, some participants felt that the binary options of 'Yes' or 'No' were limiting and as such should possibly include a 'maybe' or 'Not sure' option(s).

Table 2: Observations for the Warsaw workshop

2.1.3 London

In total SATORI had three workshops held in London. The first one was held on 24th of November 2016 at the Wellcome Collection, London. The focus was on ethics assessment of research and innovation. Its stakeholder focus was on research ethics committee members. The stakeholders came from ethics committees, academia, medical research ethics, social sciences and humanities, the health sector as well as the EU. No observations were conducted for the first workshop.

The last two workshops were held on the 25th of November 2016 with the first of the two attracting stakeholders from the Economic and Social Research Council, The Royal Society, National Forum on Research, UK Collaborative on Development Sciences as well as the Royal Academy of Engineering. The aim was to foster a discussion on SATORI proposals for ethics assessment procedures. The theme of the workshops was optimising ethics assessment and responsible research

The last of the third workshops was focused on the SATORI Ethical Impact Assessment (EIA) proposal (CWA Part II) and attracted stakeholders from the journalism fraternity. The theme of the last workshop was addressing ethical impacts of research & innovation. Observations for the last two workshops in London are captured in Table 3 below:

Location	Observation aspect	Remark/Comment
London	Objective of the workshop • Was it is clearly outlined?	*Workshop on optimising ethics assessment and responsible research*: The objectives were clearly defined in the introduction. The explanation of how objectives relate to the aim of SATORI was concisely defined.

			Workshop on addressing ethical impacts of research & innovation: Structure of SATORI project and the objective of the workshop was clearly defined.
	Stakeholder engagement • Recruitment • Representativeness		1. *Workshop on optimising ethics assessment and responsible research*: Workshop sought to attract stakeholders from both public and private research funding organisations including research charities. This was successful as seen from representatives from Economic and Social Research Council, The Royal Society, National Forum on Research, UK Collaborative on Development Sciences as well as the Royal Academy of Engineering 2. *Workshop on addressing ethical impacts of research & innovation*: Workshop attracted the intended stakeholders who were journalists with both a scientific and non-scientific background.

	Participants' contribution on workshop materials
	
	• Case studies – Press release
	• Questionnaires on Writing ethical stories
	• Questionnaire for threshold analysis
			1. *Workshop on optimising ethics assessment and responsible research*: Agenda and SATORI documents were provided on the day. Q & A were conducted at the end of each presentation.
			    • Participants were very positive about the workshop and indicated that the "Outline of Common Ethics Assessment Framework" document was really good.
			    • Participants felt they had learnt a lot from their attendance particularly through the interaction that was afforded.
			2. *Workshop on addressing ethical impacts of research & innovation*:
			    • All the journalists found the questionnaire on writing ethical stories very useful and pointed out that the questions were a very good starting point. However, they stated that they will not be applicable to all scenarios.
			    • A press release on survey findings was used as a case example for EIA-threshold

| | | analysis. The journalists were however slightly sceptical about the toolkit (questions). |
| | | • It was also pointed out that the toolkit questions gave only a negative impact and that nothing positive could be seen. In this respect, the view was that it was most useful for feature stories rather than a new discovery. |

Table 3: Observations for the London workshop(s)

2.1.4 Belgrade

The mutual learning workshop on the framework for Ethical Assessment was held in Belgrade on the 24th and 25th November 2016. As in the last two workshops, the focus was the engagement of stakeholders, presentations of SATORI findings thus far and fostering a discussion as well as getting feedback and input on the CWA and the EIA framework. The first workshop attracted experienced and seasoned stakeholders with expertise in ethics assessment. The 2nd workshop targeted young and upcoming stakeholders. See Table 4, for observation notes:

Location	Observation aspect	Remark/Comment
Belgrade	Objective of the workshop • Was it is clearly outlined?	Clearly and concisely defined by the Director of CPN.
	Stakeholder engagement • Recruitment • Representativeness	Two one-day mutual learning sessions aimed at ethics assessment specialists, academics and CSO representatives. The first workshop attracted ethicists, academics, Policy representatives, philosophers, medical field. The second one attracted medical students, medical professionals, academics from the faculty of humanities, personnel working on robotics and ethical issues as well as civil society
	Participants' contribution	Some of the resulting feedback from the first

	on workshop materials	workshop touched on:

	• Case studies
	• Draft CWA documents
	• Threshold analysis questionnaires
		• On informed consent on surveys in terms of what is an acceptable use of informed consent and anonymisation. Participants pointed out that the CWA documents do not go into detail on informed consent issues even though there is a lot of existing procedures on the subject such as that published on human subjects
		• Ethics assessment procedures which they suggested should as a minimum address the
		  o Problem of expertise which could be part of the task of Ethics assessment committees
		  o Issues of stakeholders and violation of rights
		• Section 5.2 of the CWA: Procedures prior to assessment and stated advised to
		  o Change to persons not a person
		  o Clarify who is in charge of the EAU
		  o Identify possible conflicts of interest which need a section on conflicts of interest especially of members of the committee
		• Section 5.3 of the CWA: the participants wondered how detailed the ethics procedures committee should be. They suggested the following:
		  o Framework for ethical impact assessment which could include a structural procedure for i) anticipating, ii) identifying, iii) evaluating and iv) resolving ethical impacts of research and innovation

Table 4: Observations for the Belgrade workshop

2.1.5 Utrecht

The last of the workshops was in Utrecht on the 28th of November 2016. The workshop attracted experienced and seasoned stakeholders in areas such as engineering, medicine, research ethics committee and civic movement. The workshop followed a similar pattern like the last 3. A summary of the observation notes are highlighted in Table 5 below:

Location	Observation aspect	Remark/Comment
Utrecht	Objective of the workshop • Was it is clearly outlined?	The objective of the workshop set out clearly which includes for SATORI to present findings on how ethics assessment can potentially be done.
	Stakeholder engagement • Recruitment • Representativeness	Invited stakeholders represented a number of fields in society which on the first day included engineering, medicine, research ethics committee, psychology, governmental agency on science research, academia, civic movement, national research institutes.
	Participants' contribution on workshop materials • Case studies • Draft CWA documents • Threshold analysis questionnaires	Participants engaged actively through presentations and analysis of the documents provide. The participants were split into groups to discuss the documents and came up with some of the following comments: • Accessibility of EIA for individuals researchers who are starting a new project • Practising how to do a threshold analysis. There was confusion on what to do with regards to the case studies and questionnaire • Importance of the appointment of members or chair of REC which they believe need to be appointed by the head of an institution and that it is really important that they are independent • REC should address 'bad' science as it is unethical • That the scale in the threshold analysis questionnaire seems to be wrong as it should add a 'zero' or 'not applicable' option • Consider both direct and indirect impacts • There is need to address anonymisation of data

		which is not clearly stated
		• Clarify on the calculation for an ethics impact assessment
		• There is need for clarity on what needs to be done about the risks and severity of the potential impact
		• Undertaking a thorough EIA may not be feasible in that it would take too much time especially if this was done by volunteers. This would result in very sloppy and shoddy analysis.
		• Participants also asked what the marginal gain was that one gets by filling out the questionnaire
		• On Q7, participants were of the view that the phraseology of vulnerable people was not clear.

Table 5: Observations for the Utrecht workshop

2.2 QUESTIONNAIRE RESULTS

In this section we present the evaluation results from the questionnaire that were distributed to invited stakeholders.

2.2.1 Milan

17 stakeholders with expertise in ethics assessment were invited to the Milan workshop with 15 managing to attend the event. The stakeholders' role was to comment on the draft CWA documents and the draft EIA framework. When asked whether they were happy with this role, all invited stakeholders responded in the affirmative. The professional backgrounds of the stakeholders were categorised as; bioethics, engineering, academia, industry, biologists. The percentages in terms of attendance can be seen in Figure 1 below. At 31%, academia had the largest proportion of stakeholders, followed by bioethicists at 23%, engineering at 16% and biologists and industry representatives at 15%. The workshop appears to have attracted the intended participants save for those from the civil society sector.

PROFESSIONAL BACKGROUNDS

- Biologists 15%
- Bioethics 23%
- Engineering 16%
- Academia 31%
- Industry 15%
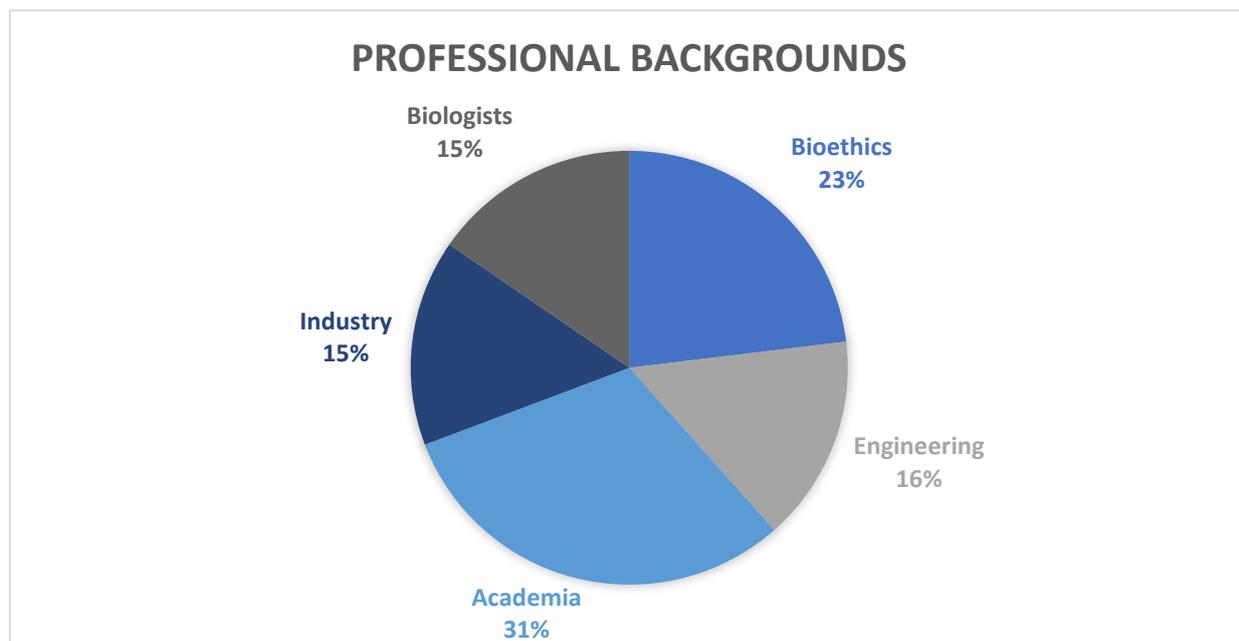
Figure 1: Professional backgrounds at the Milan Workshop

In order to gauge mutual learning on the part of the participants, invited stakeholders were asked whether they had made a contribution to the SATORI project. As shown in Figure 2, 60% of the stakeholders felt that they had while 40% indicated that they had not.
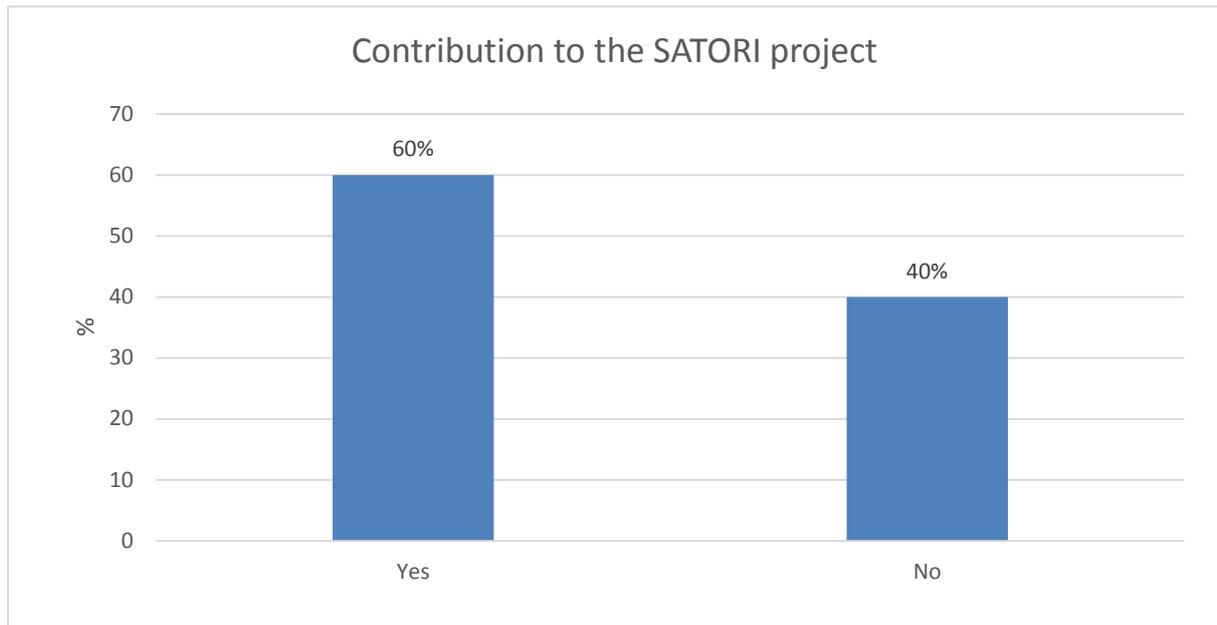
Figure 2: Contribution of Milan workshop participants to SATORI project

Participants who felt they had contributed to the project indicated several ways in which their contribution occurred. The contribution is depicted in Figure 3:

Figure 3: Forms of stakeholder's contribution at the Milan Workshop

With regards to the participants who felt they had not contributed to the project, one major reason given was that it was their first participation in such a workshop and as such, they did not necessarily know what was expected of them.

As mutual learning is not only about one's contribution to something but about one's learning as well, participants were also asked if they had learnt something as a result of their participation in the Milan workshop. All participants indicated that they had learnt something as a result of their participation. Participants stated that the workshop not only helped them to gain a better understanding of the SATORI research but also helped the non-ethicists to understand the concepts, challenges and approaches of EA. In addition, the consensus was that the workshop had given the stakeholders an opportunity to understand the views of other participants involved in the SATORI project and recognise how important it was to develop a common understanding of ethics assessment. They further added that the workshop had given them an opportunity to understand the need for involving society in all phases of ethics

assessment in a project. The stakeholders appreciated the SATORI project as being very systematic and were impressed with the development of ethics and ethics assessment in the European research and innovation field.

As a follow up to the questions of contribution and learning, stakeholders were asked what their expectations of the workshop were and whether they had been met during the event. 83% of the respondents indicated that their expectations had been met while 17% said they had not. Figure 4 below gives an indication of whether respondents' expectations had been met or not.
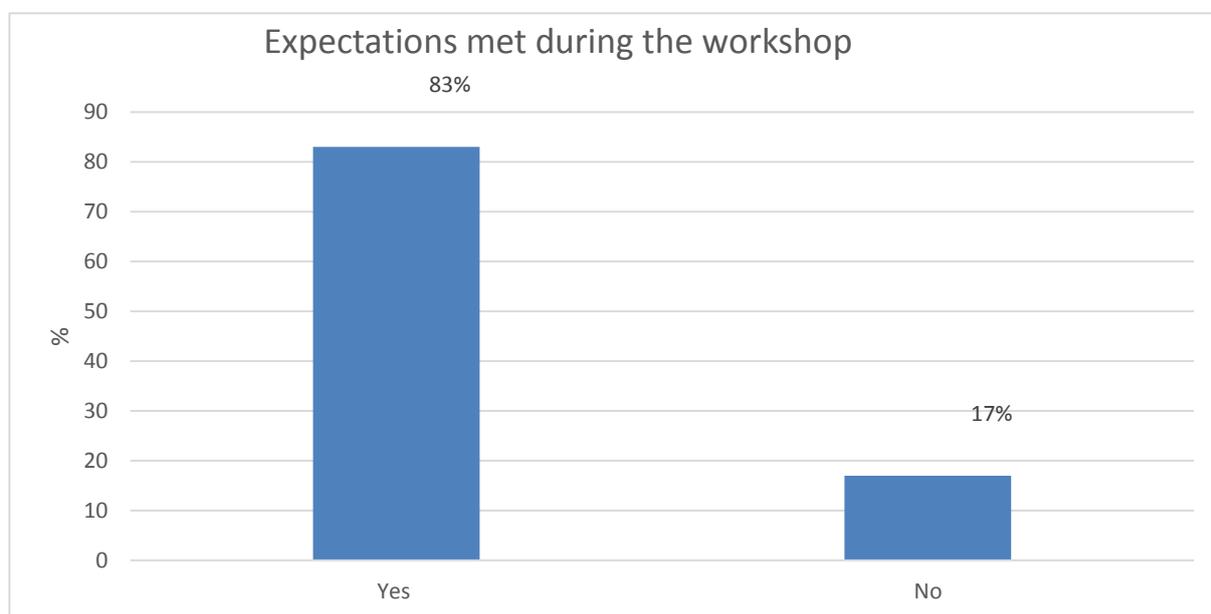
Figure 4: Stakeholder expectations during the Milan workshop

In stating how respondents expectation were met, the stakeholders indicated that their expectation was about widening their knowledge about the SATORI project, ethics, ethics assessment and related issues. They were also very interested in benchmarking with various organisations who were dealing with real-life scenarios based on ethics assessment. Participants were further asked how they found the workshop with the choice of the following options: poor; average; good and excellent. While none of the participants chose the average option, 67% found the workshop to be good, 27% to be excellent and the remaining 6% to be poor as shown in figure 5.

VIEWS ABOUT THE WORKSHOP
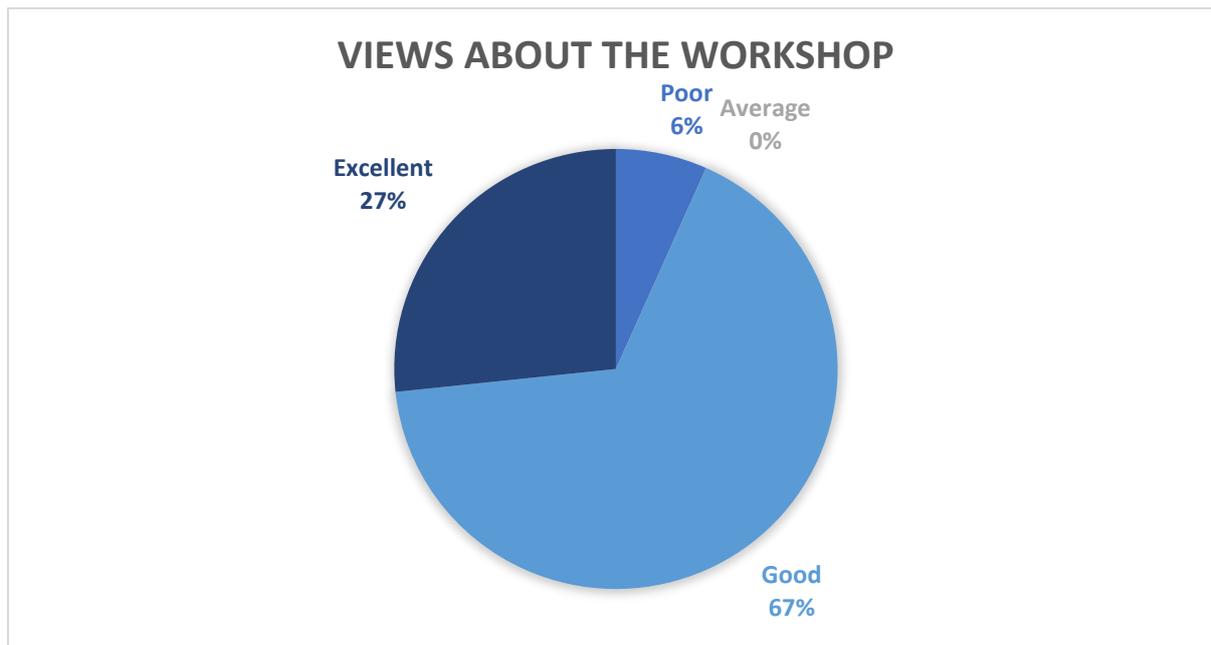
Figure 5: Views about the Milan workshop

In elaboration to the choices depicted in Figure 5, the stakeholders stated the following:

- Well organised workshop with clear and concise content
- Diversity in range of sessions and interesting speakers
- Impressive progress and direction of the SATORI project
- Involvement of people with different experiences who were either directly or indirectly involved in the project
- Friendly atmosphere, cooperativeness, and openness to criticisms.

The participants that gave the workshop a 'poor' rating stated that this was due to the fact that the purpose of the workshop and tasks of individual participants were not specified in a clear and concise manner.

Following up on the questions specifically related to the Milan workshop, participants were then asked about their views on the SATORI project as a whole thus far. As shown in Figure 6, 82% of the participants gave a positive feedback while 18% were on the negative side.

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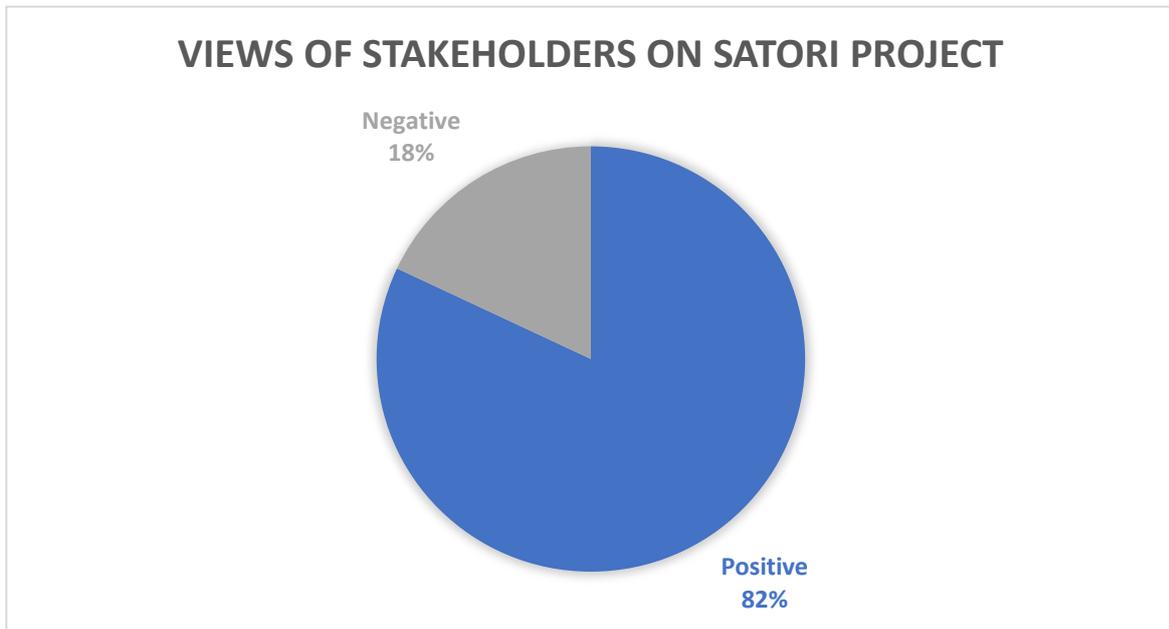
Figure 6: Milan workshop stakeholders' views on Satori Project

A variety of positive comments were received from the stakeholders about the SATORI project. 82% of the stakeholders found the project to be very interesting and gave reasons such as:

- The project provides a European vision on ethics and is based on multidisciplinary
- The fact that ethical assessment could be very important in inspiring ethical behaviours in all organisations

Apart from the positive comments about the SATORI project, a couple of stakeholders were sceptical of the approach. Specifically, they pointed out to the checklist in the threshold analysis questionnaire.

Lastly, the stakeholders were invited to give suggestions on how to improve the SATORI project as it moves forward. The suggestions are listed below:

- Choose better practices from the field
- Operationalise principles of EA
- Connect EA with other perspectives such as public and private innovation policies
- Test and adapt EA procedures
- Provide general guidance to the topic and define the purposes more precisely to the stakeholders

2.2.2 Warsaw

2.2.2.1 Workshop 1- Questionnaire

A total of 8 stakeholders attended the workshop. The stakeholders' role was to provide feedback and input on:

- The draft outline of a Common Ethics Assessment Framework
- CEN Workshop Agreement Parts 1 and 2 covering the Ethics assessment for research and innovation and Ethical Impact Assessment respectively.

On a scale of 1 to 5, 1 being the least positive and 5 being the most positive, participants were asked to give their opinion on the following aspects:

- The objectives of workshop were clearly defined
- The objectives of the workshop were met during the session
- The materials for the session were organised and easy to follow
- The facilitator was knowledgeable and well prepared
- The time allocated for the session was sufficient
- The facilities where the session was conducted were adequate and comfortable
- Interaction amongst participants was evident

The results of the above aspects were compiled in one graph as depicted in Figure 7:
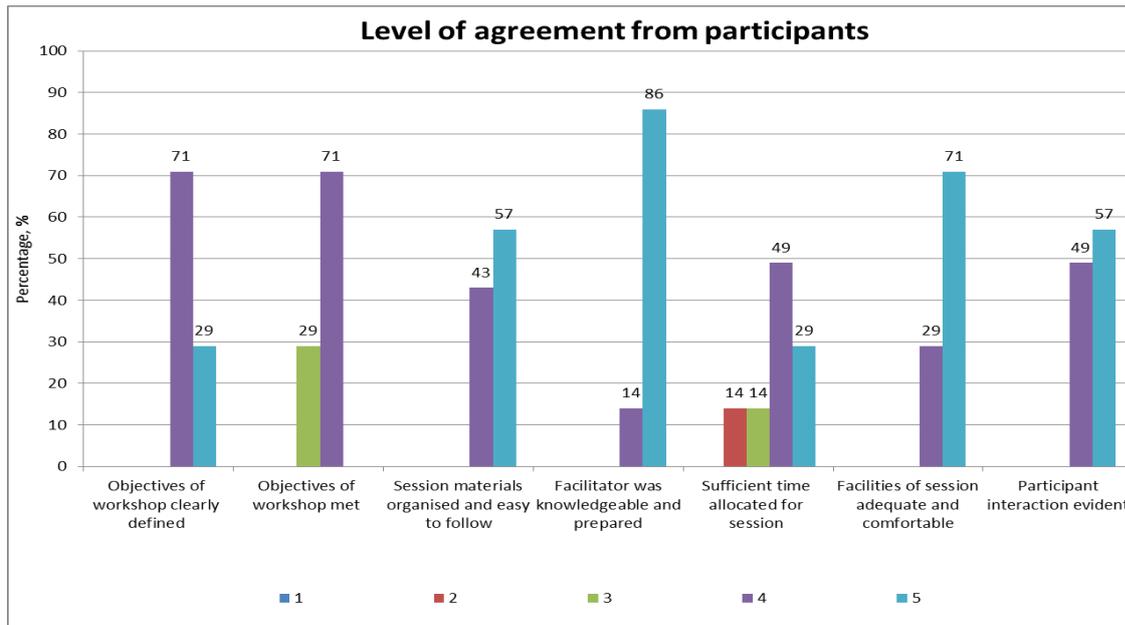
Figure 7: Participants' opinion on the first Warsaw workshop

In general, participants were happy with the workshop. They indicated that the objectives were clear and were met accordingly. Furthermore, the session materials were organised and easy to follow. In addition, they were happy with the knowledge and preparedness of the facilitators. They also pointed to the fact that the facilities of the session were adequate and comfortable and that there was evident participant interaction. From this, it can be concluded that the workshop provided an atmosphere that was conducive for mutual learning to occur. However, although the workshop elements were seen as positive, there were a few stakeholders who felt that the time allocation for the session was not entirely sufficient.

As the SATORI project aims to encourage mutual learning among stakeholders, they were asked whether they felt that mutual learning was evident or not in the workshop. As shown in Figure 8, 88% of the stakeholders responded positively to this question whereas 12% were not in agreement.

PROPORTION OF PARTNERS WHO FELT THAT MUTUAL LEARNING WAS
EVIDENT IN THE WORKSHOP

No
12%

Yes
88%
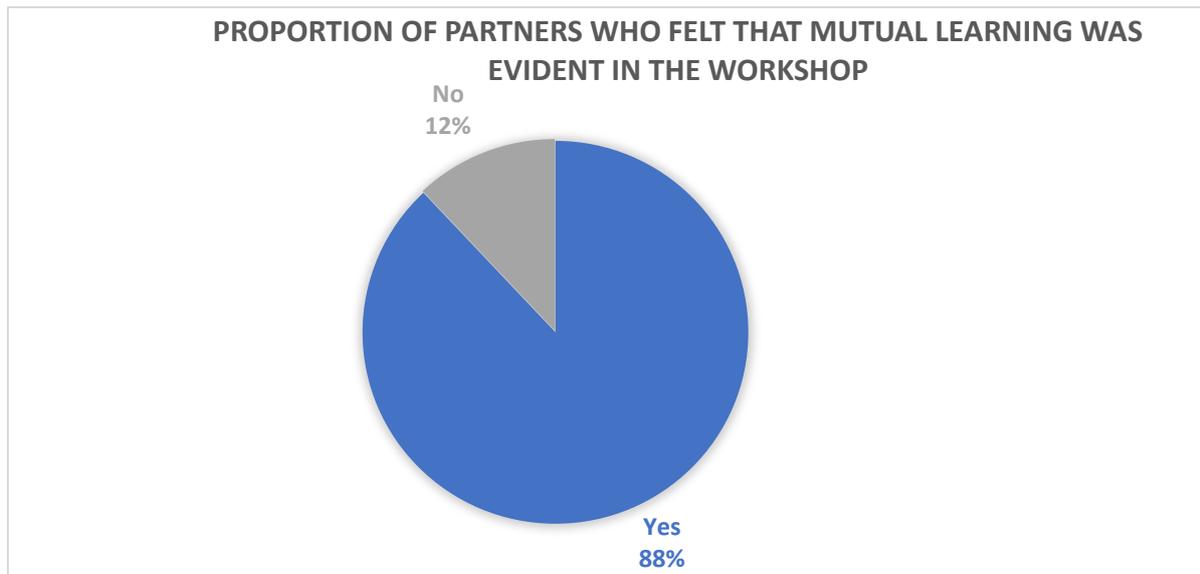
Figure 8: Stakeholders' opinion on evidence of mutual learning at the first Warsaw workshop

In addition to the preceding question on mutual learning, participants were asked about their understanding of mutual learning to which various responses were received. For the participants mutual learning meant taking new perspectives on the issues at stake. In addition, the indicated that mutual learning is the idea of learning with and from each other. The stakeholders were further asked what they thought their contribution was towards the workshop, to which several responses were received as shown in Figure 9.
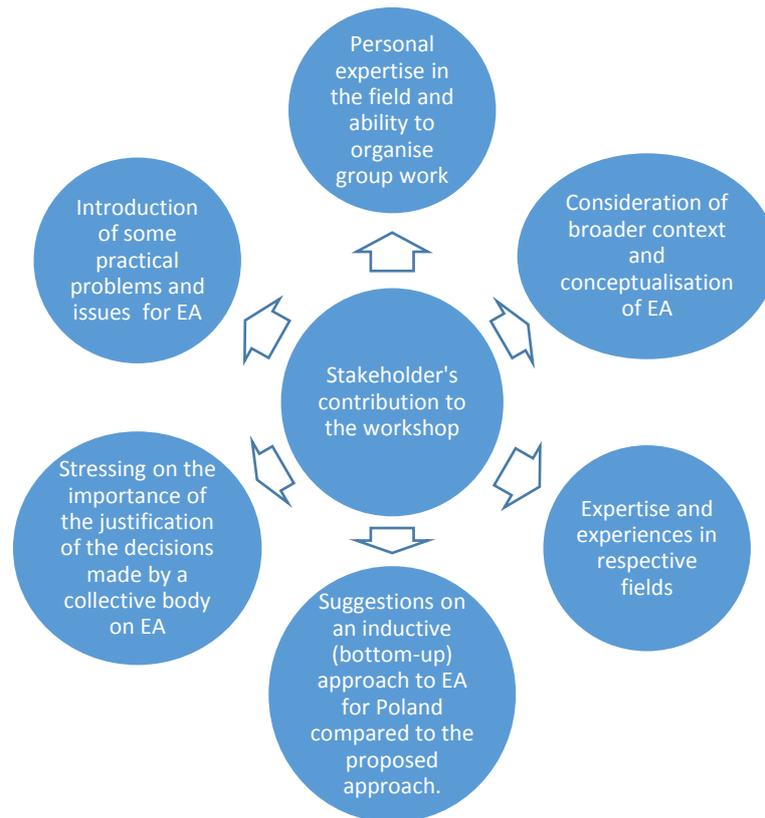
Figure 9: Forms of stakeholder's contribution towards the first Warsaw workshop

The above responses show that stakeholders believed that they have made a contribution in various ways including that of sharing their expertise and experience during the workshop as well as sharing practical issues and problems related to ethics from their field. Some stakeholders also suggested alternative approaches to the proposed approach within the documents being analysed.

Further to the question of stakeholders' opinion on their contribution, they were also asked how they thought their contribution to the workshop was received by the SATORI partners. The majority of stakeholders felt that their contribution was well received and that everyone present fully understood their contribution. However, one stakeholder also mentioned that as no feedback was provided for their contribution, they were not sure if the contribution was useful. Therefore, it can be concluded that it is essential for the facilitators of the workshop to provide some feedback to all the participants.

Since mutual learning is about sharing and receiving, the stakeholders were also asked what they had learnt from their participation in the workshop to which several responses were received as shown in Figure 10.
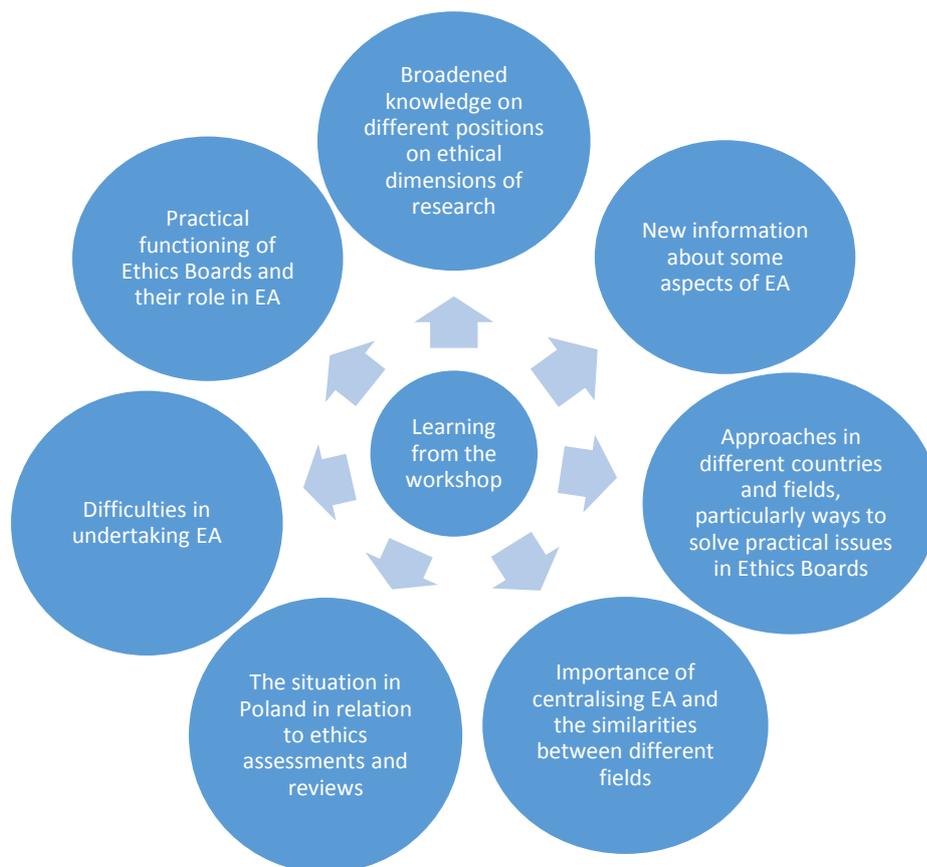
Figure 10: Stakeholder's learning outcomes at the first Warsaw workshop

An overall impression from the stakeholders was that their knowledge on Ethics Assessment was broadened during the workshop and that they were able to appreciate the importance of it particularly when it came to Ethics Assessment in various fields.

The stakeholders were then asked what aspects of the workshop they found most and least useful. The responses received for this question are recorded in Figure 11. An overall impression from the responses was that the participants enjoyed the interactive group discussions as it allowed them to interact with each other to share their views. The stakeholders found the case study analysis to be very useful during the workshop. On the other hand, participants indicated that they did not find the presentations to be very valuable as they occupied a lot of time and the information became repetitive. One of the stakeholders also pointed out that the time for the workshop was not managed very well as there were a lot of issues that were meant to be discussed within a short period.
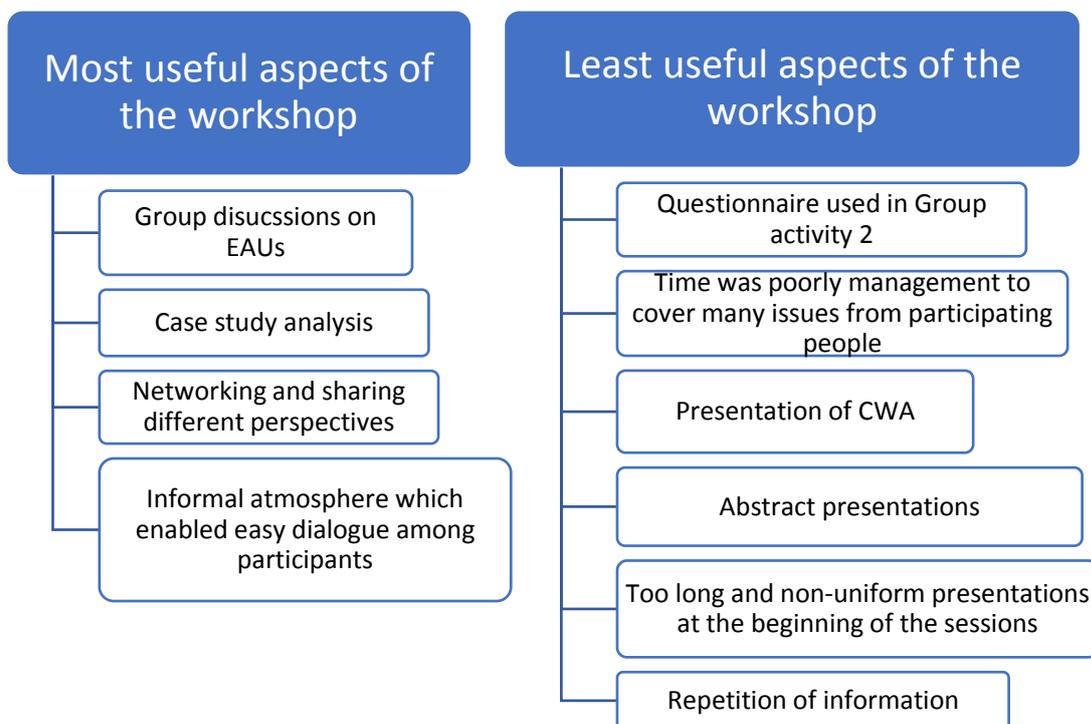
Figure 11: Most useful and least useful aspects of the first Warsaw workshop

One of the aims of the mutual learning workshop was that the participants gain knowledge that they can apply in their day-to-day practices. On this point, participants were asked whether they were going to apply what they had learnt from the workshop and if yes how they were going to do so. 85% of the stakeholders stated that they were going to apply the

knowledge gained in their research projects and were willing to share the knowledge from the workshop with other people within their institutions. In addition, the stakeholders stated that were able going to adopt some of ideas from the practical approaches used in other countries. One of the stakeholders also revealed that they would be sending the relevant information to the people responsible for ethical evaluation in their university. Another stakeholder stated that they would use some elements learnt from the workshop in the courses on research ethics as well as in senate committees. The responses show that the stakeholders were keen to use the approaches developed in SATORI in their daily practices. On the other hand, the remaining 15% of participants stated that the knowledge they learnt from the workshop will not be applicable as it was too complex to address simple questions. Figure 12 below gives a summary of the responses of the stakeholders.
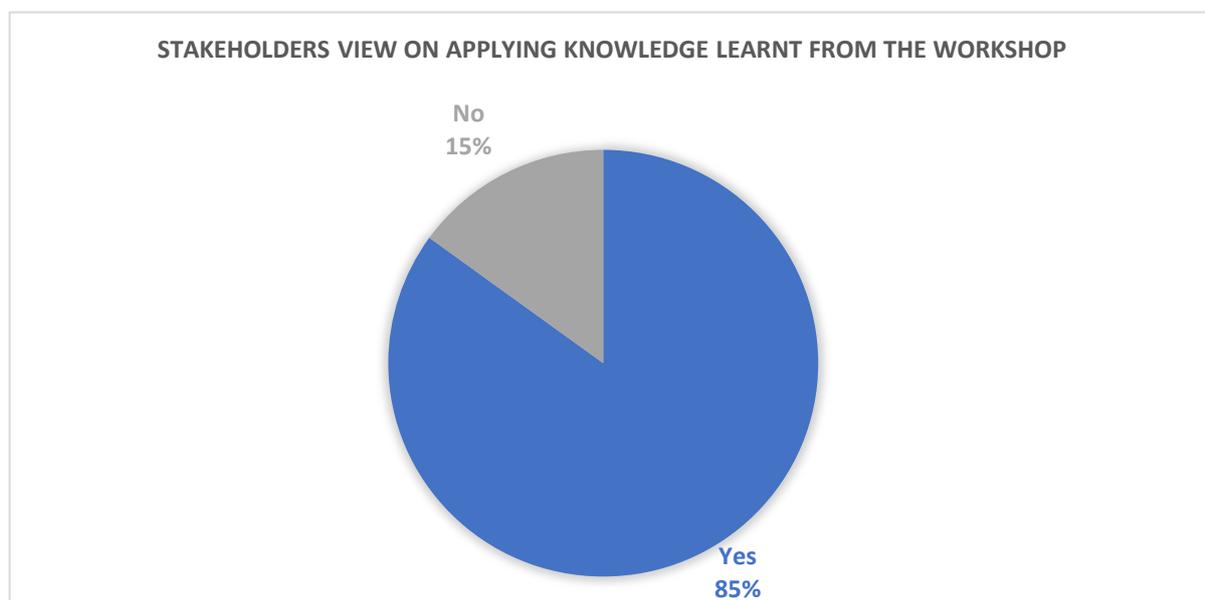
Figure 12: Stakeholders' view on applying knowledge learnt at the first Warsaw workshop

Lastly, stakeholders were asked to give any further comments or suggestions. Stakeholders recommended that time management of future workshops be effectively adhered to and allocated time for sessions within them strictly followed. The stakeholders also suggested that the workshops should use more real case studies and proposed that the focus should be made on discussing more controversial issues related to ethics.

2.2.2.2 Workshop 2- Questionnaire

Although there were 19 young and upcoming researchers at the second workshop in Warsaw, only 5 questionnaires were returned. As in the first workshop, the participants were asked to provide feedback and input on:

- • The draft outline of a Common Ethics Assessment Framework
- • CEN Workshop Agreement Parts 1 and 2 covering the Ethics assessment for research and innovation and Ethical Impact Assessment respectively.

Further, as part of the evaluation process as in the first group, the participants were asked to give their opinion on the aspects listed below which were scaled on a scale of 1 to 5, 1 being the least positive and 5 being the most positive:

- • The objectives of workshop were clearly defined
- • The objectives of the workshop were met during the session
- • The materials for the session were organised and easy to follow
- • The facilitator was knowledgeable and well prepared
- • The time allocated for the session was sufficient
- • The facilities where the session was conducted were adequate and comfortable
- • Interaction amongst participants was evident
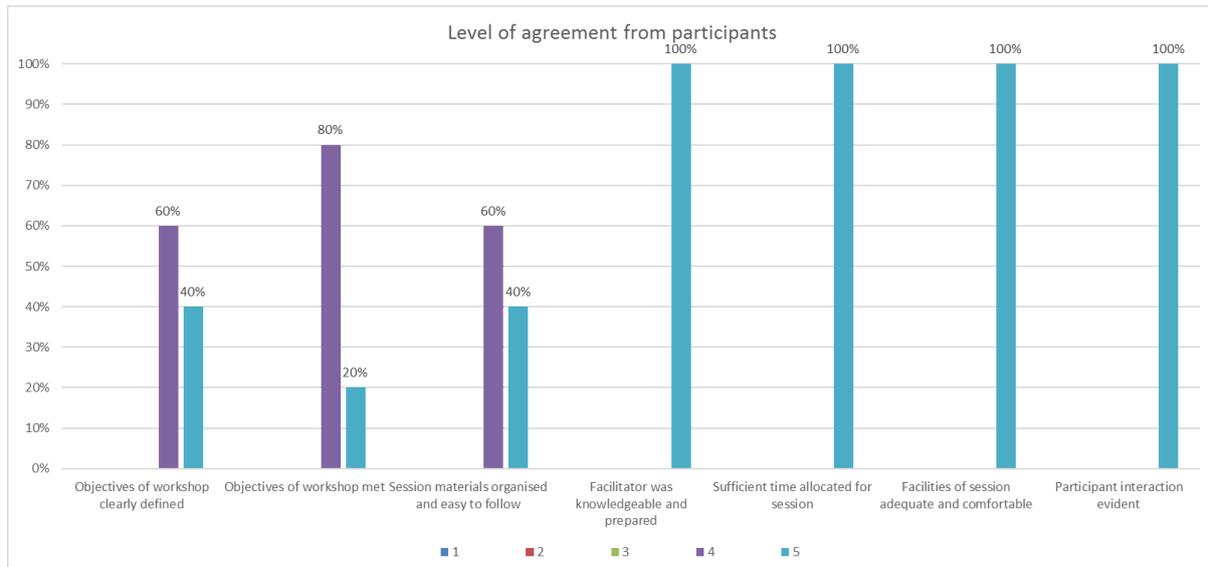
Figure 13: Participants' opinion on the second Warsaw workshop

From Figure 13 above, it is evident that participants who responded to the questionnaire were generally happy with the workshop. Specifically, there was a 100% satisfaction of facilitator knowledge and preparedness, sufficient time allocation and the adequacy and comfort of the facilities. In addition, the participants felt that there was evident participant interaction.

Participants were also asked about whether mutual learning had taken place during the workshop. All participants gave an affirmative response. Further to this, participants were asked about their understanding of mutual learning to which they responded that it was a learning process based on cooperation and interaction between participants. In addition, they indicated that it was about the exchange of experiences and perspectives. The final aspect was that mutual learning was a "side effect" of talking and working with other people.

As in the other workshop, participants were asked what they thought their contribution towards the workshop was. A summary of the answers given is captured in Figure 14 below:
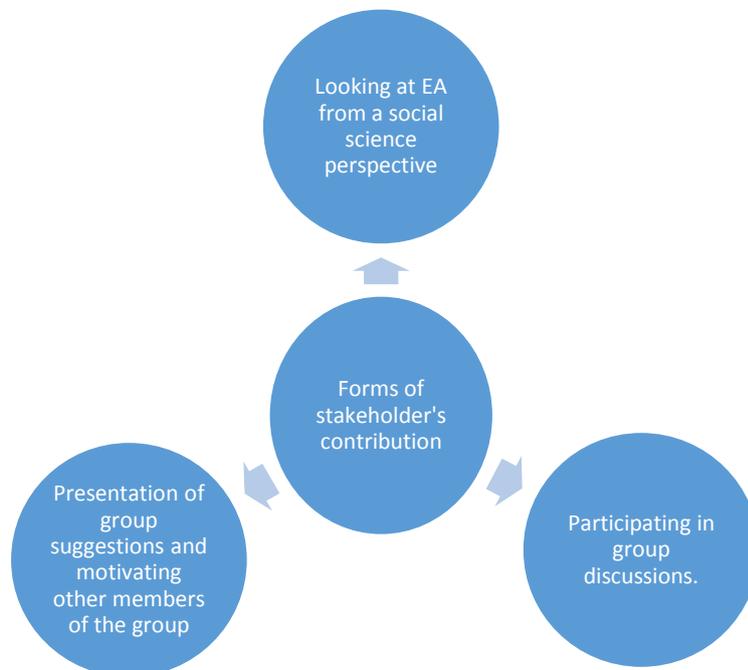
Figure 14: Forms of stakeholder's contribution towards the second Warsaw workshop

Participants were further asked how they thought their contribution had been received by SATORI partners. The response was that their contribution had been mainly received with tolerance, acceptance and generally in a positive manner.

As a further evaluation, participants were asked to indicate what they had learnt from their participation in the workshop. A summary of their answers is covered in Figure 15 below:
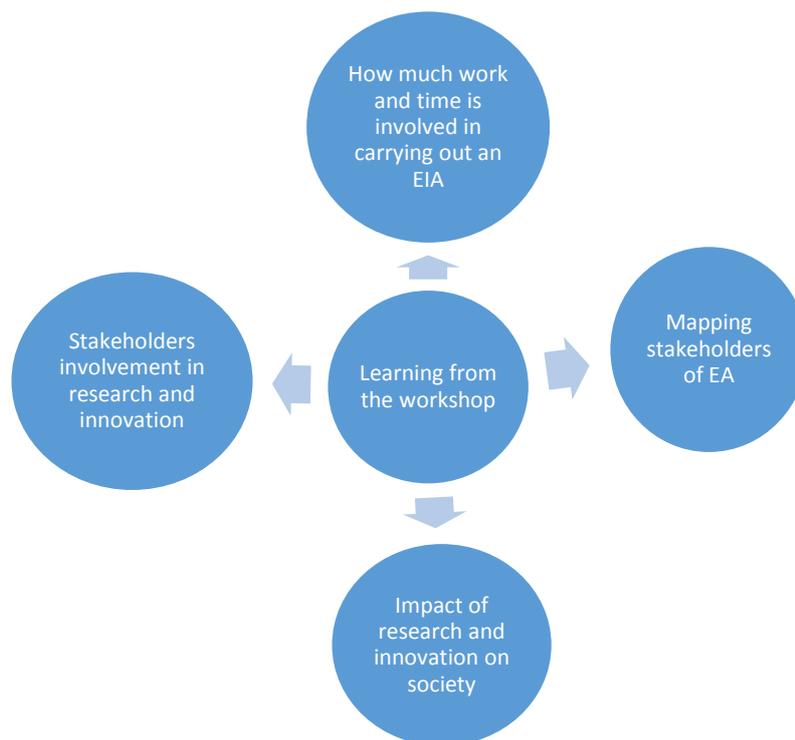
Figure 15: Stakeholders' learning from the second Warsaw workshop

On the question of what was most and least useful about the workshop, the young and upcoming researchers revealed the aspects listed in Figure 16 below:
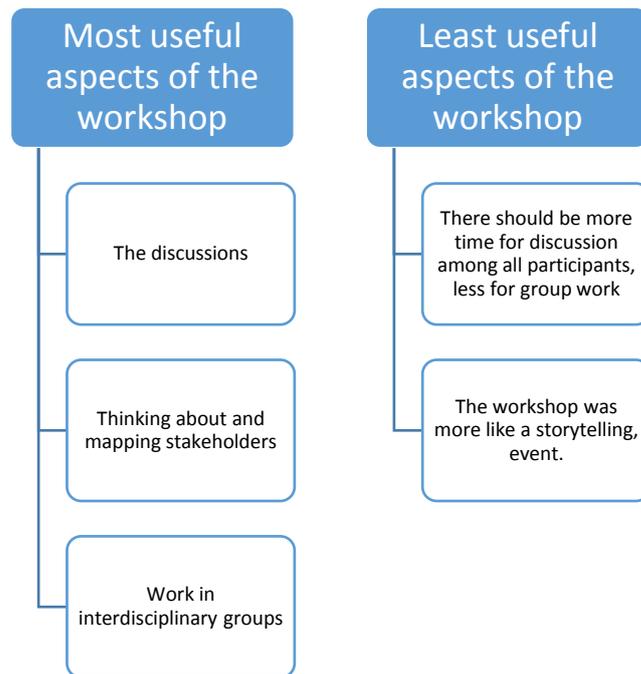
Figure 16: Most useful and least useful aspects of the second Warsaw workshop

As in the first workshop, the young and upcoming researchers were asked whether they would apply what they had learnt from the workshop to their daily practices. All respondents said they would. Specifically, they stated that they would apply what they had learnt by including more actors and stakeholders while conducting research. In addition, they revealed that they would pay more attention to ethical aspects related to their research endeavours.

Lastly, on final comments and suggestions, the respondents stated that working in groups could be shorter which would leave more time for discussion.

2.2.3 London

Three sets of questionnaires were distributed to the three stakeholder groups that attended the London events.

2.2.3.1 Workshop 1- Questionnaire

The first workshop attracted 8 stakeholders. Like with the Warsaw workshops, the participants were asked to rate the following aspects on a scale of 1 to 5:

- The objectives of the workshop were clearly defined.
- The objectives of the workshop were met during the session.
- The materials for the session were organised and easy to follow.
- The facilitator was knowledgeable and well prepared.
- The time allocated for the session was sufficient.
- The facilities where the session was conducted were adequate and comfortable.
- Interaction amongst participants was evident.

The results are depicted in Figure 17 that follows:
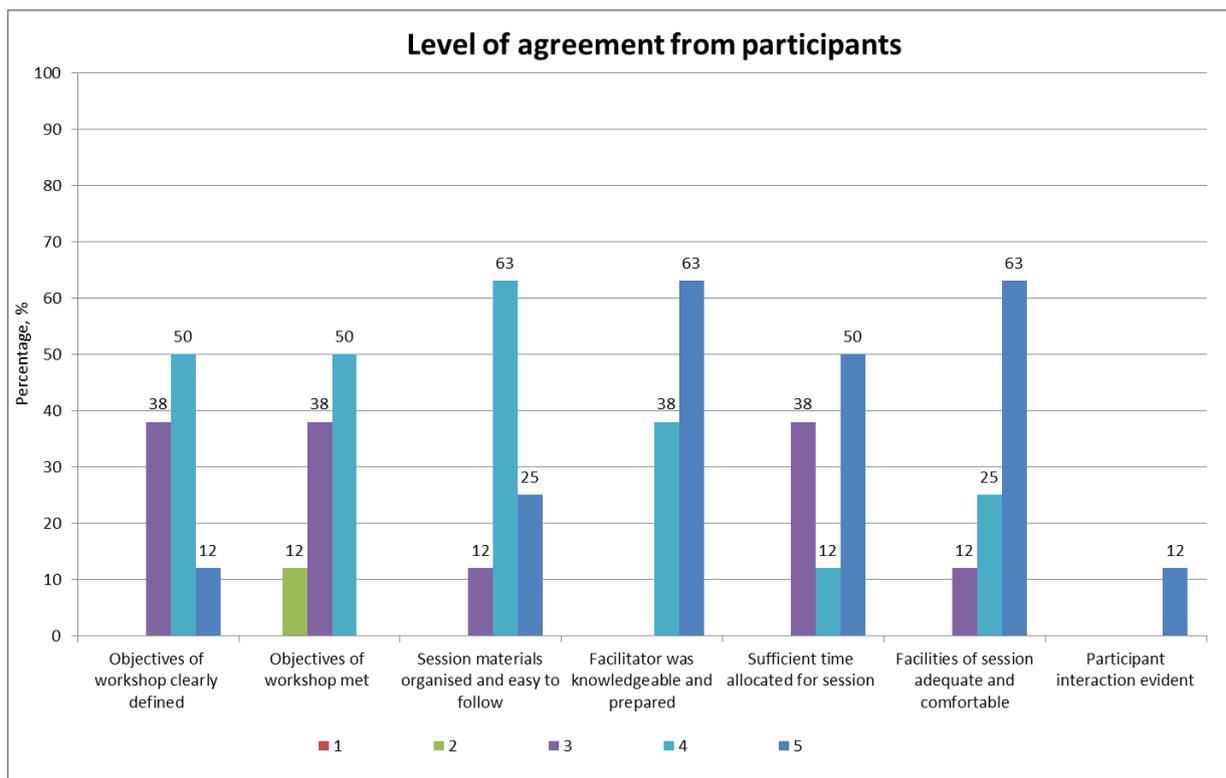
Figure 17: Participants' opinion on the first London workshop

Generally, the stakeholders were happy with the aspects under evaluation. However, interestingly, only 12% of the participants indicated that there was evident participant

interaction during the workshop. This seems to be a rather small number which one could infer to mean that the rest of the participants had somewhat negative views on this. Another interesting aspect where there was somewhat of a low score was on whether the objectives of the workshop had been met. Although most of the participants indicated that they had been met, a few, 12% to be specific gave this aspect a 2, which is rather on a low scale.

On the question of whether participants thought mutual learnt was evident or not, as depicted in Figure 18 below 87% responded positively while 13% felt there was any evident mutual learning.

PROPORTION OF PARTICIPANTS WHO FELT THAT MUTUAL LEARNING WAS EVIDENT IN THE WORKSHOP

No
13%

Yes
87%
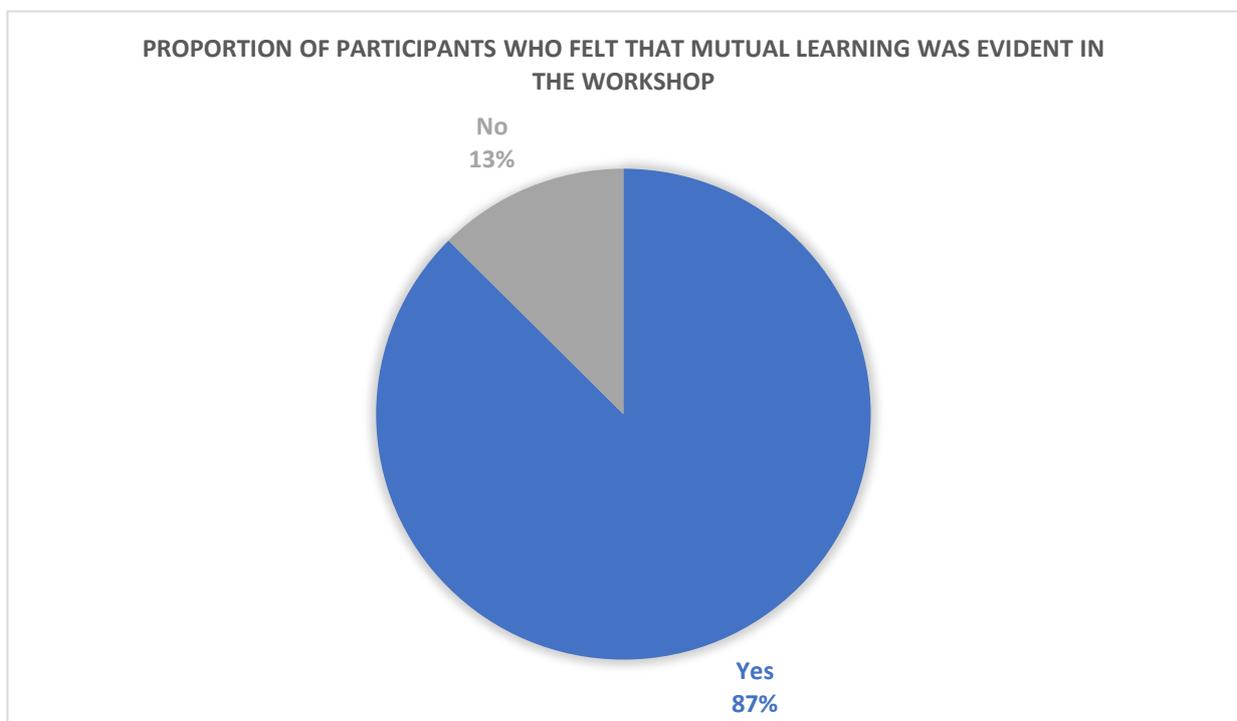
Figure 18: Stakeholders' opinion on evidence of mutual learning at the first London workshop

Participants were further asked about their understanding of mutual learning to which several responses were received. An overall conclusion was that mutual learning was an opportunity to learn from other people's experiences by sharing information such as best practices, understanding of topics and explanation of approaches taken. They felt that from such

workshops both the facilitator and the participants should benefit by exchanging dialogue and providing feedback. Other comments received for this question was that mutual learning allows the exchange of knowledge by interactions between participants from different backgrounds.

The stakeholders were further asked what they thought their contribution towards the workshop was and how it was received. Figure 19 gives a summary of the answers. An overall conclusion can be made that the participants were able to share their experiences and were able to deliver a wide range of expertise. In particular, some stakeholders stated that they were able to get clarity on their thoughts as they had less knowledge about ethics. Other stakeholders were able to provide their opinions based on their experiences from their fields such as universities and RECs. The stakeholders also contributed to the workshop by questioning and providing critical feedback to various presentations. In addition, all stakeholders felt that their contribution was received with a positive attitude by the facilitators of the workshop.
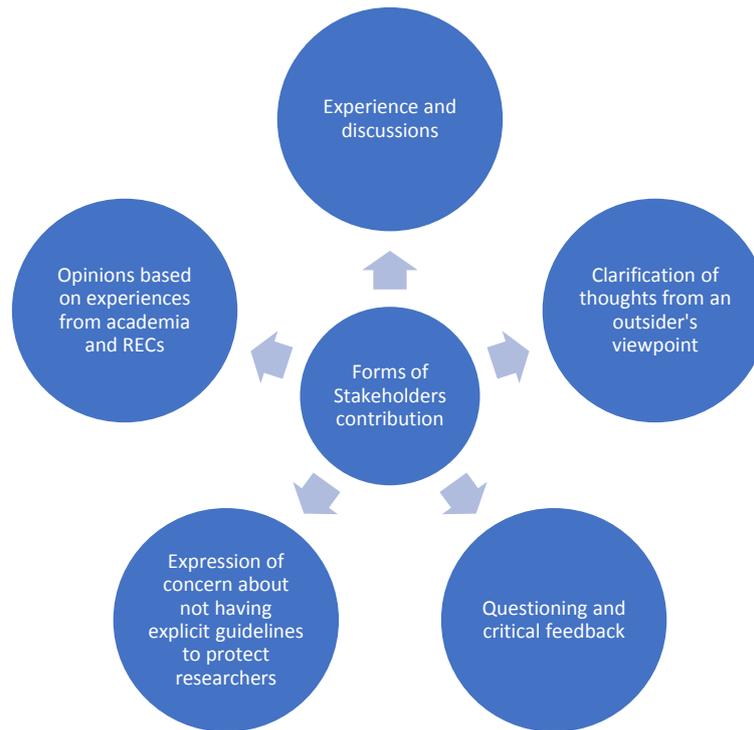
Figure 19: Forms of stakeholder's contribution towards the first London workshop

To add to understanding further the aspect of mutual learning, participants were also asked what they thought they had learnt from their participation in the workshop. An overall impression was that they were able to grasp various perspectives from other participants which helped them to learn about best practices, information, resources and ideas about EA. They realised that all institutions or cultures have different approaches to ethics. They were also very interested in learning about online ethics review processes/tools which other organisations make use of. Some stakeholders stated that they will be able to apply the knowledge learnt into their current publishing project as the relevance was observed during the workshop. The stakeholders also understood that the definition of research universe is essential so that an effective ethics review and assessment could be developed. A summary of the learning outcomes is included in Figure 20 below:

Figure 20: Stakeholders' learning outcomes from the first London workshop

With respect to what the stakeholders found to be most and least useful from the workshop, the results are given in Figure 21. An overall impression from the responses was that the participants found the session interactions useful as they were able to share valuable information. The pre-circulated documents, discussions and the presentations were found to be beneficial for the participants as well. On the other hand, the least useful aspects included the discussions based on guidelines, which were found to be a bit "dry". Therefore, the stakeholders recommended that examples must be used when guidelines are discussed. One of the stakeholders found the case study to be very ambiguous. Hence, it can be concluded that the facilitator should ensure that the briefing for the activities (case studies in this case) should be made very clear during the workshops so that the participants can benefit to the maximum. Some stakeholders found the explanations about the SATORI proposals to be least useful as well. However, this point is based on the level of expertise of different stakeholders and hence might not apply to everyone who was present during the workshop. An example of this is the comment made by one of the stakeholders who stated that they found the first part of SATORI proposal to be very useful.
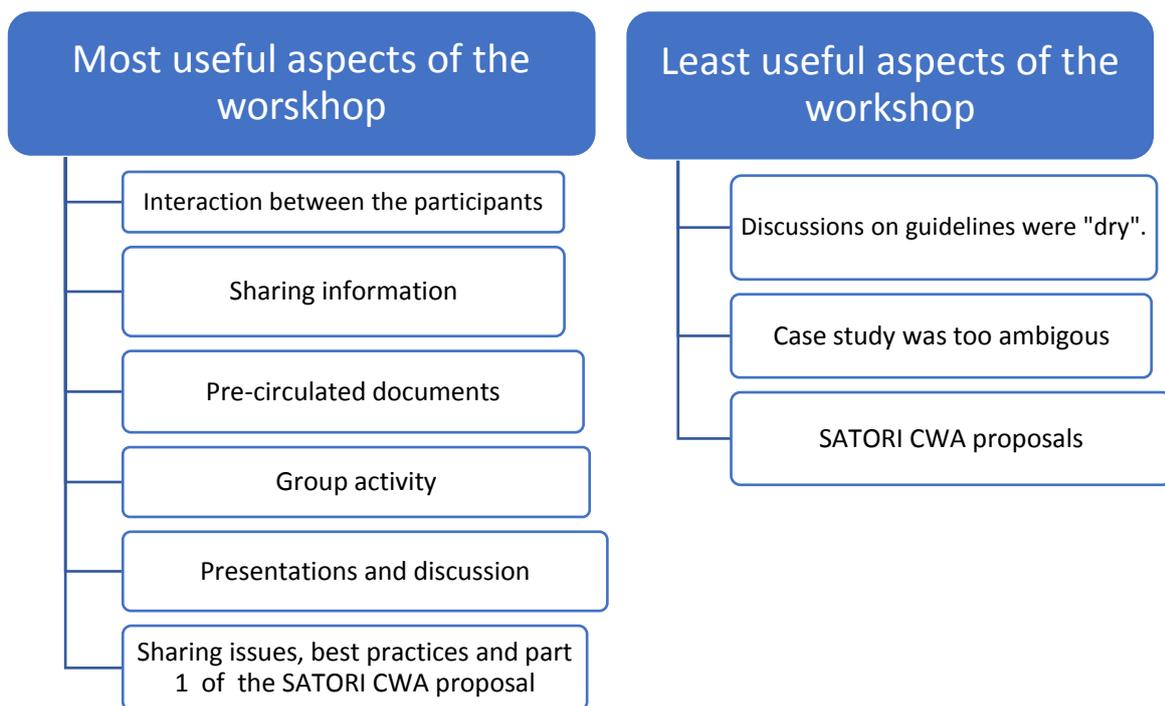
*Figure 21: Most useful and least useful aspects of the first London Workshop*

On whether the participants would apply what they learnt from the workshop to their daily practices, all participants indicated that they would. They stated that it was important to apply what they learnt because it will help them to conduct a more focused ethics review for individual projects. In addition, some of the participations felt that as a result of the workshop they would be more confident in joining and interacting with their REC's.

As a final input, the stakeholders indicated that they well very happy with the workshop. Specifically, they stated that the facilitators were very friendly and knowledgeable.

2.2.3.2 Workshop 2- Questionnaire

A total of 5 stakeholders attended the 2nd London workshop. Their results on the aspects below can be viewed in Figure 22

- The objectives of the workshop were clearly defined.
- The objectives of the workshop were met during the session.
- The materials for the session were organised and easy to follow.
- The facilitator was knowledgeable and well prepared.
- The time allocated for the session was sufficient.
- The facilities where the session was conducted were adequate and comfortable.
- Interaction amongst participants was evident.
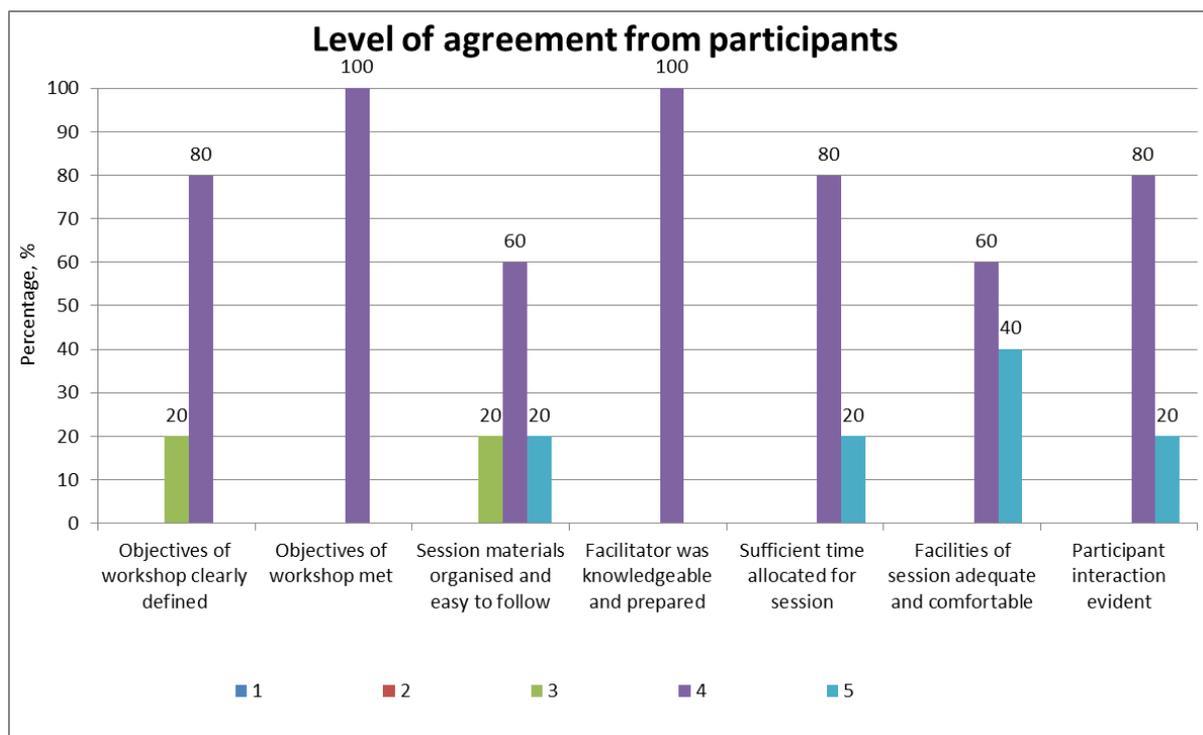
Figure 22: Participants' opinion on the second London workshop

As the graph shows, a very positive response was received for the overall workshop especially with factors such as meeting the objectives of the workshop, knowledge of facilitators, sufficient time allocation, suitability of facilities and participant interaction. The only areas to have had a low scale from some stakeholders were on clear definition of the workshop and session materials. However, if we look at the overall scale of these two areas, most participants scored them highly.

On the question of mutual learning among stakeholders, the second cohort of participants felt that mutual learning was evident in the workshop. This is illustrated in Figure 23 with 80% responding positively while the remaining 20% did not respond to the statement. It is not clear why the 20% did not respond.
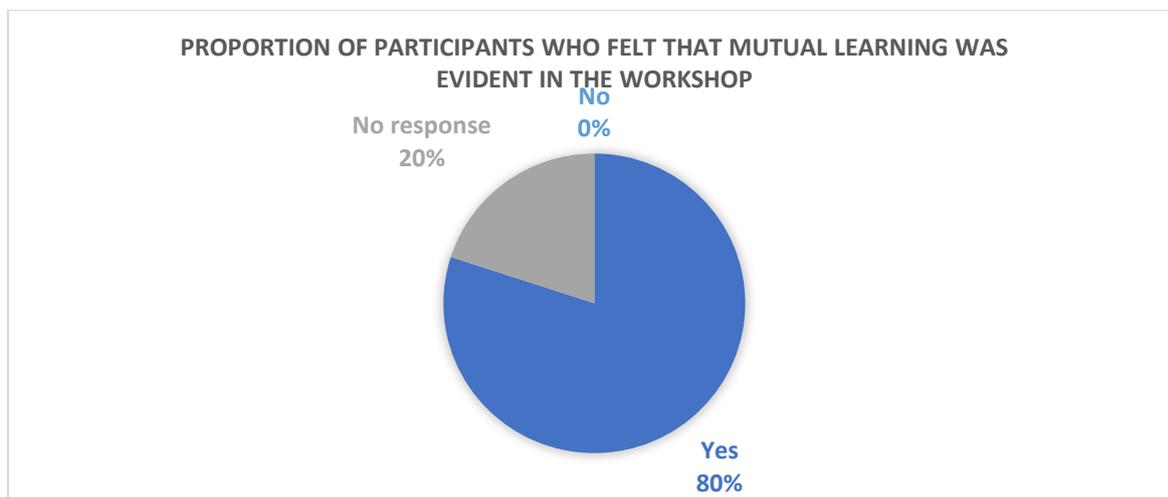
Figure 23: Stakeholders' opinion on evidence of mutual learning at the second London workshop

On the question of participant understanding of mutual learning, the overall conclusion was that mutual learning was the idea of interacting and discussing experiences so that a shared understanding can be created along with individual learning. The stakeholders further explained that everyone should learn from other attendees about both simple and complex issues.

The second cohort of stakeholders was also asked about what they thought their contribution had been towards the workshop. A summary of the responses can be viewed in Figure 24. It can be surmised that the stakeholders were able to share their perspectives and raise questions on the issues discussed. In addition to the stakeholders felt they were able to bring experience and advice on the implementation of the framework that was being proposed.
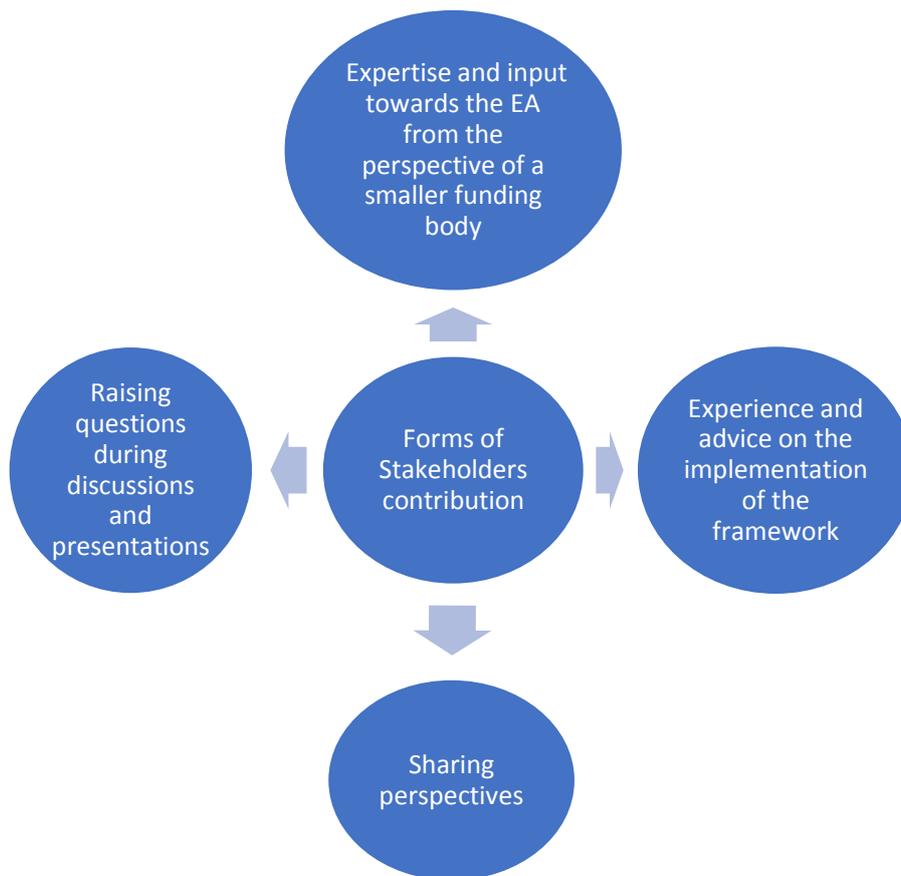

Figure 24: Forms of stakeholder's contribution towards the second London workshop

Further to the above, stakeholder were asked how they felt their contribution had been received. 60% felt that their contribution was received with openness and a positive attitude. However, there was mention that as no feedback was provided from the SATORI partners for their contribution, it was difficult to say whether their contribution had been of any use. Therefore, it can be concluded that it is essential for the facilitators of the workshop to provide some form of feedback to all invited participants.

Apart from asking the participants about what their contribution was, the evaluation was also meant to understand what the participants felt they had learnt from the workshop. To understand this, the participants were asked what they had learnt from their participation in the workshop to which several responses were received as shown in Figure 25. An overall impression was that the participants' knowledge about good practices developed in SATORI project had been expanded. That they were able to understand specific areas of EA at a better level which they could use in their own organisations. During the session, the participant also had an opportunity to view the Economic and Social Research Council which they found most useful especially as there were a lot of useful case studies to learn from. Another aspect which stakeholders learnt from this workshop was the Ireland's framework.
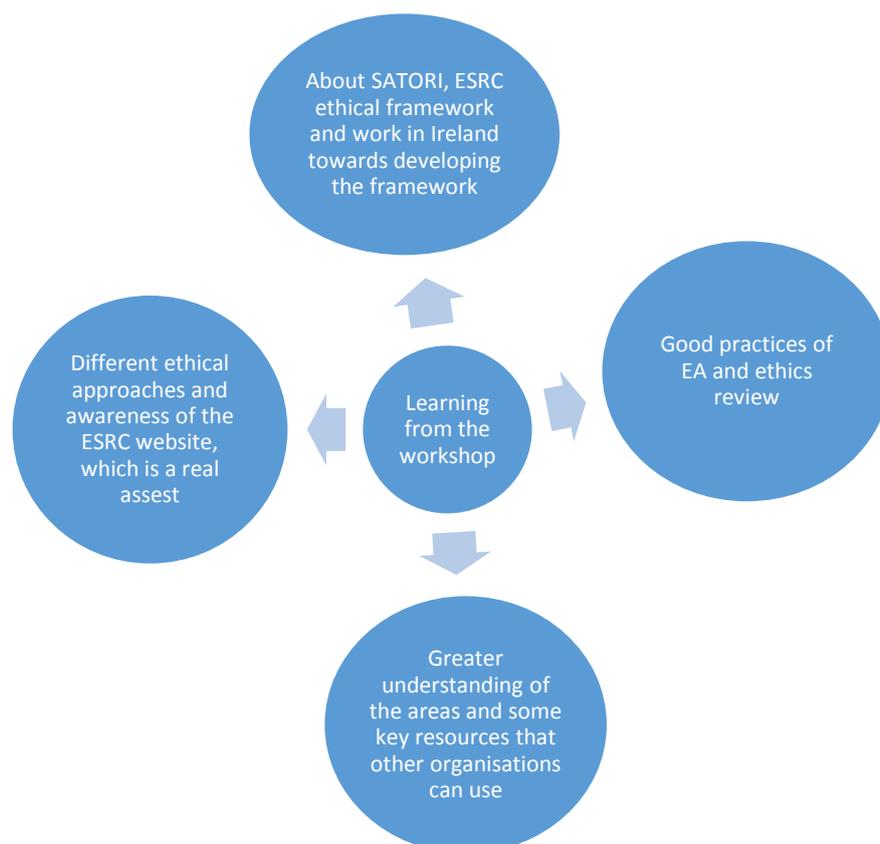
Figure 25: Stakeholders' learning outcomes from the second London workshop

Stakeholders were then asked what aspects of the workshop they found most and least useful. The responses received for this question are recorded in Figure 26. An overall impression from the responses was that the participants enjoyed sharing their experiences as they were able to get an insight of each other's work. The stakeholders were very impressed with the ethical framework developed by the ESRC as they have uploaded all their work on the website. However, the stakeholders thought that more could have been done to attract a large number of attendees which could have meant more experiences share and learn from. The stakeholders also pointed out that there was a variety of different fields that was missing in the workshop such as medical or higher education institutions. Hence, it can be concluded a wider range of stakeholders ought to have been invited in order for there to have been a wider exchange of knowledge from different backgrounds. There was also concern from two of the stakeholders about the EIA presentation which they felt was too long and was not of much use.
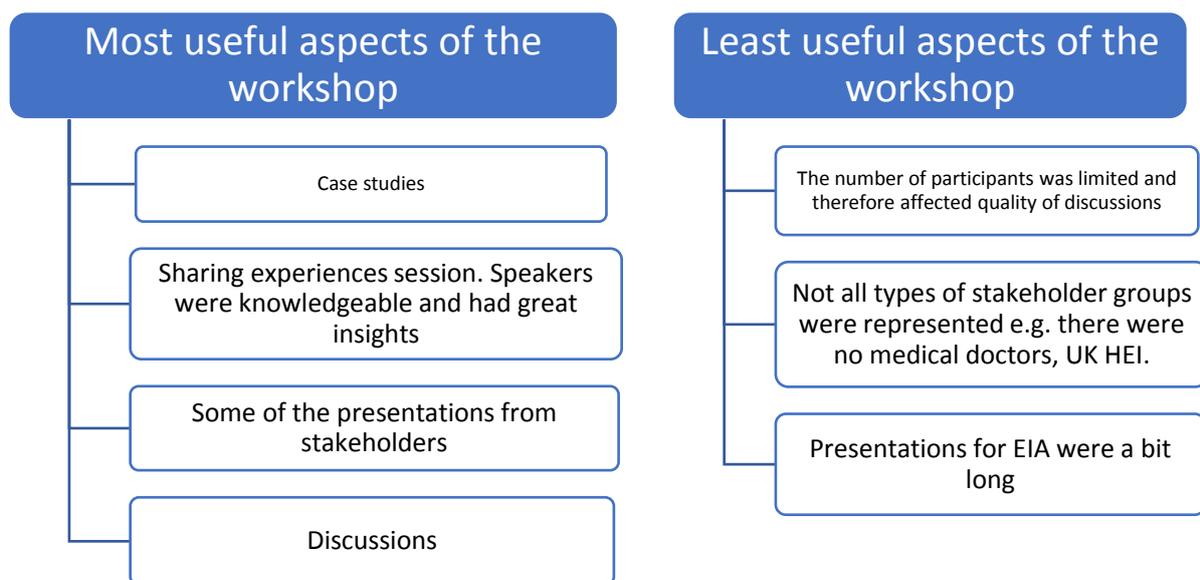
Figure 26: Most useful and least useful aspects of the second London Workshop

In terms of gaining knowledge, there was 100% response to this aspect with stakeholders pointing to the fact that they would be sharing the knowledge they gained from the workshop with others. For them, ethics was a learning process which can be learnt from other's experiences. They also stated that it was valuable to make use of best practices in the field so that the need to produce their own guidance was reduced. The stakeholders were happy to

share the ideas with key people in their organisations and were willing to feed information into the development of their projects.

Lastly, the stakeholders appreciated how the facilitators had organised the workshop but also advised on the need to increase the number of attendees for future events.

2.2.3.3 Workshop 3- Questionnaire

As with the 2nd workshop, only 5 participants attended the 3rd workshop. Results from the points below are given in Figure 27:

- The objectives of the workshop were clearly defined.
- The objectives of the workshop were met during the session.
- The materials for the session were organised and easy to follow.
- The facilitator was knowledgeable and well prepared.
- The time allocated for the session was sufficient.
- The facilities where the session was conducted were adequate and comfortable.
- Interaction amongst participants was evident.

Level of agreement from participants
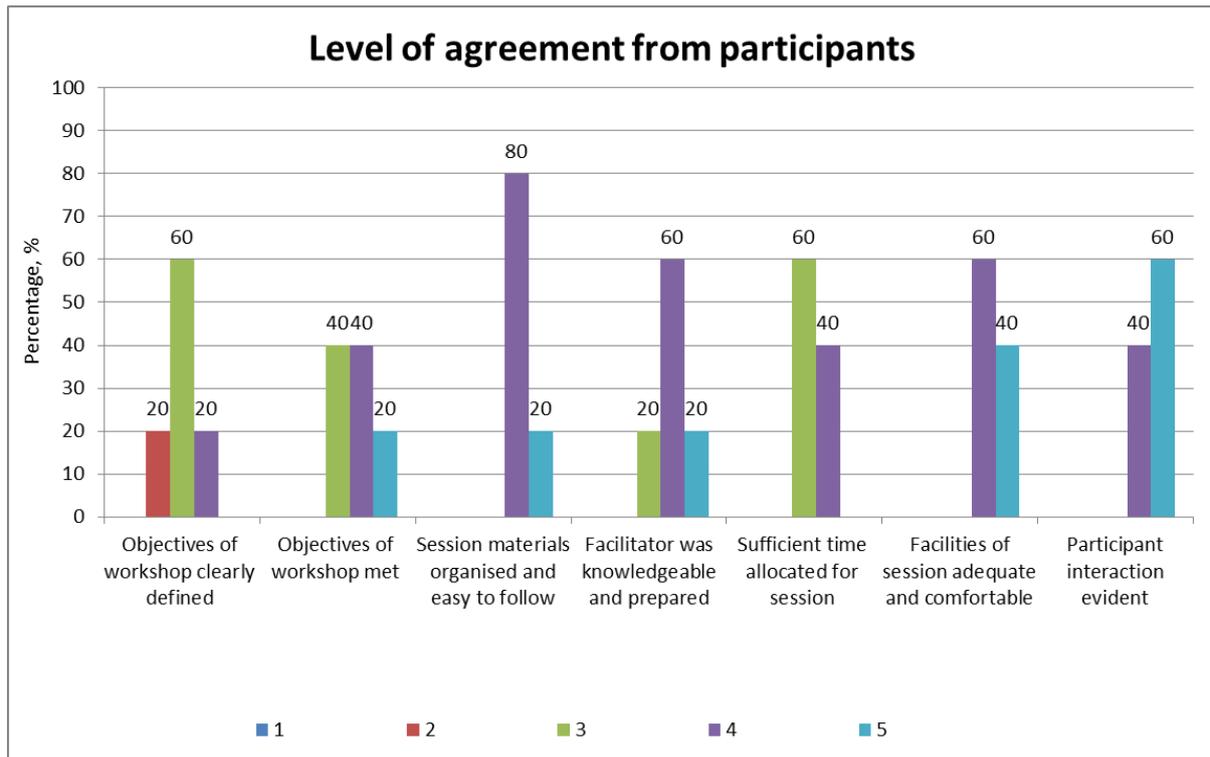
*Figure 27: Participants' opinion on the third London workshop*

The results show that the stakeholders gave a very positive response in relation to factors on session materials provided indicating that they were organised and easy to follow as well as on the adequacy of the facilities and participant interaction. However, there was a lukewarm response to factors such as objectives of the workshop clearly being defined which scored 3 and attracted 60% of the stakeholders with 20% scoring it a 2. However, it has to be stated that another 20% gave this aspect a score of 4 which showed they were happy with how the objectives of the workshop were defined. Further, 40% of the stakeholders also scored the aspects of whether the objectives of the workshop were met a 3 with 60% scoring this aspect highly (40% scoring it a 4; 20% scoring it a 5). A score of 3 was given by 60% of the participants on whether there had been sufficient time allocated for the session. As only 40% of the participants were in full agreement with a score of 4, the suggestion is that most of the participants were not entirely happy the time allocation for the session.

On the question of whether mutual learning was evident during the workshop, 60% of the stakeholders responded positively while there was no response received from 40% of the participants on this aspect as can be seen from Figure 28 below. No inferences can be made as to why they did not give a response.

PROPORTION OF PARTNERS WHO FELT THAT MUTUAL LEARNING WAS EVIDENT IN THE WORKSHOP

No
0%

No response
40%

Yes
60%
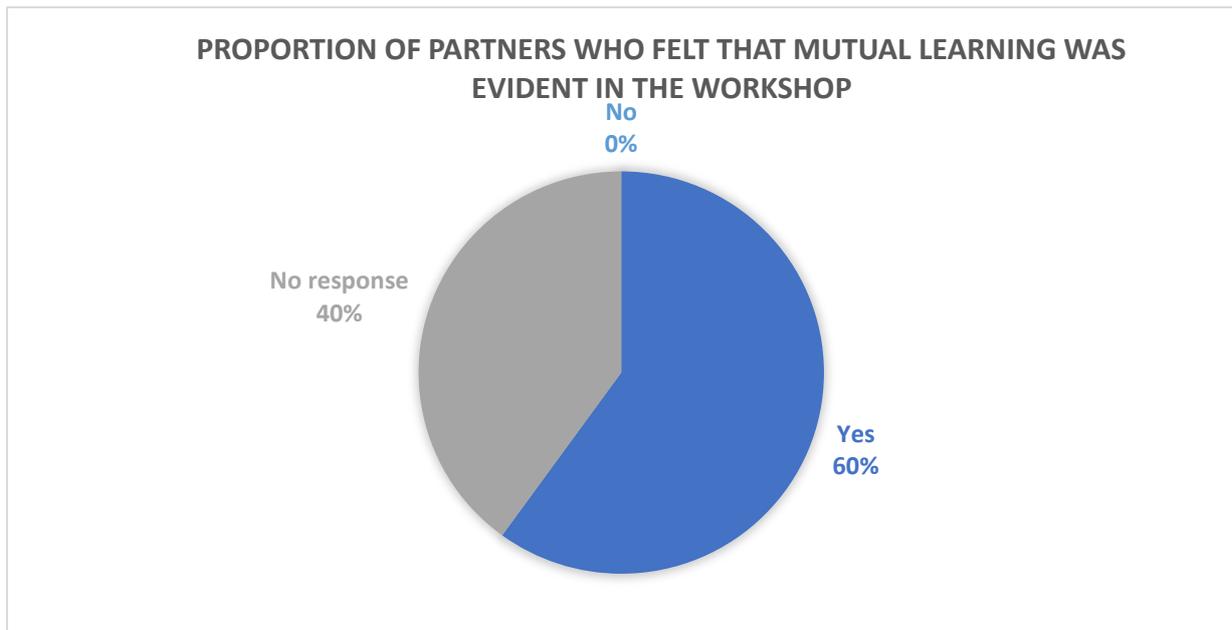
Figure 28: Stakeholders' opinion on evidence of mutual learning at the third London workshop

As a follow-up, the stakeholders were asked about their understanding of mutual learning to which there was a consensus that it was the idea of reflecting on each other's work and relating it to their own work. The stakeholders were further asked how they felt about their contribution towards the workshop, to which several responses were received as shown in Figure 29 below. An overall conclusion can be made that the participants felt that sharing their thoughts during the workshop as well as contributing comments on the toolkit (list of ethical questions which a journalist can use as a starting point when writing a science story) were their major contribution.
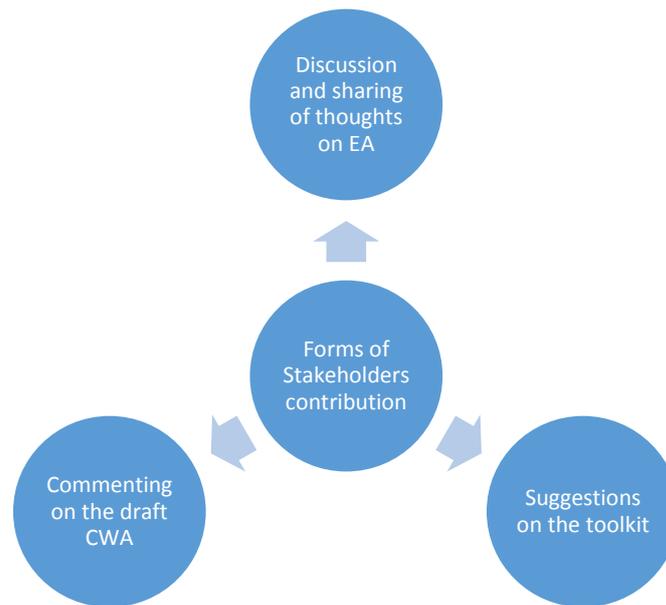
Figure 29: Forms of stakeholder's contribution towards the third London workshop

40% of the stakeholders felt that their contribution was welcomed and they were happy with the facilitators' response to their contribution. The remaining 60% did give a response on how they felt their contribution had been received. Participants were further asked about what they felt they had learnt from their participation in the workshop to which several responses are shown in Figure 30 below. An overall impression from the stakeholders was that they not only became more aware of the ethics framework in the EU but the workshop also inspired them to be able to consider and apply the use of ethics assessment while reporting.
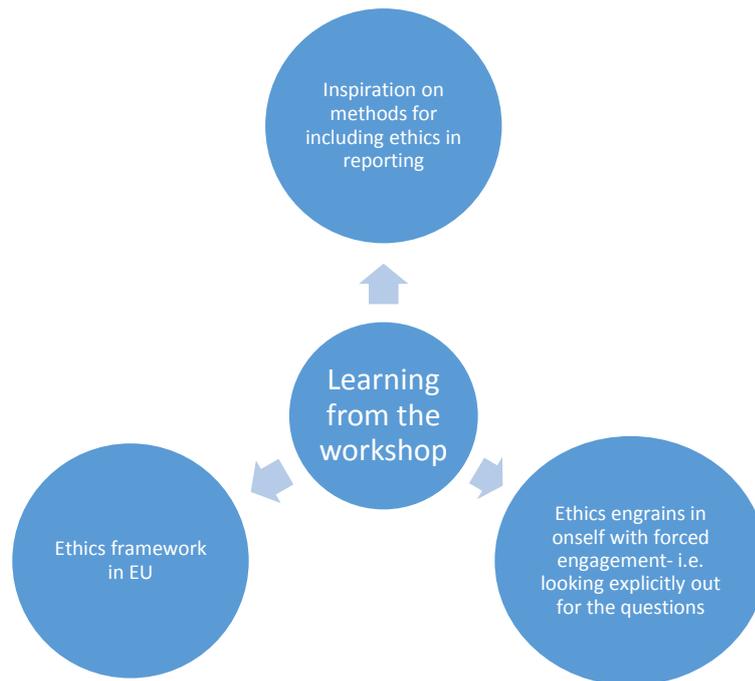
*Figure 30: Stakeholders' learning outcomes from the third London workshop*

The stakeholders were then asked what aspects of the workshop they found most and least useful. The responses received for this question are recorded in Figure 31below. An overall impression from the responses was that the participants found the use of case studies to be valuable. As mentioned above, the participants found the toolkit (list of ethical questions which can be used as a starting point by science journalists while reporting) very useful as it not only made them think of possible ethical issues while reporting but also allowed interactions with other attendees. Hence it can be concluded that the use of case studies in the workshop is very beneficial as it not only allows interaction amongst the participants but also makes the participants able to relate to their own work. On the other hand, the stakeholders found that the presentations were not organised very well. In addition, the stakeholders were of the view that discussing just the general issues might not leave enough room to absorb the discussion about the rarer issues which the journalists might face. Therefore, the facilitators should ensure that during the workshops, a mixture of rare and general issues are discussed so that all participants can benefit from the workshop.
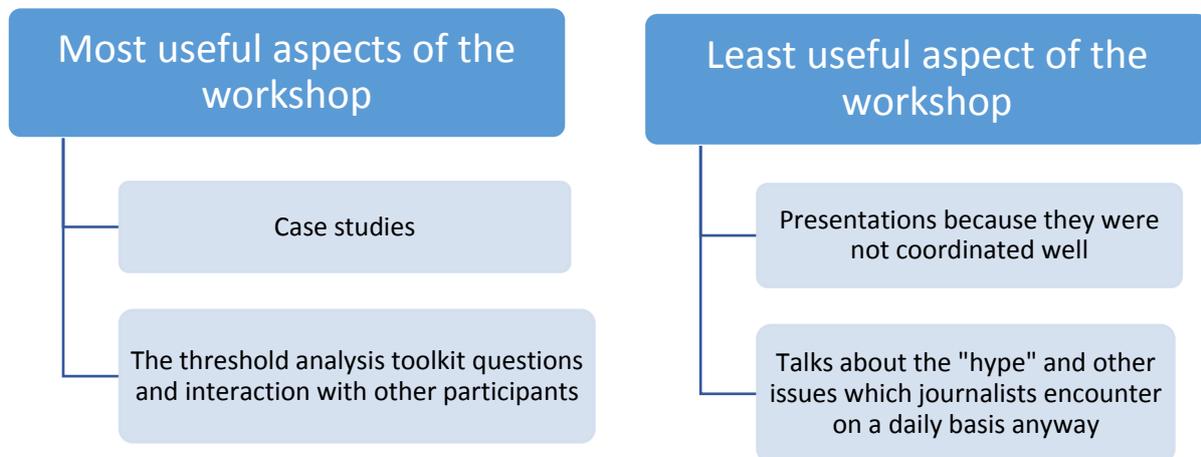
Figure 31: Most useful and least useful aspects of the third London workshop

One of the aims of the mutual learning workshop was that the participants gain knowledge which they can apply in their daily work. As such, participants were asked how they might do this. As can be seen from Figure 32 below, 60% of the stakeholders stated that they will be applying the knowledge in their research projects as they were able to grasp fresh ideas from the workshop which they had not considered before. Some participants specifically pointed to the toolkit and indicated that they would be able to look at the toolkit questions and use it for thinking about their work. There were no responses on this aspect from the remaining 40% of the participants.
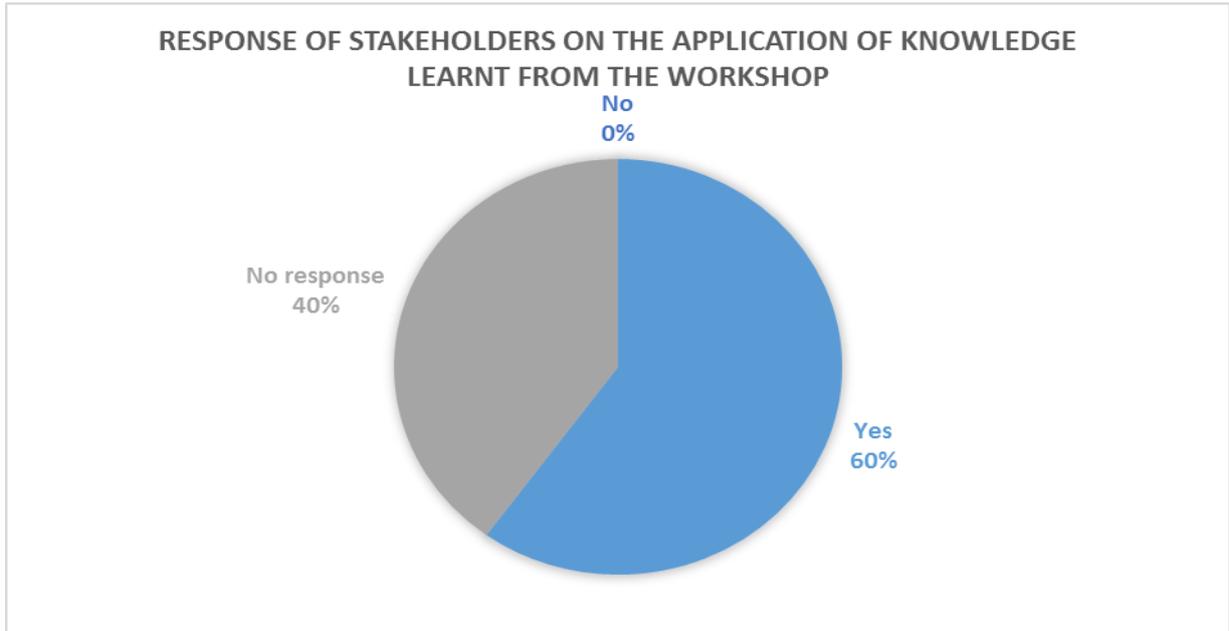
Figure 32: Stakeholders' view on applying knowledge learnt from the third London workshop

As a final note from the journalists, the consensus was that the SATORI project should be rolled out to the community of science journalists as soon as possible as they should be able to provide some feedback which will then define the direction of the project.

2.2.4 Belgrade

2.2.4.1 Workshop 1- Questionnaires

A total of 7 participants attended the first Belgrade workshop. As with the other workshops covered above, participants were asked to comment on the following aspects with answers given in Figure 33 below:

- The objectives of the workshop were clearly defined.
- The objectives of the workshop were met during the session.
- The materials for the session were organised and easy to follow.
- The facilitator was knowledgeable and well prepared.

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- The time allocated for the session was sufficient.
- The facilities where the session was conducted were adequate and comfortable.
- Interaction amongst participants was evident.
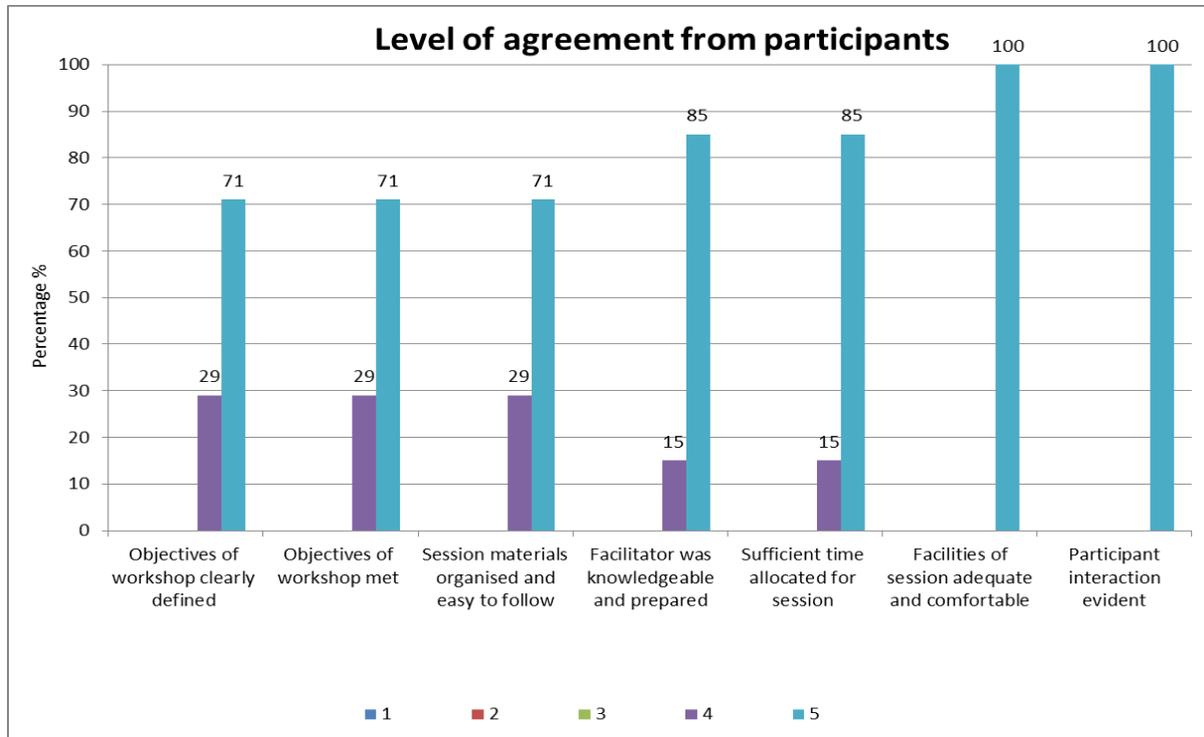
Figure 33: Participants' opinion on the first Belgrade workshop

The workshop participants gave very positive feedback on all aspects and gave an overwhelming response of 100% on the adequacy of the facilities and participant interaction. These responses from the stakeholders give an overall impression that they were very satisfied with the workshop. On the question of whether mutual learning was evident during the workshop, as indicated in Figure 34 below, 86% of the stakeholders responded positively to this question whereas 14% were of the opinion that there was none.

PROPORTION OF PARTICIPANTS WHO FELT THAT MUTUAL LEARNING WAS EVIDENT IN THE WORKSHOP

No
14%

Yes
86%
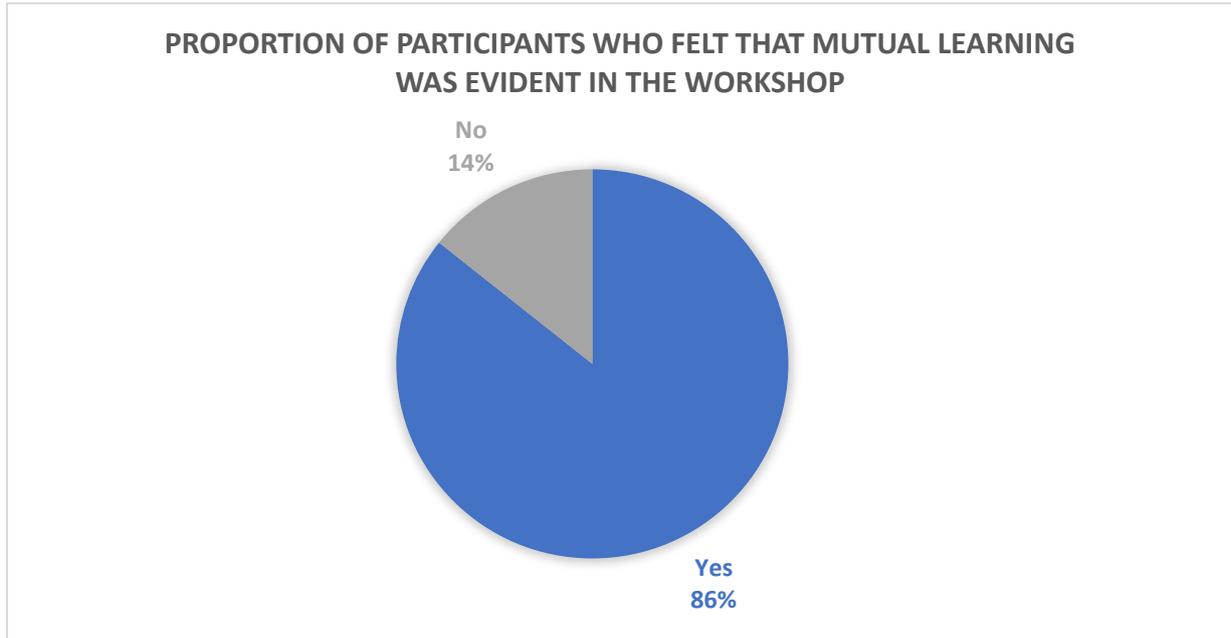
Figure 34: Stakeholders' opinion on evidence of mutual learning at the first Belgrade workshop

The stakeholders were asked about their understanding of mutual learning to which they indicated that it was the idea of sharing opinions and experiences whilst avoiding conflicts. They also stated that it was about learning from each other through the exchange of knowledge and perspectives. The stakeholders were further asked about what they felt their contribution towards the workshop was and how it had been received, to which several responses were received as shown in Figure 35. Some general conclusions that can be made from the responses include that the stakeholders were willing to share their practical experiences from the field of ethics assessment with other participants. Therefore, it implies that the concept of mutual learning was working well in the workshops as the session was very interactive.

Figure 35: Forms of stakeholders' contribution towards the first Belgrade workshop

The stakeholders felt that their contribution was received with interest and they were satisfied with the facilitator's response. Other positive comments were also received which showed that the stakeholders were pleased with the responses they received for their contribution.

The stakeholders were further asked what they had learnt from their participation in the workshop to which several responses were received as shown in Figure 36. An overall impression from the stakeholders was that their knowledge on the Ethics Assessment process was enhanced during the workshop as they not only learnt the basics but also the challenges which rise in the ethics field.
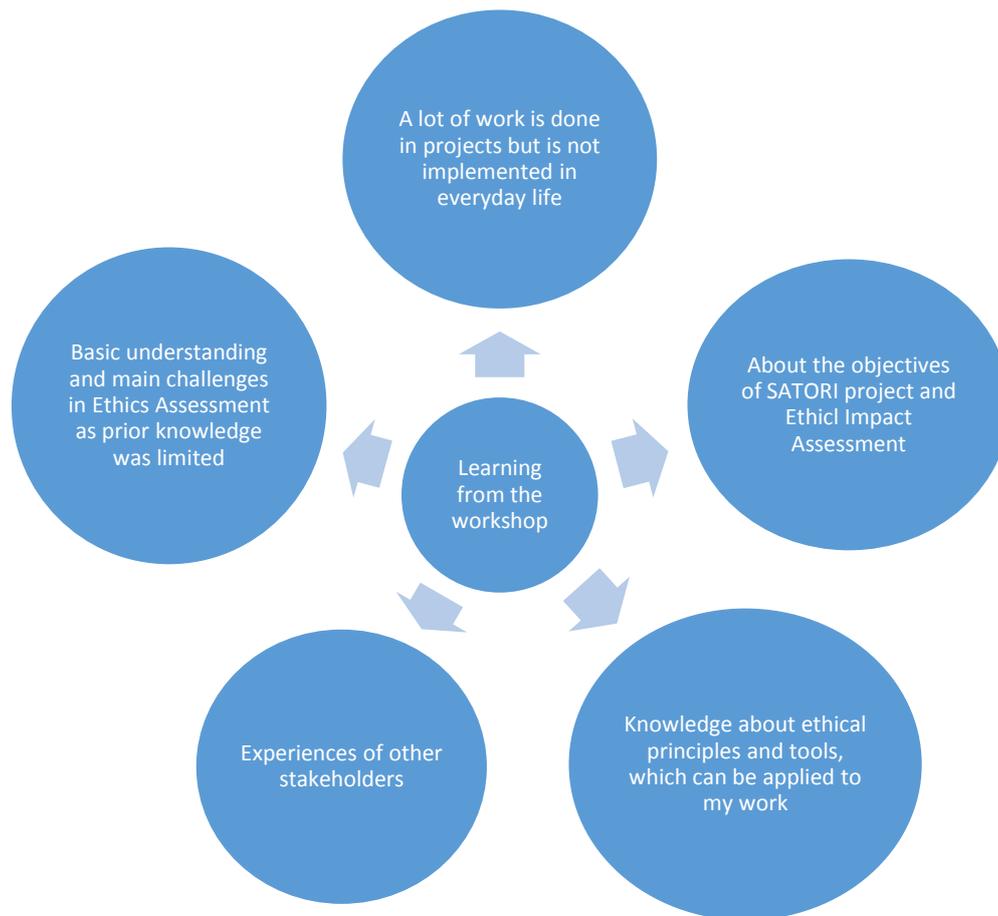
*Figure 36: Stakeholders' learning outcomes from the first Belgrade workshop*

The stakeholders were further asked what aspects of the workshop they found most and least useful. The responses received for this question are recorded in Figure 37 below. An overall impression from the responses was that the participants found the presentations and discussions of the workshop to be very useful. Several stakeholders appreciated the use of case studies during the workshop which therefore implies that providing real-life scenarios to the participants is essential so that they can relate it to their present and future work in their field. The presentations and discussions covered basic information along with deeper understanding of Ethics Assessment. This idea was appreciated by several stakeholders with some pointing out that the discussions around proposed European framework for EA and regional country practice status was the most useful information of the workshop. On the other hand, one of the stakeholders also pointed out that the information on ethical impact was presented in a very technical way while they needed a wider perspective for the beginning. One of the stakeholders also mentioned that the practical threshold assessment

was the least useful part of the workshop. Therefore, it implies that the usefulness of discussions is dependent on the level of understanding of the stakeholders.

Most useful aspects of the workshop	Least useful aspects of the workshop
Presentations	Practicing the threshold analysis
Discussions	Information regarding ethical impact assessment was too technical.
Case study	
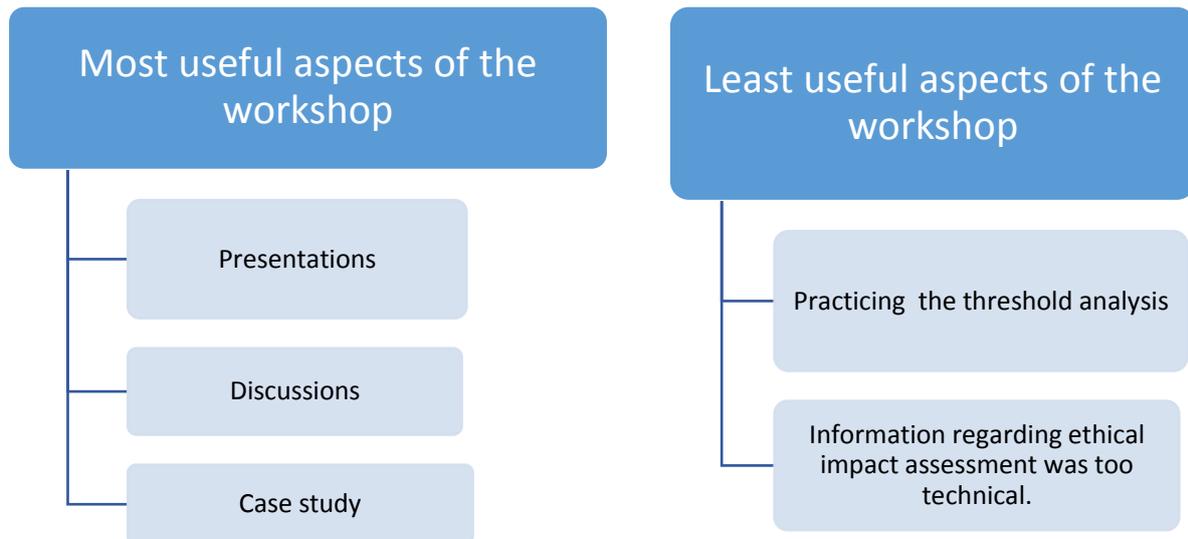
Figure 37: Most useful and least useful aspects of the first Belgrade workshop

As with the other participants in other workshops, the Belgrade participants were asked whether they would be applying knowledge gained from the workshop to their daily practices. 86% of the stakeholders stated that they will be applying the knowledge in their research projects and were willing to share the knowledge from the workshop with other people at their institutions. On the other hand, the remaining 14% did not respond to this question, however, they commented that a report will be produced but the implementation of good practices will depend upon the local authorities. The Figure 38 below records the responses of stakeholders.

RESPONSE OF STAKEHOLDERS ON THE APPLICATION OF KNOWLEDGE LEARNT FROM THE WORKSHOP

No 0%

No response 14%

Yes 86%
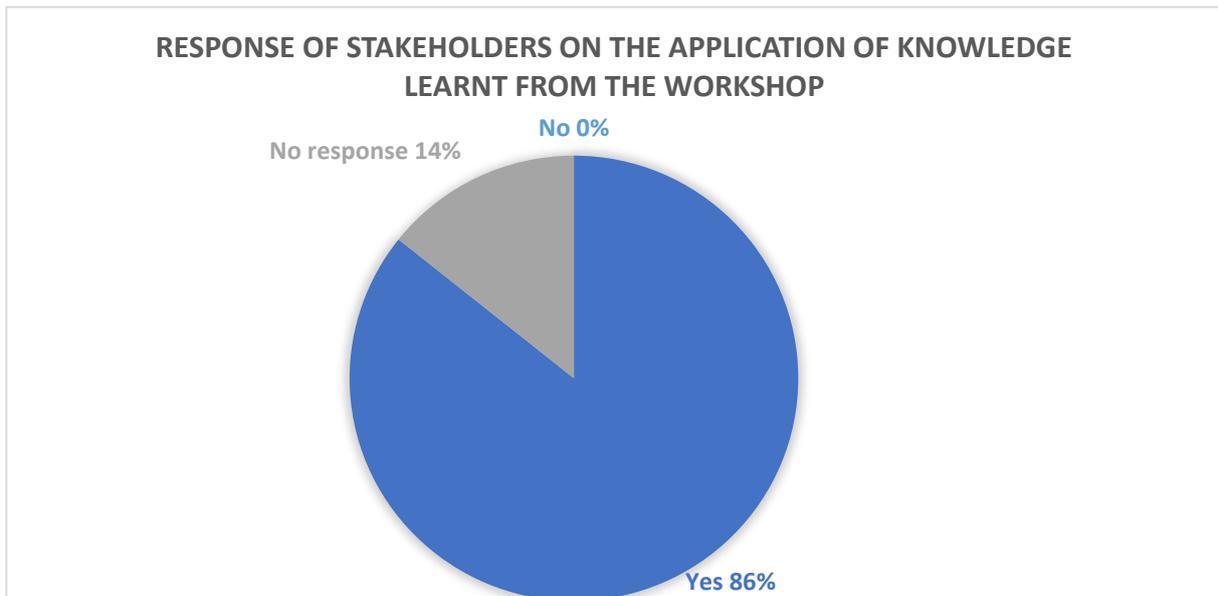
Figure 38: Stakeholders' view on applying knowledge learnt from the first Belgrade workshop

The stakeholders indicated that they were willing to share the knowledge obtained from the workshop as they realised that it will be useful for other members of the institution too such as REC. One of the stakeholders gave an example of their work where they were thinking of applying the knowledge. They were going to apply for international grants which would fund activities in teaching bioethics, so the knowledge from the workshop would be useful for that process. Another stakeholder revealed that they planned to develop an engineering ethics course and hence the information from workshop would be useful for them. These were some examples where the knowledge could be used. However one of the stakeholders stated that they were not sure about the implementation of an EA but they were willing to prepare a report for the management structures in which the information about EU and regional developments would be added. They further specified that the report would also contain examples of opportunities where the standards developed in SATORI could be used. From this, the conclusion is that stakeholders were keen to apply some of the knowledge gained from SATORI.

Lastly, the stakeholders recommended adding more and detailed case studies in the future workshops. The stakeholders also suggested the provision of printed handouts of the presentations so that the participants could take notes during the session.

2.2.4.2 Workshop 2- Questionnaires

About 13 stakeholders attended the 2nd workshop in Belgrade with 11 completing the questionnaire. Information collected from the aspects below s outlined in Figure 39:

- The objectives of the workshop were clearly defined.
- The objectives of the workshop were met during the session.
- The materials for the session were organised and easy to follow.
- The facilitator was knowledgeable and well prepared.
- The time allocated for the session was sufficient.
- The facilities where the session was conducted were adequate and comfortable.
- Interaction amongst participants was evident.
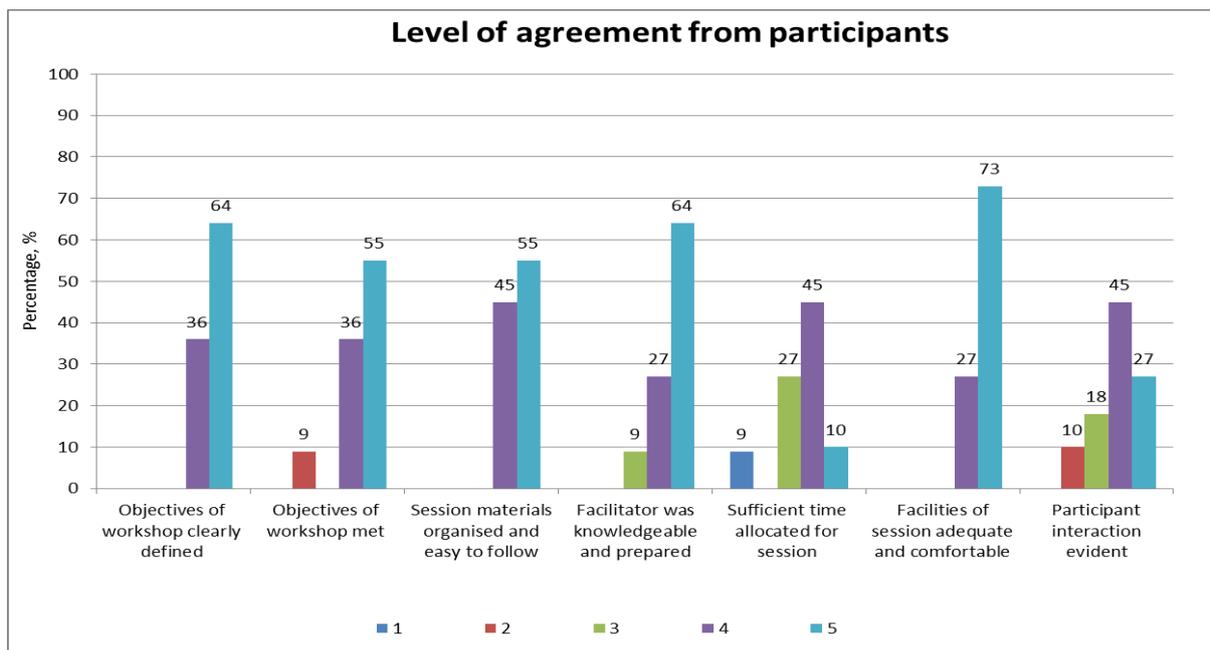

Figure 39: Participants' opinion on the second Belgrade workshop

In general, there was a positive feedback on the aspects captured in Figure 39 above. However, on factors such as such as meeting objectives, knowledge of facilitator, time

allocation and interaction amongst participants; a mixture of responses were received. 9% and 10% of stakeholders gave a low score of 2 on statements about meeting objectives and interaction amongst participants, respectively. There was a score 3 on facilitator knowledge, sufficient time allocation and participant interaction, although these areas also scored highly by some of the participants.

Like in the other workshops, participants were asked about whether mutual learning had occurred during the workshop. As it can be seen from Figure 40 below, 82% of the stakeholders responded positively to this question whereas 9% did not think it had occurred. An additional 9% of the stakeholders did not respond to the question.
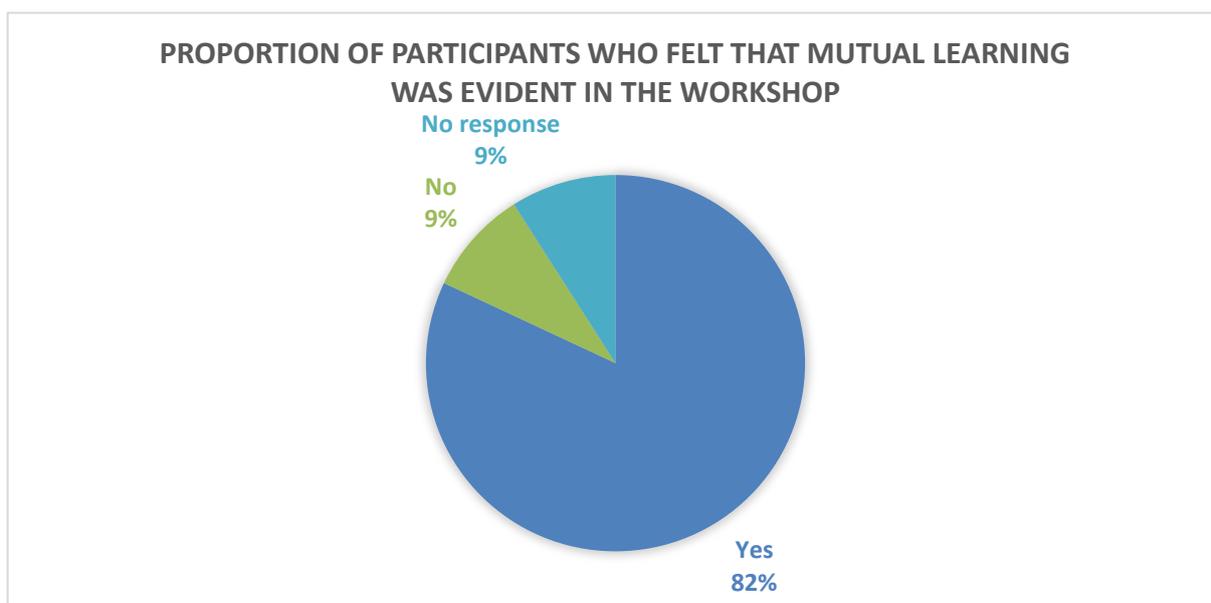
Figure 40: Stakeholders' opinion on evidence of mutual learning at the second Belgrade workshop

The stakeholders were further asked about their understanding of mutual learning to which the overall conclusion was that mutual learning was the idea of learning through shared knowledge, expertise and exchanging experiences so that processes can be understood better in different fields and possibly improving the ethics assessments. As all stakeholders were

from different backgrounds, stakeholders felt they were able to gain insight from each other's way of thinking. The stakeholders stated that mutual learning was a model for learning where they could cross-transfer the knowledge and open questions and problems amongst themselves.

The stakeholders were further asked how their contribution towards the workshop and how they felt it had been received. The responses are shown in Figure 41 below. The responses for this question delivered some general conclusions with the indication that stakeholders found the workshop as an interactive session where they could share their experiences and perspectives on ethical issues in the group discussions. All stakeholders felt that their contribution was received positively and well perceived. They further added that the facilitators were willing to hear the things they were talking about.
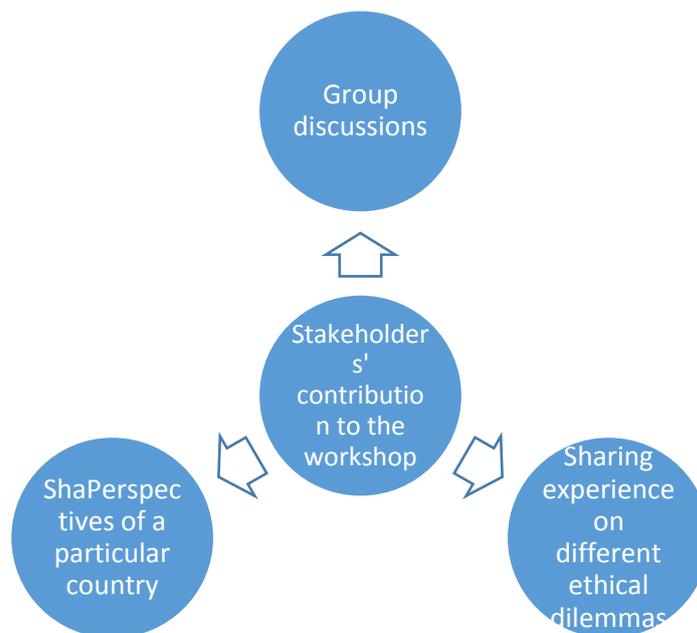
Figure 41: Forms of stakeholders' contribution towards the second Belgrade workshop

The stakeholders were further asked about what they felt they had learnt from their participation in the workshop. The responses are captured in Figure 42 below. An overall impression was that they not only became more aware of the SATORI project but also had

developed a deeper understanding of how ethics assessment should be implemented in research and innovation in different fields and projects.

Figure 42: Stakeholders' learning outcomes from the second Belgrade workshop

The stakeholders were then asked what aspects of the workshop they found most and least useful. The responses received for this question are in Figure 43. An overall impression was that the participants found the case studies and the group discussions to be most useful. On the other hand, only one was of the opinion that the talks and discussions were least useful. Other stakeholders found the guidance and procedures on the application of ethical assessment to be most useful. The responses also conclude that the stakeholders took the workshop as an opportunity to network with other stakeholders.
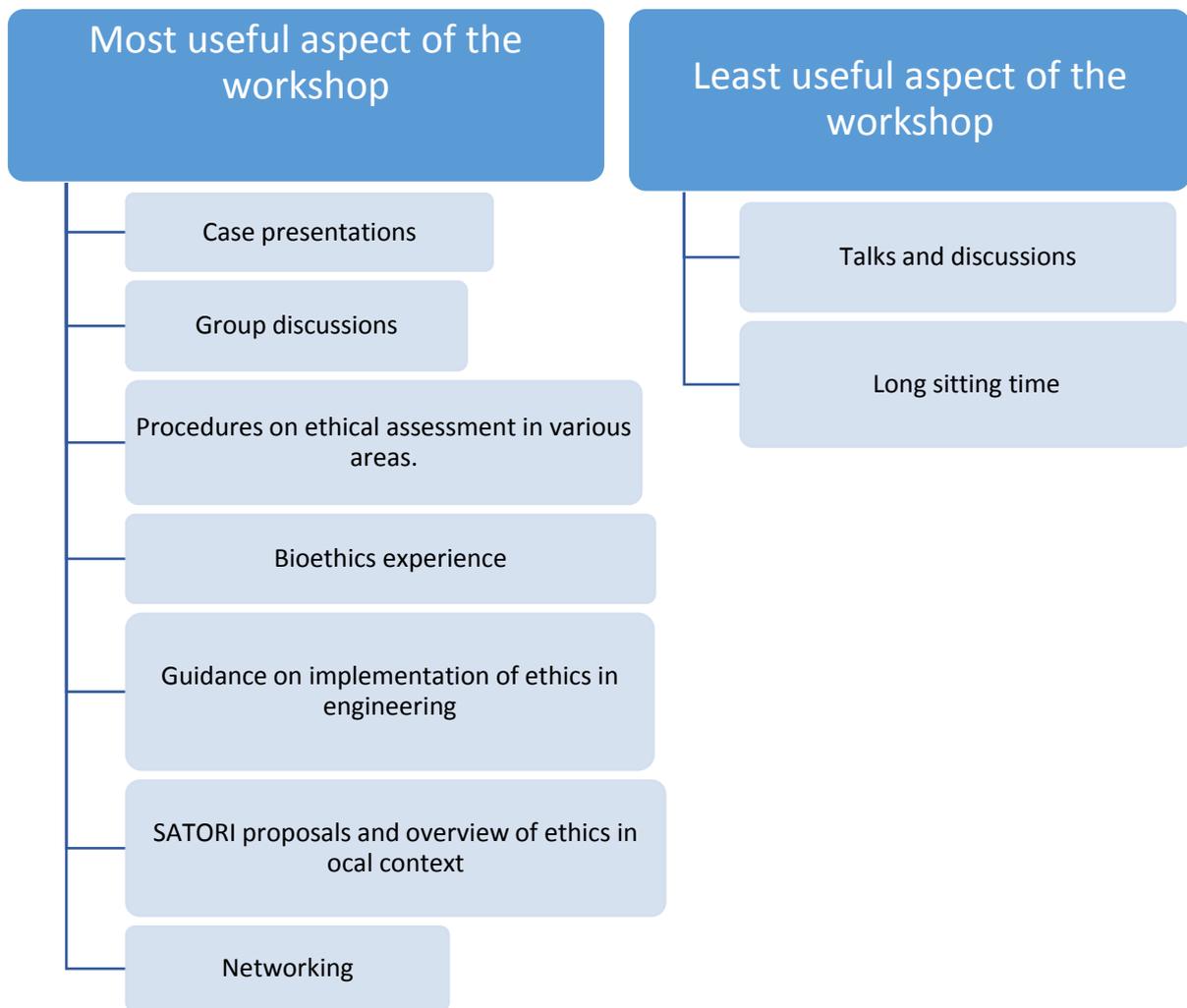
Figure 43: Most useful and least useful aspects of the second Belgrade workshop

On the question of whether they would apply the knowledge gained from the workshop to their work, Figure 44 below depicts the responses. 73% of the stakeholders stated that they will be sharing the knowledge learnt from the workshop with their colleagues in their institutions and will also include the learning into their current or future projects. It can be observed from the responses that the stakeholders realised the importance of ethics and how it could improve the significance of their work. An example of this was from one of the stakeholders who mentioned that although they will not be able to apply the knowledge directly into their work they could make engineers in their team aware of ethics so that ethical issues could be considered during development of the applications. As some stakeholders were from academic background, they mentioned that they would be able to incorporate the learning of workshop in their teaching class. One of the stakeholders stated that they already

apply ethical principles in their work; however, there were other stakeholders who mentioned that there was very little if any use of ethical principles in their organisation so they were willing to share information regarding the practical tools for ethical assessment. On the other hand, 9% of stakeholders were not sure if they will be able to apply the knowledge learnt or not. 18% indicated that they would not be applying what they had learnt from the workshop to their daily work practices.

RESPONSE OF STAKEHOLDERS ON THE APPLICATION OF KNOWLEDGE LEARNT FROM THE WORKSHOP

No
18%

Maybe
9%

Yes
73%
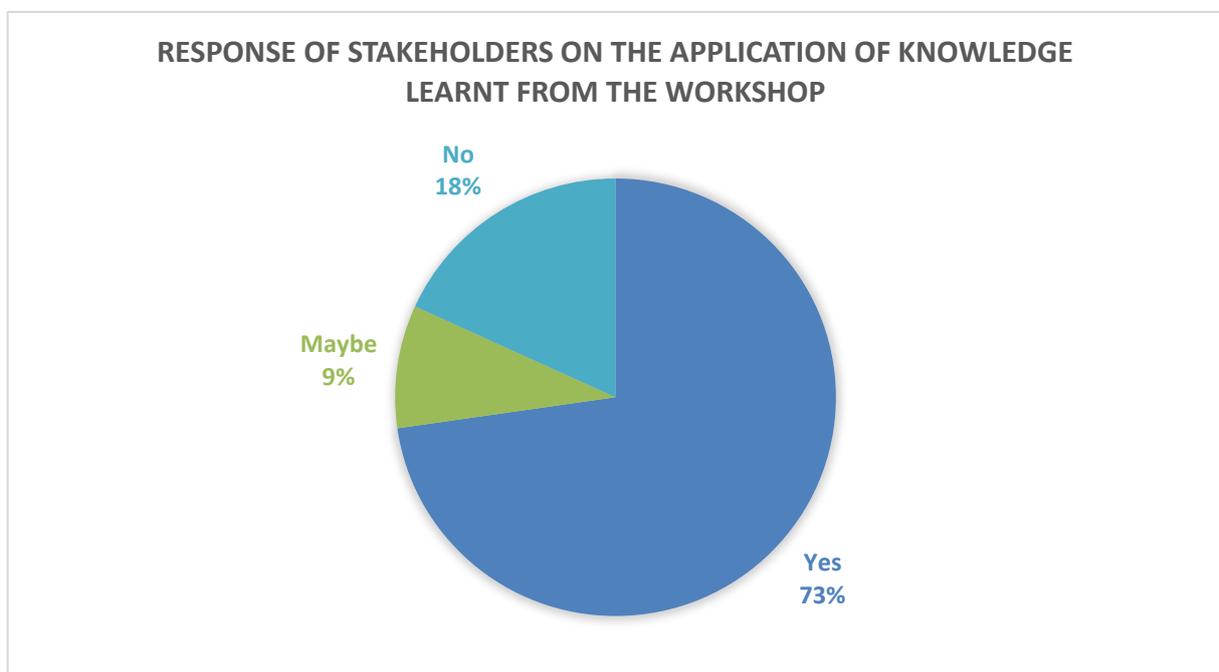
Figure 44: Stakeholders' view on applying knowledge learnt from second Belgrade workshop

Lastly, the stakeholders recommended that there should be more use of case stories as they were very helpful during the workshops. One of the stakeholders raised their concern about the ethics standards developed during SATORI stating that they should not just remain in theory. In addition, the participant stated that measures should be taken to ensure that ethics standards should be implemented in Research and Innovation. Another stakeholder suggested

that the materials should be sent out in advance so time can be saved during the workshop to allow more time for stakeholder participation.

2.2.5 Utrecht

The Utrecht workshop attracted around 17 participants with 12 participants returning the questionnaires. As with other workshops, the participants were asked to comment on the points below. Responses are outlined in Figure 45

- The objectives of the workshop were clearly defined.
- The objectives of the workshop were met during the session.
- The materials for the session were organised and easy to follow.
- The facilitator was knowledgeable and well prepared.
- The time allocated for the session was sufficient.
- The facilities where the session was conducted were adequate and comfortable.
- Interaction amongst participants was evident.
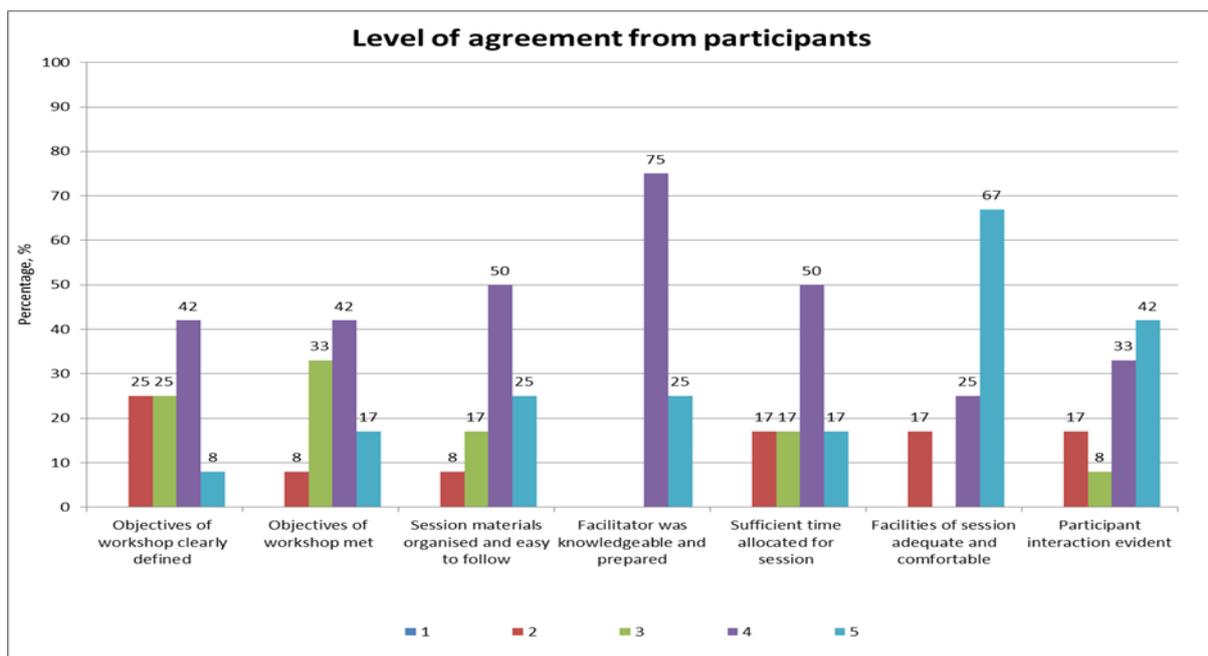
Figure 45: Participants' opinion on the Utrecht workshop

A variety of answers were received from the stakeholders. Most of the participants scored facilitator knowledge and adequacy of the session quite highly. Although other elements also attracted a fairly high score from some participants, elements such as 'whether objectives of the workshop were clearly defined'; 'whether the objectives were met'; 'whether session

materials were well organised and easy to follow'; 'whether there was sufficient time allocated for the session' and 'whether there was evident participant interaction' attracted some low scores of 1 and 2.

On the question of whether mutual learning was evident in the workshop, 92% of the stakeholders responded positively to this question whereas 8% indicated the opposite was true. See Figure 46 below:

PROPORTION OF PARTICIPANTS WHO FELT THAT MUTUAL LEARNING WAS EVIDENT IN THE WORKSHOP

No
8%

Yes
92%
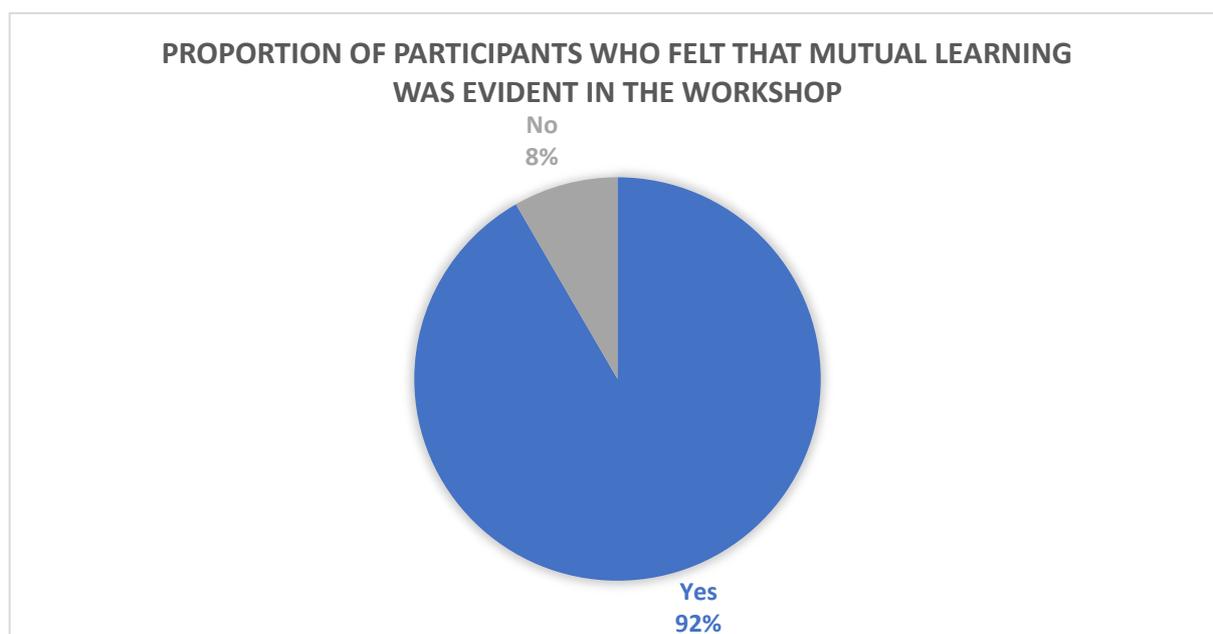
Figure 46: Stakeholders' opinion on evidence of mutual learning at the Utrecht workshop

In addition, the stakeholders were asked about their understanding of mutual learning. An overall conclusion was that mutual learning was the idea where everyone listens to each other and everyone is prepared to open to changing views and opinions. That mutual learning meant an opportunity where perspectives of other people are appreciated and similar issues along with their solutions in different countries are shared. The stakeholder's understanding was based on exchanging the knowledge, expertise, best practices and then further building on that knowledge. One of the stakeholders mentioned a simple process for mutual learning: Listening to other's approaches-> discussion of approaches-> consolidation.

The stakeholders were also asked about how they saw their contribution during the workshop. Responses are captured in Figure 47 below. The general conclusion was that stakeholders took part in the discussions by sharing their experiences about how the ethics is organised at their organisations.

Figure 47: Forms of stakeholder's contribution towards the Utrecht workshop

All stakeholders felt that their contribution was received with a positive attitude and were hopeful that it will contribute to the SATORI project. The stakeholders were further asked about what they had learnt from their participation in the workshop to which several responses were received as shown in Figure 48.
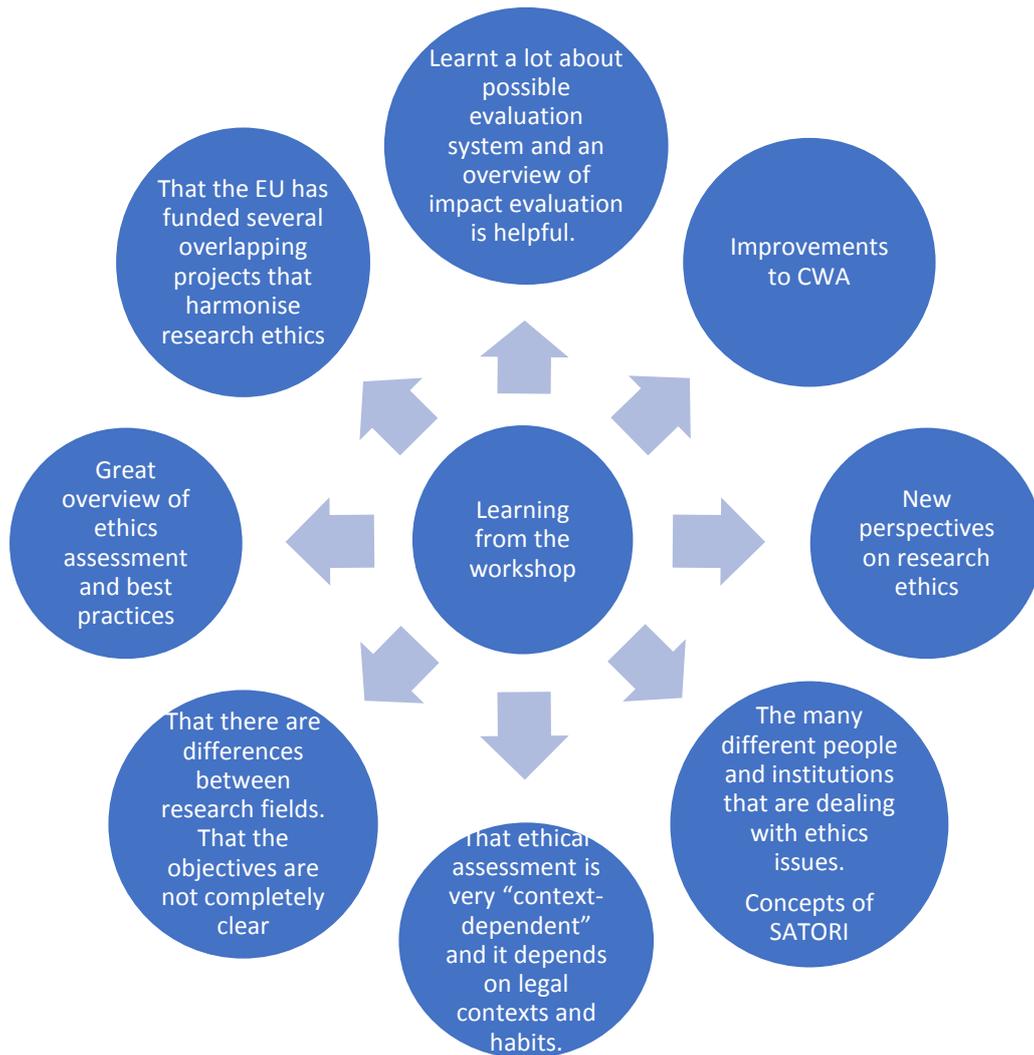
Figure 48: Stakeholder's learning outcomes from the Utrecht workshop

Participants were also asked about some of the most useful and least useful aspects of the workshop. These are captured in Figure 49 below:

Most useful aspects of the workshop

- Presentations made by other participants.
- Networking
- Concrete results from group discussions
- All of it
- Interactive learning
- Interaction between colleagues who do more or less the same job at other institutions- very important
- Discussions
- The documents

Least useful aspects of the workshop

- The dominant framework still appears to be the medical one
- Breaking out groups
- These need to be put in table below
- Resume of WPs
- Strong regulatory impact lives only limited room for other ideas.
- Structure of EA in medical REC's
- There is duplication of a whole set of documents that have been available for a long time.

Figure 49: Most useful and least useful aspects of the Utrecht workshop

The participants were then asked if they gained knowledge that they can apply in their daily work. As indicated in Figure 50 below, 75% of the stakeholders stated that they will be applying the knowledge in their research projects, 17% stated that they will not apply what they have learnt from and the remaining 8% were not sure whether they will be applying what they have learnt or not.

RESPONSE OF STAKEHOLDERS ON THE APPLICATION OF KNOWLEDGE LEARNT FROM THE WORKSHOP

Maybe
8%

No
17%

Yes
75%
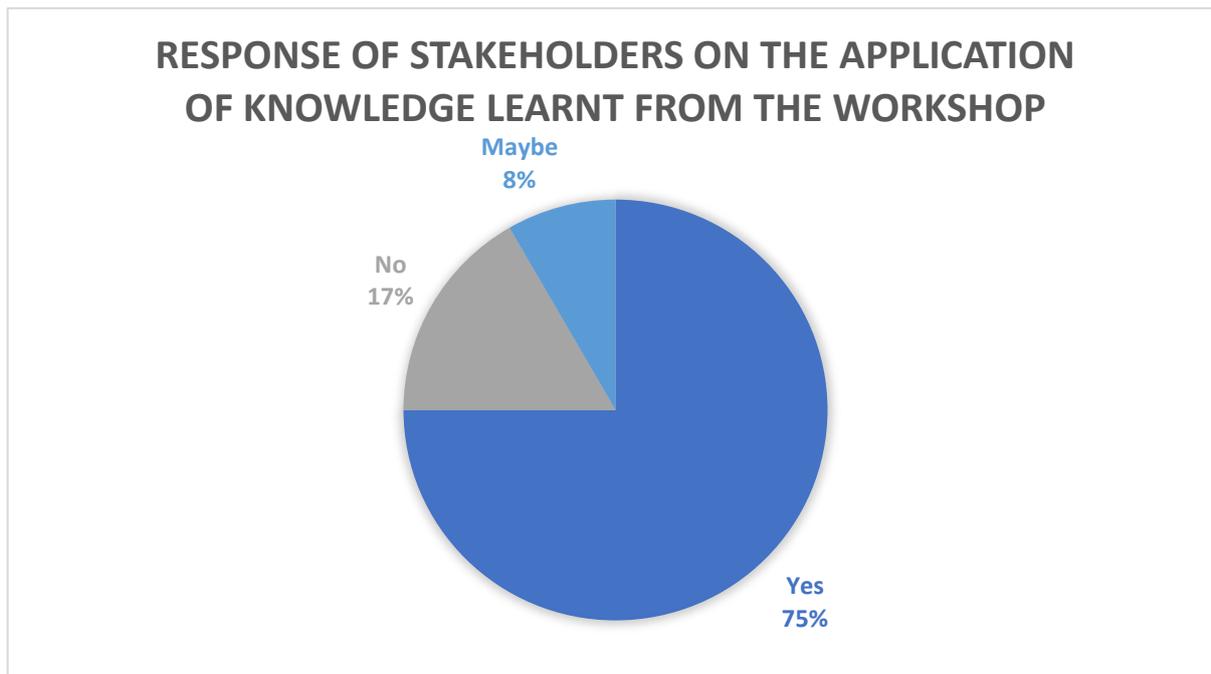
Figure 50: Stakeholders' view on applying knowledge learnt from the Utrecht workshop

The 75% of the participants stated that they will apply what they have learnt from the workshop in their discussions with other REC members, for instance, when solving various issues that they encounter in a nuanced way. In addition, they pointed out that what they have learnt has helped them to understand different ethics assessment procedures that are used in various research fields, which they will apply in their respective fields. One of the participants mentioned that they will take information back to their university and start thinking of implementing EIA at their institution. Likewise, another participant stated that they will report to their own committee and discuss how to improve their procedures in light of the insights they gained from the workshop. In contrast, the 17% of the participants mentioned that they will not apply what they learnt from workshop because it was not directly relevant to their work. From these responses, it can be established that the majority of the stakeholders gained knowledge from attending the workshop and were keen to apply what they had gained in their day to day practices

At the end of the questionnaire, the participants were asked to give comments or suggestions. The stakeholders made comments, which included that there should be an application of

ethical principles in decision-making processes that are undertaken in the project. In addition, one of the participants gave a positive comment about the location of the workshop and how interesting the workshop was. On the other hand, the participants suggested that information about meetings and events should be sent on time in order to improve on communication. Another suggestion was that the project partners should give feedback to the participants of the workshop in relation to their participation and lastly there should be more discussion of information among participants.

3 CONCLUSION

In this 6 monthly evaluation period, we have covered evaluation results from 5 workshops that were conducted in 5 different locations across Europe. The evaluation involved the use of observations and questionnaires that were distributed to the invited participants. The evaluation results have been presented above and from these results, it was noticed that there were similarities and differences across the workshops. The similarities were;

- A low score on objectives being met in 1st Warsaw workshop and 1st London workshop. The score in Warsaw was 29% and in London, it was 12%. Both were scaled at 2.
- The stakeholders made recommendations for improving the draft CEN CWA in relation to the procedures for EA, composition of EAUs, principles for EA and conceptions used in the CWA.
- Most of the participants made a comment on the limited time that was provided for the presentations which made them rush through the slides. In addition, most of the workshops did not start on time which therefore affected the timings.
- There was a concern in relation to the language used for ethics assessment in both the CWA and the threshold analysis questionnaire. The participants indicated that it was not only unclear to the target audience but it was very general.
- There was limited representation from stakeholders with non-scientific backgrounds such as the arts.

On the other hand, the distinct differences across the workshops were;

- The attitude towards ethics and ethics assessment is different among different countries, for example, there is some scepticism on how the proposed framework would actually work in countries like Poland where national ethics committees have failed to take off.
- The targeted participants were different across the workshops specifically on the second day of the workshops.

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- The Milan workshop had a theme and format that was different from the other 4 workshops. It was themed as a stakeholder dialogue rather than a mutual learning event, apparently due to the backgrounds of the invited participants.

Despite these differences and similarities, in general, the SATORI project managed to engage a wide range of stakeholders from diverse backgrounds. This is an encouraging development with respect to the aims of the project. In addition, in all 5 workshops, there was clear evidence of the mutual learning between the project's partners and the invited stakeholders. Another key finding was that the methodology used to engage the invited stakeholders was ideal for the intended purpose of the workshops although there were some aspects that should be improved in future events.

Having looked at the evaluation results together with the similarities and differences across the workshops, in section 2.4, we have given the following recommendations for the SATORI project going forwards.

4 RECOMMENDATIONS

In reflecting on the findings for the evaluation period between June and December 2016, we recommend some remedial actions for the SATORI project. The recommended remedial actions include;

i.   The project partners should send more invitations to participants from non-scientific backgrounds and the civil society sector for future stakeholder engagement events.
ii. The project should provide more robust and concise information on expectations of SATORI in relation to stakeholder contribution so that there is the desired mutual learning.
iii. It is essential for the facilitators of a stakeholder engagement event such as a workshop to provide some feedback to all the participants.
iv. Where there is the use of cases, the responsible partners should make it clear to the audience that the cases are real or fictional for purposes of the event. This will help the participants to better understand the context of the cases. In addition, with respect to case studies, there should be more details given to the participants, preferably in their entirety where possible. For instance, some stakeholders found some of the case studies to be very ambiguous. Hence, it can be recommended that the facilitator(s) should ensure that the briefing for the activities (case studies in this case) should be

made very clear during the workshops so that the participants can benefit to the maximum.

v. For future events, there should be less time for group activities and more time for discussions. This is recommended because it appears that several participants did not necessarily find the amount allocated to groups activities useful, however, they would have liked to have time for discussion.

vi. The objectives of the workshops or similar future events should be concise and very clear to the participants.

vii. The SATORI project should disseminate extensively and use the invited participants as a spring board for reaching out to different communities for example by using science journalists who attended the workshops. This will provide a platform for SATORI to receive input and feedback as well as to have maximum impact and reach on different communities specifically on ethics assessment.

viii. Stakeholder engagement events materials should be sent out well in advance so that time can be saved during the workshop. Granted the materials were sent to participants before they attended the workshop, however, it appears the time needed more time to analyse and assess the documents. Enough time will allow participants to prepare prior to attending the event, therefore, giving them more time for effective stakeholder participation during the event.

ix. The CWA and threshold analysis questionnaire should be translated into other languages so that is useful in different European countries.

5 APPENDIX

5.1 QUESTIONNAIRES

5.1.1 Questionnaire for Stakeholder Dialogue Workshop

Evaluation Questionnaire on Workshop: Understanding & Measuring the Value generated by Ethics Assessment, UNI - Ente Italiano Normazione (Italian Standard Body), Milan, Italy - October 12th to 13th, 2016

Instruction: Please provide short answers to the following questions in the space provided.

1) What is your professional background?

…………………………………………………………………………………………

![SATORI logo]

2) How did you find yourself being involved in the Milan SATORI workshop?

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3) Are you happy with your role within the Milan SATORI workshop?

Yes   No

4) If No to (3), please indicate why you are not happy with your role and how it could have been improved?

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┌─────────────────────────────────────────────────────────────┐
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5) Do you feel you have contributed to the SATORI project?

Yes   No

6) If Yes to (5) what form did your contribution take?

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│   │
│   │
│   │
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│   │
└───┘

7) Do you think you have learnt something as a result of your participation in the Milan SATORI workshop?

       Yes   No

8) Please elaborate on your answer in (7)

┌───┐
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│   │
│   │
│   │
│   │
└───┘

9) What were your expectations of your involvement and have they been met?

┌───┐
│   │
│   │
│   │
│   │
│   │
└───┘

10) Overall, how did you find the Milan SATORI workshop?

    Poor   Average   Good   Excellent

11) Please elaborate on your choice in (10)

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12) What is your evaluation of the SATORI project as a whole thus far?

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13) What suggestions do you have for improving the SATORI project in the future?

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14) If you have anything further to add as a conclusion to this questionnaire, please provide your comments in the space below

5.1.2 Questionnaire for Mutual Learning Sessions

Evaluation Questionnaire on Mutual Learning Workshop: A Framework for Ethical Assessment, November 2016

Instruction: On a scale of 1 to 5, please indicate your level of agreement with the statements below.

1. The objectives of the workshop were clearly defined.	1	2	3	4	5
2. The objectives of the workshop were met during the session.	1	2	3	4	5
3. The materials for the session were organised and easy to follow.	1	2	3	4	5
4. The facilitator was knowledgeable and well prepared.	1	2	3	4	5

5. **The time allotted for the session was sufficient.**	1	2	3	4	5
6. **The facilities where the session was conducted were adequate and comfortable.**	1	2	3	4	5
7. **Interaction amongst the participants was evident**	1	2	3	4	5

Instruction: Please provide short answers to the following questions in the space provided.

1. SATORI aims to encourage mutual learning among stakeholders. Do you feel that mutual learning was evident in the workshop?

           Yes   No

2. What is your understanding of mutual learning?

3. What do you think was your contribution towards the workshop?

4. How do you think your contribution to the workshop was received by the SATORI partners/ facilitators?

5. What did you learn from your participation in the workshop?

SATORI

(blank answer box)

6. What aspects of the workshop did you find most useful?

(blank answer box)

7. What aspects of the workshop did you find least useful?

(blank answer box)

8. Will you apply what you have learnt from the workshop?

                Yes   No

If your choice is 'Yes' please go to question 9. If your choice is 'No' please go to question 10.

9. If yes, to question 8, why do you think it is important to apply what you have learnt? How will you do it?

(blank answer box)

10. If no to question 8, why do you think what you have learnt is not applicable?

11. Any other comments, improvements or suggestions?

5.2 OBSERVATION DOCUMENT

Location	Observation aspect	Remark/Comment
	Objective of the workshop • Was it is clearly outlined?	
	Stakeholder Engagement • Recruitment • Representativeness	
	Participants' contribution on workshop materials • Case studies • 2 draft CWA documents • Threshold analysis questionnaires	

SATORI 6 Monthly Periodic Evaluation Report

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June 2017

Deliverable 12.4(4)

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1 INTRODUCTION

This report is the fourth of a series of six monthly reports of the SATORI project evaluation. The report covers an evaluation update on the activities that were carried out between January and June 2017. Specifically, it focuses on the progress of WP7 on Standardisation, WP8 on Heritage, WP9 on Policy Watch and Recommendations, WP10 on Communication and WP11 on Project Coordination. It includes analysis of information collected from discussions with WP partners concerned with the respective WPs under review. This evaluation report aims to assess whether or not the WPs falling under the mentioned evaluation period have met their objectives as laid down in the DOW.

2 EVALUATION UPDATE ON STANDARDISATION – WP7

WP7 has been completed according to plan. Although the WP had some issues related to the integration of work between WP4 and WP7 in relation to the development of the framework and the assessment of the feasibility of standardising it, this challenge was resolved. It was resolved by making use of preliminary reports, identifying outstanding issues, asking questions and elaborating clarifications between the two WPs and consulting a wider stakeholder audience. The meeting in Ljubljana in February 2017 also helped to develop a concise framework for standardisation. There were no conflicts experienced in this WP. For this evaluation period, the success of the WP has been the outcomes of tasks 7.3 and 7.4 resulting in a framework for standardisation and a framework for certification for ethics assessment respectively. In summary, WP7 has:

- Website content which is up to date
- Populated the shared space with all the relevant documentation
- Published the CEN Workshop Agreement parts 1 and 2.
- Been completed within the stipulated timeline and therefore gone according to plan.

3 EVALUATION UPDATE ON HERITAGE - WP8

WP8 consists of four tasks with three falling under this evaluation period. Looking at the tasks progress in detail, the first task involved the identification of competent leaders. Under this task four sets of competent leaders for the SATORI post-project strategy were identified. These competent leaders willing to take the SATORI into the future comprised of a group of WP participants, consortium partners, a broad selection of stakeholders previously involved in the SATORI work and a select group of European-level interest groups. The aim of the second task was to attract post-project financing. The WP pursued two parallel strategies for a sustainable uptake of the SATORI MML recommendations and intellectual products. The strategies that the WP suggests for the sustainability of the project's work includes financing for a post-project collaboration centred on the CWA revision process and project funding through new and planned H2020 projects which the SATORI consortium is engaging with. These strategies depend on the commitment of the SATORI consortium members. The consortium members were reminded of their commitments during the Ljubljana workshop held in February and the Brussels Workshop held in May 2017. The stakeholder workshops were the third task for WP8. The WP carried out two stakeholder workshops regarding SATORI's sustainability. The first workshop focused on the centrality of the CWA revision process around which a post-project collaboration ought to centre while the second workshop was geared towards an attempt to make such a post-project collaboration happen.

The WP has however experienced some delays in the completion of deliverables. Therefore, rather than the WP completing the deliverables in May, these have been delayed until August 2017. This has been due to the fact that the responsible partners are awaiting comments on specific subject areas of the deliverables from consortium partners. These consortium partners are said to have committed to comment on areas covering new and planned H2020 projects for piece-meal funding, uptake of the CWA as an element in the UN global compact and identification of potential leaders. Despite the delay, the WP has sent out 500+ e-mails to solicit support for the heritage strategy. It has populated the project's shared space with relevant documentation. However, at the time of this evaluation report, the website content for the WP has not been up to date.

4 EVALUATION UPDATE ON POLICY WATCH AND RECOMMENDATIONS - WP9

WP9 experienced a challenging start. This was due to the initial responsible partner of the WP changing organisations. As such, this left the WP with a period of uncertainty and resulted in it starting later than anticipated. The new responsible partner had to work on the three specific tasks namely i) Identification and inclusion of relevant EU strategic priorities and policy development; ii) the second task was on news and development on EU related initiatives and policy development and iii) the third task was the SATORI consortium's integrated assessment framework and recommendations. The tasks had to be completed in a year's time rather than the initial allocated time of two years.

Related to the first task within WP9, the partners involved have successfully reported on relevant initiatives and policy developments at EU national and local levels regarding EA. They have looked at different types of sources of EA and ethics review. The WP successfully monitored different policy development sources across the EU and USA including the UK, Poland, France, Italy, the Netherlands, Belgium, Latvia, Germany, Austria, Spain and Portugal. The WP has posted news on EU related initiatives and developments by looking at the most relevant institutional developments and policy activities which they then successfully managed to create descriptions of policy developments and activities. The WP also managed to develop and distribute newsletters carrying out policy related and EA of R&I news items. In total six newsletters were produced covering a variety of issues such as RRI in the health industry, animal welfare, ethics in design, gender equality, genome interventions and principles of science policy making among others:

- Issue 6 - April 2017
- Issue 5 - February 2017
- Issues 4 - December 2016
- Issue 3 - October 2016
- Issue 2 - August 2016
- Issue 1 - 29 July 2016

WP9 also managed to produce a policy brief associated with the WP. The policy brief covers aspects related to improving the organisation of research ethics committees (RECs). This was produced in January 2017. Despite the delayed start, the WP seems to have been successfully executed and has met all its objectives within the stipulated timeframe. There were no conflicts and all partners associated with the WP appear to have worked well together. All relevant materials have been shared on shared space.

5 EVALUATION UPDATE ON COMMUNICATION - WP10

There has been a steady progress on the tasks undertaken by WP10. The WP has been proactive in both internal and external communication about the work of the project so far. For instance, WP has disseminated information about the project on social media platforms such as Twitter and LinkedIn. The WP has also encouraged the consortium partners to actively assist in implementing the communication strategy through the following actions:

- translating the press release in different languages on 'How ethical is EU science?'.
- sending the press release to media contacts and other interested parties
- using social media for disseminating the press release, framework page, video, etc.
- posting press releases and additional materials on partners' organisational websites

The WP is involved in organising the SATORI final conference which will take place in Brussel on 18-19th September 2017. A press release containing information about the conference has been produced and subsequently disseminated. Also, the WP final communication report is being prepared and the WP leader has asked for detailed accounts of actions taken by all partners involved so that they can be included in the final report.

The WP seems to be on course with all the relevant materials uploaded on the website and the project's shared space, however at the time of this report the CWA press release had not been actioned. The WP is planning to release many of the policy briefs at a later date in July 2017.

6 EVALUATION UPDATE ON PROJECT COORDINATION - WP11

The coordination of the project has been conducted very well. This was reflected in the positive feedback received during the mid-term EC evaluation. The project has been managed very well with the coordinator always at hand to ensure that WPs were running smoothly and as best as they could. A more detailed assessment of the coordination and project progress from a coordination point of view will be covered in the final synthesis report. In the meantime, the coordination team, along with WP10 have been planning the final SATORI conference scheduled for the 18-19th September in Brussels. An agenda has been drawn and speakers invited.

7 CONCLUSION

This quarter of the evaluation report has mainly looked at progress of WPs 7, 8, 9, 10 and 11. All the WPs under review have successfully carried out their tasks with minimal difficulties. WP7 has published the CWA; WP8 has produced draft reports with comments being awaited on specific subject areas. Although having started later than anticipated, W9 managed to meet all its objectives and within time. WP10 has proactively promoted the project. Lastly, despite some of the challenges experienced in some of the WPs such as delays in completion of reports, WP11 has supported the rest of the WPs and coordinated the project very well.